

Making Sense of MLA

Citing Sources and MLA Formatting

Margaret Salesky, Lindsey Link, Ryan Rahhal
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Grade Level	9th – 12th Grade
Subject	English/Language Arts
Course	A.P. Language and Composition, A.P. Literature and Composition, Composition

Essential Question

Why does citing sources matter? What does citing sources offer to readers? How should correctly cited sources look?

Summary

In this lesson, students will examine and explore examples and non-examples of MLA formatting in order to come to a clear understanding or correct citation.

Snapshot

Engage

Students use the I Notice I Wonder strategy to discuss the importance of crediting sources.

Explore

Students participate in a Rainbow Write card sort to become acquainted with citation procedures for books, articles, and websites.

Explain

Students complete an eLearning activity demonstrating several rules of MLA formatting while taking notes on what they learn.

Extend

Students work through an Examples and Non-Examples activity, reviewing several citations and making corrections to those that contain errors.

Evaluate

Students write a short essay using proper MLA formatting and citations.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.6.W.3: Integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

Attachments

- Examples and Non-Examples Answer Key.docx
- Examples and Non-Examples Answer Key.pdf
- Examples and Non-Examples MLA - Spanish.docx
- Examples and Non-Examples MLA - Spanish.pdf
- Examples and Non-Examples MLA.docx
- Examples and Non-Examples MLA.pdf
- Fahrenheit 451 and Television Essay MLA - Spanish.docx
- Fahrenheit 451 and Television Essay MLA - Spanish.pdf
- Fahrenheit 451 and Television Essay MLA.docx
- Fahrenheit 451 and Television Essay MLA.pdf
- I Notice I Wonder MLA - Spanish.docx
- I Notice I Wonder MLA - Spanish.pdf
- I Notice I Wonder MLA.docx
- I Notice I Wonder MLA.pdf
- Lesson Slides- Making Sense of MLA.pptx
- Rainbow Write-MLA - Spanish.docx
- Rainbow Write-MLA - Spanish.pdf
- Rainbow Write-MLA.docx
- Rainbow Write-MLA.pdf
- Rules Handout MLA - Spanish.docx
- Rules Handout MLA - Spanish.pdf
- Rules Handout MLA.docx
- Rules Handout MLA.pdf

Materials

- I Notice/I Wonder- Making Sense of MLA (attached; one per student)
- Rainbow Write Citation Cards- Making Sense of MLA (attached; one per group of students)
- Examples and Non-Examples- Making Sense of MLA (attached; one per group of students)
- Fahrenheit 451 and Television Essay Sample- Making Sense of MLA (attached; OPTIONAL one per student)
- MLA Citation Rules Handout- Making Sense of MLA (attached; one per student)
- Highlighters
- Red Pens

Engage

Teacher's Note: Lesson Preparation

Prior to beginning this lesson, print and cut out the attached **Rainbow Write** cards for the Card Sort activity. You will need one set of cards for each group of students. Use envelopes or paper clips to keep the sets organized. Printing the cards on heavier paper, such as card stock, and laminating them will ensure that they last longer than just this one lesson!

Begin the lesson by displaying **slide 2** of the attached **Lesson Slides** and introduce the students to the lesson.

Move to **slides 3-4** and share the Essential Questions and Learning Objectives for the lesson to the extent you feel necessary.

Pass out the attached **I Notice, I Wonder** handout and share the I Notice I Wonder instructional strategy with students. Display **slide 5** which has a side-by-side image of Olivia Rodrigo's *Sour Prom* cover art next to Hole's *Living Through This* cover art, or go to the StereoGum Article, which features the image. Have students write down things they notice and wonder on their handouts. After a few minutes, provide them with time to share their thoughts with a partner and add to their notes. Next, have students share out with the whole class. Finally, share with students that, although the images are similar, Olivia Rodrigo did not credit Courtney Love with the original idea, which upset the Hole's singer. Share with students the importance of giving credit to the original author or artist when using their images, likeness, words, ideas, etc.

Explore

Move to **slide 6**, share the instructional strategy Rainbow Write with the students, and pass out one set of the attached **Rainbow Write** book citation cards to each pair of students. Have them take a few minutes to look at the cards in front of them.

Sample Student Responses

Ask the students what they notice about the book citation cards in front of them. Some responses you might hear are:

- If I put them in a rainbow order, the author's name comes first, then the book title, then a bunch of information last.
- The author's name is written last name then first name.
- The book title is italicized.
- At the end of every card there is a period.
- The last card has a lot of information in it.
- The last card has a year in it.

If the students haven't already done so on their own, instruct them to put the cards in a rainbow order (red, orange, yellow) and move to **slide 7** to share an example book citation. Share with them the citation format at the bottom of the slide and point out any key elements they may have missed when discussing the book citation format. Be sure to point out the last section has the city of publication, publisher, and publication date. You may even want to pull a book off the shelf to demonstrate where to find this information on the book.

Display **slide 8**. Pass out one set of the journal citation cards to each pair of students. Have them take a few minutes to look at the cards in front of them.

Sample Student Responses

Ask the students what they notice about the journal citation cards in front of them. Some responses you might hear are:

- There is a lot more information for a journal entry.
- The author still goes first and is written the same way.
- There are still periods at the end of each section.
- The title of the journal (they may say magazine) comes later than the book titles.
- The title of the article comes after the author's name and is in quotes.
- The pages the article is on are the last thing included in the last section of the citation.

Note: Some students will have a fourth card that is green with the doi. It is important to point out to them that if they found it online or have that information available, it should be included at the end of their citation.

If students have not already done so on their own, instruct them to put the cards in a rainbow order (red, orange, yellow).

Move to **slide 9** to share an example journal citation. Share with them the citation format at the bottom of the slide and point out any key elements they may have missed when discussing the journal citation format. You may even want to pull a journal off the shelf to demonstrate where to find this information.

Display **slide 10**. Pass out one set of the website citation cards to each pair of students. Have them take a few minutes to look at the cards in front of them. At this time, they should already be keyed into the fact that their citations should be in rainbow order.

Sample Student Responses

Ask the students what they notice about the journal citation cards in front of them. Some responses you might hear are:

- It is longer than the other citations.
- The URL is included.
- The editor is listed in the author spot.
- Some information is missing. Why don't I have an orange card?

Move to **slide 11** to share an example website citation. Share with them the citation format at the bottom of the slide and point out any key elements they may have missed when discussing the website citation format. Point out that this looks like a **lot** of information; however, they will rarely, if ever, be able to find all of this for every website they want to cite. What is most important is that they try to get as much of the information as possible.

Explain

Move to **slide 12**, pass out the attached **Fahrenheit 451 and Television Essay**, and share the link to the Making Sense of MLA eLearning Activity with students. Instruct them to take as many notes as they want as they go through the activity. They can use this later on to reference when they're writing their own essays.

Once all of the students have finished going through the activity, take a few minutes to answer any questions they may have about MLA formatting. Remind them that this is just an introduction to formatting and there will be plenty of time to practice!

Optional eLearning Activity

As the students are working through eLearning activity, they will not be able to advance forward to the next slide without having first clicked on and read each of the highlighted sections. When they click on the highlighted section, a yellow sticky-note will appear to share important information. Encourage your students to write down this information in the margins of their sample essay.

At any time, they can go back to the previous page or even revisit the activity should they want a refresh.

Pass out the attached **Rules for Citing in MLA Format** to the students and provide them with a few minutes to review it. What are some key things they noticed? How does this handout match up with the storyline? Does the sample essay follow the same rules?

Extend

Move to **slide 13**, pass out the attached **Examples and Non-Examples** handout and share the Examples and Non-Examples instructional strategy with the students. Have students work in pairs to review each of the citations. If the citation is written correctly, they do nothing. If, however, if it is written incorrectly, or has an error, they should make the necessary revisions using a red pen.

Evaluate

Move to **slide 14** and share with the students that it is their turn to practice writing in the MLA format. Instruct students to write a one (1) page paper, in which they provide a critique of a book that they are currently reading and provide reasons for why their classmates should read it. Be sure to let students know that they can provide their own reasons, but that they should also include examples from the text and support their reasons through quotes or research they find on the topic. This ensures they get the practice of citing sources in their works cited page.

Resources

- Helman, P. (2021, June 26). Courtney Love calls out Olivia Rodrigo for prom-themed photo, demands flowers. Stereogum. https://www.stereogum.com/2152482/
- K20 Center. (n.d.). Examples and Non-Examples. Strategies. https://learn.k20center.ou.edu/strategy/163
- K20 Center. (n.d.). I Notice, I Wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Rainbow Write. Strategies. https://learn.k20center.ou.edu/strategy/80