

INTEGRATED LIBRARY INSTRUCTION LESSON

Lesson Template:

Grade Level, Collaborative Content Area	English 11 N. Bogan/Mrs. Brunner April 8, 2022 10:05-10:50 (45 min)
Content Objective	Research SOL: 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
AASL Competency Library Objective	VI. Engage, B.2: Acknowledging authorship and demonstrating respect for the intellectual property of others. The students will find one visual to be used in their slide show and create MLA citation for the visual.
Link to Background Knowledge	Today's lesson focuses on finding visuals and crediting the sources for those visuals. Prior to this lesson, Mrs. Brunner has explained the research product, which will be a slide show presentation. Therefore, she wants students to understand how to search for visuals and use them ethically by crediting sources using MLA instead of merely copying and pasting visuals into their slide shows.
Hook or Introduction	Ask students, "What do you do when you want to use a picture/visual in a slideshow?" Remind students of the final research product and set objective for today's lesson: to find a visual for their slideshow and create an MLA bibliography for it. (5 min)
Engagement in Learning (This should be enough detail so someone reading the plan could teach the lesson)	Activity 1: Whole Group Instruction (20 min) Wakelet presentation showing students how to locate visuals, use Tools to set search preference to "Creative Commons" and how to create MLA citations. Activity 2: Independent Practice (20 min) Students will search for visuals to incorporate into their slideshows and create an MLA bibliography. During this time, the teacher and librarian will walk around the room assisting students and checking for understanding.

	<p>Closure: (5 min) Remind students that just as they credit sources when they use words and information from online sources, they also need to credit visuals.</p> <p>Differentiation is achieved by permitting students to take extended time as needed, and ELL students are permitted to use Google translate. Students will also have the option of building their own MLA citation by following the format or using a citation builder.</p>
Assessment & Reflection	<p>I will know if students met the objective if they create an MLA citation for the visuals they found, which they will submit in a Google form. I will also be able to informally assess their understanding as we assist students and check for understanding during independent practice.</p> <p>What might I consider changing? I was surprised at how few students knew how to do a basic search for images, so I would spend more time teaching this skill.</p> <p>Reflection: Students were surprised that they should credit sources when using visuals, so Mrs. Brunner was wise to include this topic, which is still not widely taught. I would like to do a better job connecting ethical use of visuals to crediting sources that are written text. When students tried to access the citation creator from their Chromebooks, they had to enter all of the information manually, but they could use a link if they used their phones. I am still often thwarted by technology and settings at school, so when I working in a school building, this will be something that I will have to always check before lessons.</p>
Materials/Resources	<p>For this lesson, I will need the following electronic resources: online presentation and a Google Form for submitting citations.</p>