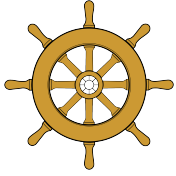


Lesson Description: Validating and Citing Sources in M.L.A.

Outcomes



Resources



Procedure



Assessments



Grade: 5

Subject: Language Arts

Driving Questions: How can I cite my information sources responsibly?
Why are some animals endangered?



Curriculum Outcomes:

Language Arts 10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning

IT integration: RPSD 6.5 acknowledge the sources of information using simple citation formats, with independence

Science –identify the positive and negative impacts of humans on plants and animals (204-1, 108-8)

Expected Time: 1 hr



Resources: Sample pic Collage, Student handouts

Video to explain the activity at <http://eisongrade5.weebly.com/screencasts2.html>

Outside additional video resources at <https://www.youtube.com/watch?v=syt24LJvzIY>



Lesson Procedure

21st century skills

Teacher does (I Do):

Assumed knowledge: This lesson assumes to be embedded in another content area of research- in Grade 5 french for example, you may be working at Les Animaux en Danger (endangered animals) or looking at how the environment affects us in Unit 2 of Social Studies

Display sample *pic collage* made on a device (see attached). Ask students to predict what the animals shown all have in common. (From South America and all are endangered) Have students postulate what is happening in the environment of the animals that has resulted in this status. (destruction of rainforest etc)

Give students the [handout](#) with the pic collage directions. If using ipads have students open the file from Moodle or Showbie etc to enter information directly in the table fields.

(The handout was created with typeable boxes to remind students what type of information is required in each place. By submitting the information electronically teachers can click the links to verify student findings. (A

Flipped video to demonstrate the **activity is available at** <http://eisnorgade5.weebly.com/screencasts2.html>

(An additional instructional video from outside sources available on you tube at <https://www.youtube.com/watch?v=syt24LJvzIY> (using easy bib to make citations)

Identify the goals of the activity to students as

- a) identifying some animals that are endangered in South America and why and
- b) learn to cite the source of information

- find, validate
- remember, understand
- collaborate, communicate**
- analyze, synthesize
- critical thinking**
- evaluate, leverage
- create, publish**
- citizenship**

Explain the directions for the pic collage activity as on the handout. Note the three animals on the page with the table. Highlight common problems such as forgetting to ensure that the animal comes from South America and not another rainforest and that they are indeed endangered.

Demonstrate a sample search on the internet. (Show the video or have students return to it as needed.) Once they have determined why the creature is endangered, show how to find the required portions of a proper mla citation.

Common difficulties to avoid:

Students at the grade 5 level may need the following reminders.

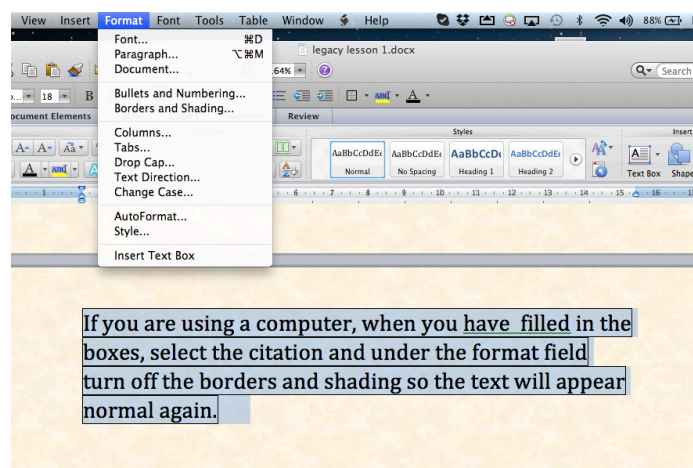
-it is preferential to use the content part of the web vs doing an image search. If they locate an animal under images they need to visit the page directly to verify the information and cite the source rather than citing google images.

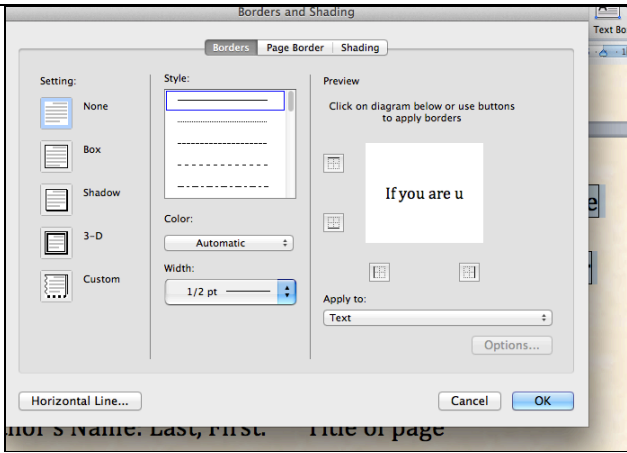
-don't forget to copy the website address before you "lose the page" otherwise use the history to go back.

-don't collect all the images from the same website. Use three reliable sources.

-validation of information is necessary. What sort of sites provide more reliable information?

If your students are using a computer, when they have filled in the boxes, select the citation and under the format field, turn off the borders and shading so the text will appear normal again.





Student does (You Do):

Students complete the chart and pic collage.

- collaborate, communicate
- analyze, synthesize
- critical thinking**
- evaluate, leverage
- create, publish**
- citizenship**

Class share (We Share):

Students comment on what they have learned about human impact on the environment as well as their new skills in citing websites.

- find, validate
- remember, understand
- collaborate, communicate**
- analyze, synthesize
- critical thinking**
- evaluate, leverage
- create, publish
- citizenship**

Lesson Wrap Up:

Help students sum up what they have learned and instruct them to submit their pic collages and charts in the format you choose. (paper or moodle / showbie/ edmodo submission)

Differentiation/Modification/Enrichment:

To change the challenge level, increase or decrease the amount of animals to be found. Add requirements for various classes of animals or change the amount of information to be collected. IPP students could be provided with a specific list of animals that meet the criteria or a limited group of websites to simplify the task. They could also use a cognitive cue card sort of checklist of the steps in the search. Students can have partners at the research stage to simplify as well.



Assessment:

Circle the level of completion for each task requirement on the chart.

Notes: Students quickly ascertain the common reasons for endangerment, but need to look deeper at what may be causing some of them in future lessons.

This works very well as a lesson to verify information- so often younger students accept the first choices they see at face value. Pic collage is an easily learned, readily available app for all ages.

Students need frequent reminders of the process here to make the citations so I have added the typeable boxes. Students have difficulty recalling the order to write the citations. I do not dwell on the spacing and punctuation at this level. There are programs such as bibme or easybib to create citations automatically but I believe it is better for students to understand their composition before using these tools.

Pic collage and citation evaluation:

5 animals from S.A.	1	2	3	4	5
Animals are endangered	1	2	3	4	5
Range is given	1	2	3	4	5
Reason endangered	1	2	3	4	5
Citation 1 correct	1	2	3	4	5
Citation 2	1	2	3	4	5
Citation 3	1	2	3	4	5
Pic collage design	5	10	15		

TOTAL /50



Galapagos tortoise



Mantled howler monkey



Long tailed otter



Galapagos penguins



Thin-spined Porcupine



Golden Lion Tamarin

Make a pic collage of endangered animals of South America.

What are you searching for?

- Research examples of at least 5 ENDANGERED South American rainforest animals –
 - Use at least 3 websites
 - Label the animal names in pic collage.
 - Complete the chart telling their range (where they live) and why they are endangered.

How do you record where you found the information?

When you find an appropriate animal, follow these steps to record where you found the info.

1. Record the animal's name, where it lives & why it is endangered in the chart.
2. Copy and paste the picture into pic collage. Add a label.
3. Return immediately to the site you got it from. If it was in google images, go directly to the page it came from by clicking on "visit page"
4. Select and copy the address in the top bar of the page.
5. Paste this address into this document so that the line becomes underlined in blue.
6. Locate the author, title, publisher, date created and add today's date.
7. You need to use at LEAST 3 websites to get the 5 animals.

Making the bibliography in MLA format:

For each website you will give credit to the authors by writing the following information IN THIS ORDER:

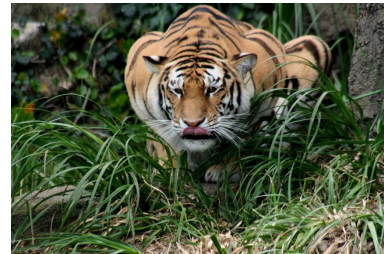
_____, _____, " _____ " _____, _____
Author's Name (last, first) Title of page Publisher date

Web. _____ . _____
Date you used site (day/month/year) website address pasted here

Example:

Guernsey, Paul. "WHICH ANIMALS LIVE IN RAINFORESTS?." *All About Wildlife RSS*. N.p., n.d. Web. 17 Jan. 2014.
<http://www.allaboutwildlife.com/which-animals-live-in-rainforests>

Endangered Animals of South America



Remember : These 3 pictures all came from sites that mention rainforests. They do not meet all criteria: endangered + South America. Only one of them belongs to the South American Amazon rainforest and are endangered.

Animal	Range (Where it lives)	Why it's endangered
Bald Uakari	Forest above the Amazon River	Hunting and deforestation

Website 1:

Replace the words in the boxes with the necessary information. Use n.p. or n.d. only if the publisher or date cannot be found.

Author's Name: Last, First . "Title of page"

Publisher, Date Created Web. Date Used

(not google)

Website 2:

Repeat the process for the other 2 websites.

Author's Name . " " P..... ,

D... C. Web. D..... Used

W..... (not google)

Website 3:

. " " ,

Web. ...

(not google)

If your students are using a computer, when they have filled in the boxes, select the citation and under the format field, turn off the borders and shading so the text will appear normal again.