**Objective:** The goal of this lesson is to remind the students about the basic source work requirements for their Inquiry papers. The knowledge on this subject might vary from student to student, so the lesson works to determine a baseline and then move forward from there. This lesson is also designed with the dynamics of my specific class in mind: my students are not very talkative in big groups this year, so I designed this lesson to get them talking about the material in smaller groups, where they are more productive. The students should either be able to complete their source work or use the provided sources to answer further questions about their source work.

**Materials:** Each student needs to bring a type of technology that has internet access and a pen and notebook for note taking. The presenter needs a projector for the accompanying PowerPoint.

**Activity: Agree or Disagree? (10 minutes)**

On one side of the room, write “agree” on the chalkboard. Write “disagree” on the other. Read the statements below out loud and the students should move to the side of the room with their answer on it. If they’re not sure, they can stand in the middle. At the end of each question, a few students from each side should share their reason.

1. It is okay to end a paragraph with a quote as long as it is from a scholarly source.
2. If the quote is written in a different tone than the rest of the paper, it should be paraphrased instead of directly quoted.
3. If I use three quotes from the same source in the same paragraph, it is okay to put the in-text citation at the end.
4. My original work from a previous semester does not need to be cited because it came from me.
5. I should try to only use direct quotes when it would have been impossible to state the information any better than the source.
6. I don’t need to add analysis to a citation if it’s straightforward information.

**Presenting PowerPoint (10 minutes)**

**All together: Citing a source (10 minutes)**

We’ll use the topic of abortion, since it’s one that we’ve been using. We’ll look at this source:

<https://www.washingtonpost.com/news/morning-mix/wp/2017/08/17/10-year-old-indian-rape-victim-gives-birth-after-a-court-denies-her-an-abortion/?utm_term=.ace69f2f39aa>

and break into three groups. One group will paraphrase, one group will summarize, and one group will pull a direct quote. We’ll use a sample paragraph and ask them to add their choice into the paragraph and talk about our choices afterwards.

Which citation method seems to be the most effective? Why?

Why did you choose the section you decided to cite? How did it make the points in the paragraph better?

When these questions are answered, we’ll work as a group to cite the source together from Purdue OWL.

Then, after we have our full citation, take them to the Purdue OWL site to show them how to cite the quote INSIDE the text.

Purdue OWL main page > Research and Citation > MLA style > MLA Formatting and Style Guide > allllllll the way at the bottom, correct in-text citations are listed.

**Transition into workshopping and general question/answer time: (20 minutes)**

Trade papers with a partner and look for citations in their work. Are they cited correctly? Does their quote match the tone of the sentences around it? Is there analysis following every citation? If they end a paragraph with a citation, how should they fix it?

**Method of Assessment:**

The students will demonstrate their knowledge on this subject on their Inquiry assignment. We were in the middle of the draft workshops during this lesson plan, so the students used this information from the lesson plan to further their ability to incorporate citations into their papers. After their question/answer section, a significant improvement showed through their work.