



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4A: Unit 3: Lesson 4**

## **Scaffolding for Position Paper: Peer Feedback and Citing Sources**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)  
I can use a standard format for citation. (W.7.8)

**Supporting Learning Targets**

- I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.
- I can use MLA format to cite sources within my writing and on a Works Cited page.

**Ongoing Assessment**

- Position Paper Planner
- Peer Feedback Form



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Peer Feedback Pairs (30 minutes)</li> <li>B. Mini Lesson: MLA Format (8 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Was Your Prediction Correct? (1 minute)</li> <li>B. Collect Position Paper Planners (1 minute)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li> <li>B. Draft a Works Cited page for your position paper.</li> <li>C. Reread the model essay “Facebook: Not for Kids.” Highlight where the author explains the background on brain science.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This is the second in a series of “talk-through” lessons that take place before students are asked to draft their position paper as the Mid-Unit 3 Assessment in the next lesson. In the previous lesson, students were asked to talk through and improve their body paragraphs. Today, students complete this process by summarizing the entire paper for two peers. The peers provide feedback by completing feedback response forms, which they then give to the writer.</li> <li>• Students also receive reference sheets for MLA (Modern Language Association) format for parenthetical citations and a Works Cited page.</li> <li>• Only five categories of citations on the Works Cited reference sheet are given; it is anticipated that these five will cover most sources students will use in their research. If a student has a source that does not fit into these four categories, consider using MLA sources available to you to develop the proper format, such as <a href="https://owl.english.purdue.edu/">https://owl.english.purdue.edu/</a>.</li> <li>• Some sources used in the unit are also in categories beyond the five listed on the student reference sheet. If a student chooses to cite one of these, guide their work with citing the source by using the Teacher’s Guide: MLA Citation chart. Again, the goal here is not perfection with the MLA format, but a general exposure to the importance of and format for citation. Based on the needs of your class, consider when and how to further reinforce these skills.</li> <li>• As of 2009, MLA Works Cited citations no longer require URLs to be listed, although it provides guidelines for how to do so, if a professor or teacher requires it. This lesson uses these guidelines, since students at this grade level often require practice in citing all aspects of their sources. However, use your professional judgment in determining whether this step is necessary for your classes.</li> <li>• Bear in mind that although MLA in-text citations are very simple, forming Works Cited citations can be “nitty-gritty” work. Students should strive to get a basic sense of how to do this. But as the recommended times indicate, keep the emphasis of the lesson as a whole on the Peer Feedback protocol.</li> <li>• The peer feedback protocol used here is multi-step, tightly connected through a series of written and oral questions, and consists of covering a significant amount of material within a short period of time. It requires teachers to time the feedback protocol strictly and keep students focused on the task.</li> <li>• If needed, shorten the length of Work Time A might to review the model and mini lessons centered on its components.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Consider implementing the MLA Book Citation Scramble (in Work Time B) as a timed race to generate energy and engagement after this intensely focused lesson.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Peer Feedback protocol; consider ahead of time how you will monitor and time its steps.</li><li>– Cut out sets of the MLA Book Citation Scramble, one set per triad of students, and paperclip them together or place in a small plastic bag.</li><li>– Consider posting the Peer Feedback protocol on chart paper for student reference.</li><li>– Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
applicable, claim, evidence, parentheses	<ul style="list-style-type: none"><li>• Position Paper Planner (from Lesson 2)</li><li>• Peer Feedback Form (two per student)</li><li>• Peer Feedback Guidelines (one per student and one to display)</li><li>• Document camera</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 1)</li><li>• Peer Feedback protocol (one to display)</li><li>• MLA Citation Reference Sheet: Works Cited Page (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations (one per student and one to display)</li><li>• MLA Book Citation Scramble (one per triad of students)</li><li>• MLA Book Citation Scramble (answers, for teacher reference)</li><li>• MLA Citation Chart (one per student)</li><li>• MLA Citation Chart: Teachers' Guide (for teacher reference)</li><li>• MLA Citation Reference Sheet: In-Text Citations Practice Questions (one per student)</li><li>• MLA Citation Reference Sheet: In-Text Citations Practice Questions (answers, for teacher reference)</li><li>• Model position paper "Facebook: Not for Kids" (from Lesson 1)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students take out their <b>Position Paper Planner</b>. Let them know that today they will be “talking through” their papers with their peers to get feedback and improve their work. Remind them that they have already done this once in the previous lesson with their body paragraphs; today, they will summarize the whole paper for their peers.</li> <li>• Remind them that in the next lesson they will officially draft their position papers as the Mid-Unit 3 Assessment.</li> <li>• Inform students they will now have 4 minutes to silently review their work on the Position Paper Planner. Ask them to identify <u>two</u> places on the planner where they would like peer feedback. These places may be where the student is unsure about what he or she has written, has a question, or simply would like the opinion of peers. Using the space on page 4 of their Position Paper Planners underneath the Counterclaim section, have students note these two places, and the specific questions they have.</li> <li>• Assure students there are no “right” or “wrong” places to ask for feedback, and to trust their knowledge of their own writing to figure out places where peer feedback would be useful.</li> <li>• Circulate to offer individual assistance if needed.</li> <li>• After 4 minutes, direct students’ attention to the posted learning targets and invite students to read them aloud:             <ul style="list-style-type: none"> <li>* “I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.”</li> <li>* “I can use MLA format to cite sources within my writing and on a Works Cited page.”</li> </ul> </li> <li>• Ask students to turn to a partner and discuss the question:             <ul style="list-style-type: none"> <li>* “Today, where do I think I will experience the most challenge with these learning targets? Why?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wherever possible, have students who need physical activity take on active roles of managing and writing on charts or handing out the materials.</li> <li>• While circulating, be sure to address first those students for whom writing the paper has been a challenge. If you have already seen any places where errors have occurred in student work, or where particular students have struggled consistently, consider taking this time to suggest gently that these might be good places to solicit peer feedback.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Peer Feedback Pairs (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange students in pairs.</li> <li>• Distribute two copies of the <b>Peer Feedback Form</b> to each student. Ask them not to write anything on the forms for the moment.</li> <li>• Model the peer process feedback, using the protocol as outlined below (see also Meeting Students' Needs).</li> <li>• Distribute and display the <b>Peer Feedback Guidelines</b> on a <b>document camera</b>. Review them orally with the students. Solicit examples of how the model peer feedback session followed these guidelines.</li> <li>• Point out that in the model, participants made heavy use of the vocabulary on the <b>Domain-Specific Vocabulary anchor chart</b>, and encourage students to do the same in their own conversations.</li> <li>• Answer any other questions students might have about the process.</li> <li>• Have triads decide who will be the first presenting student, and have peers fill in the top of the first Peer Feedback Form accordingly.</li> <li>• Ask the presenting student to let her peers know her two places or questions for feedback. Peers should note these on their feedback forms in the boxes labeled Peer Question 1 and Peer Question 2.</li> <li>• Briefly review the word <i>applicable</i>: if something applies. If the presenting student has a feedback question that is not a "yes/no" question, then the Yes/No column is not applicable and can be skipped.</li> <li>• Display and review the <b>Peer Feedback protocol</b>.</li> <li>• Invite students to begin. Monitor time carefully.</li> <li>• When students have finished their first round, conduct and time the second round of feedback, allowing the second student to present her paper.</li> </ul>	<ul style="list-style-type: none"> <li>• After stretches of intensive reading and writing where physical movement is not built into the instruction, consider having students stand up for a quick "brain break" or a physical stretch during natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, but especially for boys: Their cognitive processing requires more "rest times" away from the subject matter before re-engaging in learning.</li> <li>• Consider pre-arranging the peer feedback groups to best meet students' needs. Groups can be formed homogeneously or heterogeneously according to literacy level, to compare similar or different arguments in the position paper, or for other learning goals as determined by you.</li> <li>• There are multiple ways in which the peer feedback model can be designed and conducted to meet your students' specific needs. Consider the following options:</li> </ul>



Work Time (continued)	Meeting Students' Needs
	<ul style="list-style-type: none"><li>• Have an outside adult with whom the students are familiar visit the class and deliver a model summary of a fictitious position paper. Direct students as a whole class through the peer feedback process with the adult. Consider especially having the librarian or an administrative figure such as your principal participate to demonstrate the importance of this kind of work.</li><li>• Have two other adults work with you to demonstrate an ideal peer feedback process. This could be conducted live or filmed.</li><li>• Also consider conducting a brief model of a poor peer feedback session. Students enjoy preparing and analyzing “reverse models”; it is an effective learning tool and provides a feeling of confidence and expertise for students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mini Lesson: MLA Format (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>MLA Citation Reference Sheet: Works Cited Page</b> and the <b>MLA Citation Reference Sheet: In-Text Citations</b>.</li><li>• Briefly review both reference sheets with the students. Emphasize the <b>MLA Citation Reference Sheet: Works Cited Page</b>, since this is the more complicated of the two and will be the basis for the majority of the homework for this lesson.</li><li>• Make a strong note to the students that this work not only allows the writer's audience to follow the path of the writer's research, but also prevents unintentional plagiarism—it is essential to use citations to make sure that the audience knows to whom the ideas in the paper really belong.</li><li>• Make sure students know the definition of <i>parentheses</i>, and provide it if needed (a curved punctuation mark used in writing to set off a remark or other information).</li><li>• If time permits, have triads conduct the <b>MLA Book Citation Scramble</b>. If not, the scramble can be conducted for homework.</li></ul>	<ul style="list-style-type: none"><li>• As mentioned in the Teaching Notes, this is a simplified version of MLA citation for student use; it is reviewed quickly. Consider how you might wish to further support students who are challenged by detail-oriented work such as citation: for example, creating a blank MLA Works Cited template, or building in editing time later in the unit that focuses specifically on the accuracy of citation. Also, consider referring students to Web sites that automatically create custom citations from a series of prompts, such as <a href="http://citationmachine.net/index2.php">http://citationmachine.net/index2.php</a>.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Was Your Prediction Correct? (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Have students turn to a partner and discuss whether their predicted area of challenge in the learning targets was, in fact, a challenge during this lesson or not, and why.</li> </ul>	
<p><b>B. Collect Position Paper Planners (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Collect Position Paper Planners from students; they will use them on the mid-unit assessment in Lesson 5.</li> <li>• Hand out the <b>MLA Citation Chart</b>. Explain that students will use this to help them draft a Works Cited page for homework. Point out that this is “nitty-gritty” work; they should do the best they can, using the information provided on the chart and their MLA Citation Reference Sheet: Works Cited Page, but shouldn’t spend too much time striving for perfection. Use the <b>MLA Citation Chart: Teacher’s Guide</b> to guide any questions or feedback on this homework.</li> <li>• Distribute the <b>MLA Citation Reference Sheet: In-Text Citations practice questions</b> for homework.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li> <li>• Draft a Works Cited page for your position paper, using the MLA Citation chart as a guide.</li> <li>• Reread the <b>model position paper “Facebook: Not for Kids.”</b> Highlight where the author explains the background on brain science.</li> </ul>	<ul style="list-style-type: none"> <li>• See Meeting Students' Needs for Work Time B.</li> </ul>



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# Grade 7: Module 4A: Unit 3: Lesson 4

## Supporting Materials



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Peer Feedback Form

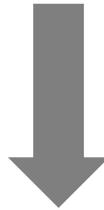
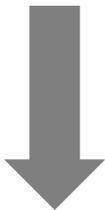
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer Feedback Form for \_\_\_\_\_

Below, briefly fill in the graphic organizer according to what you hear your partner read.

Claim:



Reason:

Evidence:

Reason:

Evidence:

Reason:

Evidence:

Now answer these questions using the guidelines on display. The guidelines are also listed on the back of this form.

Was the claim clear?	YES/NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the claim?
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Peer Feedback Form

<b>Was there enough evidence to support the claim?</b>	<b>YES/NO</b>	<b>Explain your “yes” or “no” answer here.</b>	<b>Do you have any questions to ask the reader about the evidence?</b>
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Peer Feedback Form

<b>Did the evidence support the claim with sound reasoning?</b>	YES/NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about reasoning?
<b>Is there anything else you wish to discuss with the reader?</b>	YES/NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about this?
<b>Peer Question 1:</b>	YES/NO (if applicable)	Explain your answer here, using details from the reader’s paragraph.	Do you have any questions to ask the reader about this?
<b>Peer Question 2:</b>	YES/NO (if applicable)	Explain your answer here.	Do you have any questions to ask the reader about this?



Peer Feedback Guidelines

Be ...	Try ...	Instead of ...
<u>Honest.</u>	I didn't hear any supporting evidence, but your claim was very clear.	This was absolutely perfect. Don't change a thing.
<u>Helpful.</u>	I didn't hear any evidence from brain science. Did you make that decision on purpose?	Your evidence is terrible.
<u>Specific.</u>	I didn't understand how talking about birthday parties supports your claim.	Great job! Good! This was confusing. This wasn't good.



Peer Feedback Protocol

1. The presenting student briefly summarizes her paper using the planner, noting explicitly her *claim* and her *evidence*. Peers fill in the graphic organizer accordingly. (2 minutes)
2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)
3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)
4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions. (1 minute)
5. Peers give their feedback forms to the presenting student.



MLA Citation Reference Sheet:  
Works Cited Page

**Remember to include all punctuation!**

**Book:**

Author Last Name, First Name.	King, Cookie.
Book Title.	<i>Chocolate Chip Cookies Forever.</i>
City of publication:	Rochester:
Publisher's name,	Cookies Digest,
year of publication.	2013.
Medium of Publication.	Print.

The full citation:

King, Cookie. *Chocolate Chip Cookies Forever.* Rochester: Cookies Digest, 2013. Print.

**Magazine:**

Author Last Name, First Name.	Monster, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Magazine Name	<i>Cookies Illustrated</i>
day Month year:	2 July 2013:
page number(s).	5–64.
Medium of Publication.	Print.

The full citation:

Monster, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 2 July 2013: 5–64. Print.



MLA Citation Reference Sheet:  
Works Cited Page

**Article on a Web site:**

Author Last Name, First Name (if known).	King, Cookie.
“Publication Title.”	“Chips or Morsels? A Debate.”
Title of Web site.	<i>Cookies Galore.</i>
Name of Sponsoring Institution (if any).	Cookie Institute of America.
day Month year of publication (or last update).	5 May 2012.
Medium of Publication.	Web.
Day/month/year of access.	31 July 2013
<URL>.	< <a href="http://CIA.org/cookiesillustrated/5012013">http://CIA.org/cookiesillustrated/5012013</a> >.

**The full citation:**

King, Cookie. “Chips or Morsels? A Debate.” *Cookies Galore*. Cookie Institute of America. 5 May 2012. Web. 31 July 2013. <<http://CIA.org/debate/2013>>.



MLA Citation Reference Sheet:  
Works Cited Page

**Article from an Online Database:**

Author Last Name, First Name.	King, Cookie.
“Article Title.”	“Chocolate Chip Cookies: My Favorite.”
<i>Periodical Title</i> volume.issue (year of publication):	<i>Cookies Illustrated</i> 50.1 (2013):
page(s).	5–64.
Name of Database.	Docutech Database.
Medium of Publication.	Web.
day Month year of access.	31 July 2013.
<URL>.	< <a href="http://docutech.org/cookiesillustrated/5012013">http://docutech.org/cookiesillustrated/5012013</a> >.

**The full citation:**

King, Cookie. “Chocolate Chip Cookies: My Favorite.” *Cookies Illustrated* 50.1 (2013): 5–64. Docutech Database. Web. 31 July 2013. <<http://SS.org/cookiesillustrated/5012013>>.



MLA Citation Reference Sheet:  
Works Cited Page

**Video Found Online:**

Author Last Name, First Name; OR Sponsoring Institution's Name.	King, Cookie.
"Video Title."	"Cookie Run."
Date of Video (or last revision).	17 December 2013
Medium of Publication (e.g., "online video clip).	Online video clip
<i>Title of Larger Website Where Clip is Located.</i>	<i>Youtube.</i>
day Month year of access.	18 December 2013
<URL>.	< <a href="http://www.youtube.com/watch?v=-qTIGg3I5y">http://www.youtube.com/watch?v=-qTIGg3I5y</a> >

The full citation:

King, Cookie. "Cookie Run." 17 December 2013. Online video clip. *Youtube*. 18 December 2013. <<http://www.youtube.com/watch?v=-qTIGg3I5y>>

**Special Note for Online Sources**

MLA requires that for ALL on line sources, if there is no publisher or publication date listed, this must be indicated in the Works Cited citation. Write "**np**" if no publisher is listed. Write "**nd**" if no publication date is listed.



MLA Citation Reference Sheet:  
In-Text Citations

Rule	Example
Provide the last name of the author and the specific page numbers of the source in parentheses.	The teen brain is amazing to behold (Giedd, 24).
If the author's name or the pages numbers are already given in the body of the sentence, don't put them in the parentheses.	Sigman believes teens are spending too much time online (122). On page 1, we hear the story of teen texter Anna.
Place the parentheses where there is a pause in the sentence—normally before the end of a sentence or a comma.	Although Johnson is a journalist (56), he also writes science articles about neurology (57).
If you don't know the name of the author, or there isn't one, use a short version of the name of your source. Italicize a book name. Put an article title in quotes.	Screen time is dangerous ( <i>Texting and Driving</i> , 4). Screen time is useful ("Facebook and Its Uses," 72).



MLA Book Citation Scramble

**Directions:** In this packet, you will find all the parts of an accurate MLA magazine citation. Place them in the correct order on your desk. Hint: Watch the punctuation carefully!

:	<b>Bird</b>	<b>Muppet Autobiographies</b>
,	.	<b>“My Life as a Yellow- Feathered Star”</b>
,	.	<b>Big</b>
<b>5–64</b>	<b>2 July 2013</b>	.



**MLA Book Citation Scramble**  
(Answers, for Teacher Reference)

**Bird, Big.** “My Life as a Yellow-Feathered Star.” *Muppet Autobiographies*, 2 July 2013: 5–64.



MLA Citation Chart

Name:

Date:

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1 Lesson 1, Lesson 2, Lesson 3	Teen and Decision Making: What Brain Science Reveals	Title: Teen and Decision Making: What Brain Science Reveals. Author: Scholastic Inc. and National Institute on Drug Abuse Source: <i>New York Times Upfront</i> Date published: April 14, 2008 Page: 18	
Unit 1, Lesson 1 Homework	“The Teen Brain: It’s Just Not Grown Up Yet”	Title: “The Teen Brain: It’s Just Not Grown Up Yet” Author: Richard Knox Website: National Public Radio: Your Health Sponsoring Institution: National Public Radio Date published: March 1, 2010 Today’s date: Web address: <a href="http://www.npr.org/templates/story/story.php?storyId=124119468">http://www.npr.org/templates/story/story.php?storyId=124119468</a> .	
Unit 1, Lesson 2 Homework	“What’s Going on in There?”	Title: “What’s Going On in There?” Author: Linda Bernstein Source: Current Health 2 Date published: February 2, 2006 Page: 20-22	



MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 3	"The Child's Developing Brain"	<p>Title: "The Child's Developing Brain"</p> <p>Author: Tara Parker-Pope, Jon Huang, and Mike Mason</p> <p>Website: New York Times: Health</p> <p>Sponsoring Institution: New York Times</p> <p>Date published: September 15, 2008</p> <p>Today's date:</p> <p>Web address: <a href="http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html">http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html</a>.</p>	
Unit 1, Lesson 3 Homework	"What You Should Know About Your Brain"	<p>Title: "What You Should Know About Your Brain"</p> <p>Author: Judy Willis</p> <p>Source: Educational Leadership</p> <p>Date published: December 2009</p>	
Unit 1, Lesson 4	Insights Into the Teen Brain" (video)	<p>Title: "Insights Into the Teen Brain"</p> <p>Author: Adriana Galván</p> <p>Sponsoring Institution: TedxYouth@Caltech</p> <p>Larger Website: TED.com</p> <p>Date published: Jan 19, 2013</p> <p>Today's date:</p> <p>Web address: <a href="http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:" tedxyouth-caltech"="">http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:"tedxyouth-caltech"</a>.</p>	



MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 5	"Development of the Young Brain"	<p>Title: "Development of the Young Brain."</p> <p>Author: Jay N Giedd</p> <p>Source: National Institutes of Mental Health</p> <p>Date published: May 2, 2011</p> <p>Today's date:</p> <p>Web address:</p> <p><a href="http://www.nimh.nih.gov/news/media/video/giedd.shtml">http://www.nimh.nih.gov/news/media/video/giedd.shtml</a>.</p>	
Unit 1, Lessons 6-8	"Students and Technology, Constant Companions."	<p>Title: "Students and Technology, Constant Companions"</p> <p>Author: Joshua Brustein, Matt Richtel, Erik Olsen</p> <p>Website: New York Times: Technology</p> <p>Sponsoring Institution: New York Times</p> <p>Date published: November 20, 2010</p> <p>Today's date:</p> <p>Web address:</p> <p><a href="http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology">http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology</a>.</p>	



MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 6, 7,8	Excerpts of “The Digital Revolution and The Evolution of the Adolescent Brain”	<p>Title: “The Digital Revolution and the Evolution of the Adolescent Brain.”</p> <p>Author: Jay N Giedd</p> <p>Source: Journal of Adolescent Health (Vol. 51, Issue 2)</p> <p>Date published: August 2012</p> <p>Pages: 101-105</p>	
Unit 1, Lesson 9	“Growing Up Digital”	<p>Title: ”Growing Up Digital”</p> <p>Author: Matt Richtel</p> <p>Website: Scholastic New York Times Upfront</p> <p>Sponsoring Institution: Scholastic, Inc.</p> <p>Date published: January 31, 2011</p> <p>Today’s Date:</p> <p>Web address: <a href="http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital">http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital</a></p>	



MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 10 End of Unit 1 Assessment	"You Trouble"	Title: "You Trouble" Author: Justin O'Neil Source: Scholastic Choices Date published: September 2012 Pages: 21-23	
Unit 2, Lesson 1	Policy Statement: Children, Adolescents, and the Media.	Title: Policy Statement: Children, Adolescents, and the Media Author: Victor C. Strasburger and Marjorie J. Hogan Source: Pediatrics (Vol. 132, Issue 5), Date published: November 2013 Page number: 958.	
Unit 2, Lesson 2	David Brooks, "Beyond The Brain"	Title: Beyond the Brain Author: David Brooks Source: New York Times Page: A25 Date published: June 18, 2013	
Unit 2, Lesson 3	"Is Google Making Us Stupid?"	Title: Is Google Making Us Stupid?" Author: Nicholas Carr and Peter Norvig Source: New York Times Upfront (Vol. 143, Issue 3) Date published: October 4, 2010	



MLA Citation Chart

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 2, Lesson 4	“The Many Benefits, for Kids, of Playing Video Games”	Title: “The Many Benefits, for Kids, of Playing Video Games” Author: Peter Gray Website: Psychology Today: Freedom to Learn Sponsoring Institution: Psychology Today Date published: January 7, 2012 Today’s date: Web address: <a href="http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games">http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games</a> .	
Unit 2, Lesson 5	“Gaming Can Make A Better World”, Jane McGonigal	Title: “Gaming Can Make A Better World” Author: Jane McGonigal Website: TED Talks Sponsoring Institution: TED.com Date published: February 2010 Today’s date: Web address: <a href="http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html">http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html</a> .	



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Unit 2, Lesson 7	"Why Facebook Could Actually Be Good for Your Health"	Title: "Why Facebook Could Actually Be Good for Your Health" Author: Sy Mukherjee Source: ThinkProgress Date published: March 19, 2013 Today's date: Web address: <a href="http://thinkprogress.org/health/2013/03/19/1737701/facebook-your-mental-health/">http://thinkprogress.org/health/2013/03/19/1737701/facebook-your-mental-health/</a> .	
Unit 2, Lesson 7	Aric Sigman video	Title: "The ONLINE EDUCA Debate 2009, Part 2" Author: Aric Sigman Source: Youtube Date published: February 13, 2010 Today's date: Web address: <a href="http://www.youtube.com/watch?v=GRI4DPu6WGc">http://www.youtube.com/watch?v=GRI4DPu6WGc</a> .	



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Unit 2, Lesson 8	“Attached to Technology and Paying A Price”, Matt Richtel	Title: “Attached to Technology and Paying A Price” Author: Matt Richtel Source: New York Times Page: A1 Date published: June 7, 2010	
Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Can You Unplug for 24 Hours?”	Title: “Can You Unplug for 24 Hours?” Author: Heidi Sinclair Source: Huffington Post Date published: March 22, 2012 Today’s date: Web address: <a href="http://www.huffingtonpost.com/heidi-sinclair/national-day-of-unplugging_b_1373187.html">http://www.huffingtonpost.com/heidi-sinclair/national-day-of-unplugging_b_1373187.html</a> .	
Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Guest Opinion: Step Away from the Screen”	Title: “Guest Opinion: Step Away from the Screen” Author: Margaret Desler Source: Contra Costa Times Date published: May 2, 2013 Today’s date: Web address: <a href="http://www.contracostatimes.com/ci_23156149/guest-opinion-step-away-from-screen">http://www.contracostatimes.com/ci_23156149/guest-opinion-step-away-from-screen</a>	



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Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”.	Title: Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”. Author: Jeffrey Brown and Mathew Kielty Source: PBS Newshour Date published: August 27, 2010 Today’s date: Web address: <a href="http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html">http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html</a>	



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	My source	Title: Author: Website: Sponsoring Institution: Date published: Today's date: Web address:	



MLA Citation Chart: Teacher’s Guide

Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1 Lesson 1, Lesson 2, Lesson 3	Teen and Decision Making: What Brain Science Reveals	Title: Teen and Decision Making: What Brain Science Reveals. Author: Scholastic Inc. and National Institute on Drug Abuse Source: <i>New York Times Upfront</i> Date published: April 14, 2008 Page: 18	Scholastic Inc. and National Institute on Drug Abuse. "Teens and Decision Making: What Brain Science Reveals." <i>New York Times Upfront</i> 14 April 2008: 18.
Unit 1, Lesson 1 Homework	"The Teen Brain: It's Just Not Grown Up Yet"	Title: "The Teen Brain: It's Just Not Grown Up Yet" Author: Richard Knox Website: National Public Radio: Your Health Sponsoring Institution: National Public Radio Date published: March 1, 2010 Today's date: Web address: <a href="http://www.npr.org/templates/story/story.php?storyId=124119468">http://www.npr.org/templates/story/story.php?storyId=124119468</a> .	Knox, Richard. "The Teen Brain: It's Just Not Grown Up Yet." <i>National Public Radio: Your Health</i> . National Public Radio. 1 March 2010. Web. [Date accessed]. < <a href="http://www.npr.org/templates/story/story.php?storyId=124119468">http://www.npr.org/templates/story/story.php?storyId=124119468</a> >.
Unit 1, Lesson 2 Homework	"What's Going on in There?"	Title: "What's Going On in There?" Author: Linda Bernstein Source: Current Health 2 Date published: February 2, 2006 Page: 20-22	Bernstein, Linda. "What's Going On in There?" <i>Current Health</i> 2 Feb 2006: 20-22. Print.
Unit 1, Lesson 3	"The Child's Developing Brain"	Title: "The Child's Developing Brain" Author: Tara Parker-Pope, Jon Huang, and Mike Mason Website: New York Times: Health Sponsoring Institution: New York Times Date published: September 15, 2008 Today's date: Web address: <a href="http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html">http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html</a> .	Parker-Pope, Tara, Jon Huang, and Mike Mason. "The Child's Developing Brain." <i>New York Times: Health</i> . New York Times. 15 Sep 2008. Web. [date accessed].< <a href="http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html">http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html</a> >.
Unit 1, Lesson 3 Homework	"What You Should Know About Your Brain"	Title: "What You Should Know About Your Brain" Author: Judy Willis Source: Educational Leadership Date published: December 2009	Willis, Judy. "What You Should Know About Your Brain." <i>Educational Leadership</i> December 2009. Print.



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Unit and Lesson	Text	Information I need to cite this source:	How I will cite this:
Unit 1, Lesson 4	Insights Into the Teen Brain" (video)	Title: "Insights Into the Teen Brain Author: Adriana Galván Sponsoring Institution: TedxYouth@Caltech Larger Website: TED.com Date published: Jan 19,2013 Today's date: Web address: <a href="http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:" tedxyouth-caltech"="">http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search:tag:"tedxyouth-caltech"</a> .	Galvan, Adriana (TEDxYouth@Caltech). "Insights Into the Teen Brain." 19 Dec 2013. Online video. <i>TED.com</i> . [date accessed]. < <a href="http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain">http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain</a> >.
Unit 1, Lesson 5	"Development of the Young Brain"	Title: "Development of the Young Brain." Author: Jay N Giedd Source: National Institutes of Mental Health Date published: May 2, 2011 Today's date: Web address: <a href="http://www.nimh.nih.gov/news/media/video/giedd.shtml">http://www.nimh.nih.gov/news/media/video/giedd.shtml</a> .	Giedd M.D., Jay N. "Development of the Young Brain." 2 May 2011. Online video. <i>National Institutes of Health</i> . National Institutes of Health. [date accessed]. < <a href="http://www.nimh.nih.gov/media/video/giedd.shtml">http://www.nimh.nih.gov/media/video/giedd.shtml</a> >
Unit 1, Lessons 6-8	"Students and Technology, Constant Companions."	Title: "Students and Technology, Constant Companions" Author: Joshua Brustein, Matt Richtel, Erik Olsen Website: New York Times: Technology Sponsoring Institution: New York Times Date published: November 20, 2010 Today's date: Web address: <a href="http://www.nytimes.com/interactive/2010/11/21/technology/20101121-technology/20101121-brain-interactive.html?ref=technology">http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology</a> .	Brustein, Joshua, Matt Richtel, and Erik Olsen. "Students and Technology, Constant Companions." <i>New York Times: Technology</i> . 20 November 2010. Web. <i>New York Times</i> . [date accessed].< <a href="http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology">http://www.nytimes.com/interactive/2010/11/21/technology/20101121-brain-interactive.html?ref=technology</a> >.



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Unit 1, Lesson 6, 7,8	Excerpts of “The Digital Revolution and The Evolution of the Adolescent Brain”	Title: “The Digital Revolution and the Evolution of the Adolescent Brain.” Author: Jay N Giedd Source: Journal of Adolescent Health (Vol. 51, Issue 2) Date published: August 2012 Pages: 101-105	Giedd, Jay N. “The Digital Revolution and the Evolution of the Adolescent Brain.” <i>Journal of Adolescent Health</i> 51.2 (2012): 101-105. Print.
Unit 1, Lesson 9	“Growing Up Digital”	Title: “Growing Up Digital” Author: Matt Richtel Website: Scholastic New York Times Upfront Sponsoring Institution: Scholastic, Inc. Date published: January 31, 2011 Today’s Date: Web address: <a href="http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital">http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital</a>	Richtel, Matt. <i>Scholastic New York Times Upfront</i> . Scholastic, Inc.. 31 January 2011. [date accessed]. <a href="http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital">http://teacher.scholastic.com/scholasticnews/indepth/upfront/this_issue/index.asp?article=013111_digital</a> .
Unit 1, Lesson 10 End of Unit 1 Assessment	“You Trouble”	Title: “You Trouble” Author: Justin O’Neil Source: Scholastic Choices Date published: September 2012 Pages: 21-23	O’Neil, Justin. “You Trouble.” <i>Scholastic Choices</i> September 2012: 21-23. Print.
Unit 2, Lesson 1	Policy Statement: Children, Adolescents, and the Media.	Title: Policy Statement: Children, Adolescents, and the Media Author: Victor C. Strasburger and Marjorie J. Hogan Source: Pediatrics (Vol. 132, Issue 5), Date published: November 2013 Page number: 958.	Strasburger, Victor C., and Marjorie Hogan. "Policy Statement: Children, Adolescents, and the Media." <i>Pediatrics</i> . 132.5 (2013): 958. Print.



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Unit 2, Lesson 2	David Brooks, “Beyond The Brain”	Title: Beyond the Brain Author: David Brooks Source: New York Times Page: A25 Date published: June 18, 2013	Brooks, David. “Beyond the Brain.” <i>The New York Times</i> 18 June 2013: A25. Print.
Unit 2, Lesson 3	“Is Google Making Us Stupid?”	Title: Is Google Making Us Stupid?” Author: Nicholas Carr and Peter Norvig Source: New York Times Upfront (Vol. 143, Issue 3) Date published: October 4, 2010	Carr, Nicholas and Peter Norvig. “Is Google Making Us Stupid?” <i>Scholastic Upfront</i> 4 October 2010. Print.
Unit 2, Lesson 4	“The Many Benefits, for Kids, of Playing Video Games”	Title: “The Many Benefits, for Kids, of Playing Video Games” Author: Peter Gray Website: Psychology Today: Freedom to Learn Sponsoring Institution: Psychology Today Date published: January 7, 2012 Today’s date: Web address: <a href="http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games">http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games</a> .	Gray, Peter. “The Many Benefits, for Kids, of Playing Video Games”. <i>Psychology Today: Freedom to Learn</i> . Psychology Today. 7 January 2012. Web. [date accessed]. < <a href="http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games">http://www.psychologytoday.com/blog/freedom-learn/201201/the-many-benefits-kids-playing-video-games</a> >.
Unit 2, Lesson 5	“Gaming Can Make A Better World”, Jane McGonigal	Title: “Gaming Can Make A Better World” Author: Jane McGonigal Website: TED Talks Sponsoring Institution: TED.com Date published: February 2010 Today’s date: Web address: <a href="http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html">http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html</a> .	Galvan, Adriana (TEDxYouth@Caltech). “Insights Into the Teen Brain.” 19 Dec 2013. Online video. <i>TED.com</i> . [date accessed]. < <a href="http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain">http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain</a> >.



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Unit 2, Lesson 7	Aric Sigman video	Title: “The ONLINE EDUCA Debate 2009, Part 2” Author: Aric Sigman Source: Youtube Date published: February 13, 2010 Today’s date: Web address: <a href="http://www.youtube.com/watch?v=GRI4DPu6WGc">http://www.youtube.com/watch?v=GRI4DPu6WGc</a> .	Sigman, Aric. “The ONLINE EDUCA Debate (Part 2 of 10).” 13 February 2010. Online video clip. <i>Youtube</i> . Web. [date accessed]. < <a href="http://www.youtube.com/watch?v=GRI4DPu6WGc">http://www.youtube.com/watch?v=GRI4DPu6WGc</a> >.
Unit 2, Lesson 8	“Attached to Technology and Paying A Price”, Matt Richtel	Title: “Attached to Technology and Paying A Price” Author: Matt Richtel Source: New York Times Page: A1 Date published: June 7, 2010	Richtel, Matt. “Attached to Technology and Paying A Price.” <i>New York Times</i> 7 June 2010: A1. Print.



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Unit 2, Lesson 11/12 Mid-Unit 2 assessment	“Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”.	Title: Nicholas Carr’s “The Shallows: What the Internet is Doing to Our Brains”. Author: Jeffrey Brown and Mathew Kielty Source: PBS Newshour Date published: August 27, 2010 Today’s date: Web address: <a href="http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html">http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html</a>	Brown, Jeffrey, Carr, Nicholas, and Mathew Kielty. “Nicholas Carr’s ‘The Shallows: What the Internet is Doing to Our Brains’”. 27 August 2010. Online video clip. <i>PBS NewsHour</i> . [date accessed]. < <a href="http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html">http://www.pbs.org/newshour/art/blog/2010/08/conversation-nicholas-carrs-the-shallows-what-the-internet-is-doing-to-our-brains.html</a> >.



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MLA Citation Reference Sheet:  
In-Text Citations  
Practice Questions

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

- 1) Chocolate chip cookies are prone to melting (\_\_\_\_\_).
- 2) However, King states that storing the cookies in the refrigerator can solve the problem (\_\_\_\_\_).
- 3) On page 15, Cookie King demonstrates the power of joining milk with cookies (\_\_\_\_\_).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

- 4) On page 12, King indicates that oatmeal cookies might be a good choice (\_\_\_\_\_).
- 5) On the other hand, King has a clear preference for chocolate-based cookies (\_\_\_\_\_).
- 6) Cookies also come in handy when distracting alligators (\_\_\_\_\_).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

- 7) The article states that chocolate chip cookies are far superior to butterscotch (\_\_\_\_\_).



MLA Citation Reference Sheet:  
In-Text Citations  
Practice Questions  
(Answers, For Teacher Reference)

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

- 1) Chocolate chip cookies are prone to melting (**King, 15**).
- 2) However, King states that storing the cookies in the refrigerator can solve the problem (**15**).
- 3) On page 15, Cookie King demonstrates the power of joining milk with cookies (**none**).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

- 4) On page 12, King indicates that oatmeal cookies might be a good choice (**none**).
- 5) On the other hand, King has a clear preference for chocolate-based cookies (**12**).
- 6) Cookies also come in handy when distracting alligators (**King, 12**).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

- 7) The article states that chocolate chip cookies are far superior to butterscotch (“**Chips or Morsels,**” **12**).



MLA Citation Reference Sheet:  
In-Text Citations  
Practice Questions  
(Answers, For Teacher Reference)

*Last question:*

MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?

**Students who are learning how to cite would benefit from a system that is simple and easy. I think that is why so many colleges and schools are using it.**