Unit 2: Researching History
2.2. "Citations & Bibliographies"

TEACHER GUIDE

AUDIENCE
Grades 6-12

Reading
· RH. 6-8.1
· RH. 6-8.2
· RH. 9-10.1
· RH. 11-12.1
· RH. 11-12.2
· WHST. 11-12.2

Introduction

The objective of **Unit 2: Researching History** is to assist students through the student-led project at the center of this program. For many, this will be the Ohio History Day competition, though other student-led, original inquiry project alternatives may be introduced by teachers. While Module 1 focuses on foundational skills and Module 3 examines the steps involved with turning raw research into presentable paper/project, Module 2 is concerned solely with the steps, skills, and resources involved with the research-phase itself. Developmentally differentiated materials are included throughout, though teachers are encouraged to treat this program as a buffet, selecting those tools they believe will be useful to their students. Adaptation and repurposing of these lessons is allowed and encouraged. Unit 2 is broken into five sub-units, or "Chapters":

2.1.: Forming an Initial Research Question
2.2.: Citations & Bibliographies
2.3.: Making the Most of Research
2.4.: Developing Historical Arguments
2.5.: Additional Materials & Resources

Each of these chapters begins with a Teacher's Guide, and each contains a variety of readings, activities, and/or videos for your students. While you can follow the natural, linear progress of these chapters and activities, you are encouraged to seek those activities which best fit the needs of your students. Suggestions regarding age/development concerns have been included when warranted.

Learning Objectives of Chapter 2.2.: Citations & Bibliographies

Depending on which activities teachers choose, students will be able to:

- Identify four common types of plagiarism among secondary students.
- Identify both ethical and practical reasons to avoid plagiarism
- Create citations for books and other media following standards from the Chicago Manual of Style (17th ed.) citation method.
- Create bibliographic entries for books and other media following standards from the Chicago Manual of Style (17th ed.) citation method.

Materials

- PowerPoint on Plagiarism
- Lecture Notes on Citations (w/in this Teacher Guide)
- Customizable PowerPoint on Citations
- GAME: Citation Quest (available in online and tabletop versions)
- Building Blocks Packet (Instructions & Worksheets)

Vocabulary

Plagiarism	The presentation of ideas or arguments from elsewhere (whether by other creators or simply previously-used information by the same author) without properly calling attention to and citing the original source. Although there are many types and degrees of plagiarism, the act is generally considered a violation of academic and/or journalistic integrity and can be a disqualifying event for Ohio History Day projects.
Direct, Mosaic, Self, and Accidental Plagiarism	Four (of many) ways educators have categorized different types of plagiarism. These four are particularly common in secondary school and are defined and covered in this module.
Citation (n) / Cite (v)	In this case, a brief textual reference in a work of scholarship to credit the origin of a quotation, picture, graphic, or idea. Citations are generally found *in-text* next to the information, in *footnotes* at the bottom of each page, or in *endnotes* at the end of chapters, sections, or entire works.
Bibliography	Included as an appendix to a scholarly work, a bibliography is an alphabetized list of citations used in a longer work, including more details about the source than traditionally found in citations themselves.
Citation Style/Method	Citation methods dictate the manner in which citations are written and displayed. There are several established citation methods as preferred by different disciplines. Ohio History Day prefers the **Chicago Manual of Style** citation method, as it is the primary method used by historians in the United States, but will also accept citations that follow the **Modern Language Association (MLA)**. Other examples include the American Psychological Association, Harvard, and the Institute of Electrical and Electronics Engineers (IEEE), though these are not acceptable for Ohio History Day projects.

Program Outline

Module 2 is designed to assist students through the student-led project at the center of this program. For many, this will be the Ohio History Day project, though other student-led, original inquiry project alternatives may be introduced by teachers. While Module 1 focuses on foundational skills and Module 3 examines the steps involved with turning raw research into presentable paper/project, Module 2 is concerned solely with the steps, skills, and resources involved with the research-phase itself. Developmentally differentiated materials are included throughout, though teachers are encouraged to treat this program as a buffet, selecting those tools they believe will be useful to their students. Adaptation and repurposing of these lessons is allowed and encouraged.

As students prepare to interact with research materials, Module 2, Section 2 emphasizes student responsibility toward the sources and information they will find and use in their projects, and helps them avoid common types of plagiarism through appropriate use of citations and bibliographic entries.

I. OVERVIEW LESSON A: What is Plagiarism?
   a.   General overview
   b.   Why's it so bad?
   c.   Four Types to Look Out for!

II. OVERVIEW LESSON B: What are Citations & Bibliographies?
   a.   General overview
   b.   Why they matter
   c.   Building Citations and Bibliographic Entries

III. INDIVIDUAL/CLASSROOM ACTIVITY: Citation Quest

IV.   INDIVIDUAL ACTIVITY: Building Blocks Guidebook

I. OVERVIEW LESSON

Teacher-led lecture/discussion on "What is Plagiarism?"

A.) General Overview

This should be delivered to the extent and depth useful to student developmental level. While there many students will likely have heard of plagiarism, there is a good chance that they'll think of it purely as the act of actively stealing content – someone intentionally copying, word-for-word, another's work and trying to pass it off as their own. This opening is a wonderful opportunity undue that simplified idea and engage with the concept that ANY time students are presenting ideas (not basic facts, but *ideas*), those ideas are either:

   a.)   original to this project

   b.)   cited

         or

   c.)   plagiarized

B.)   Why's it so bad?

This is another opportunity to move beyond the "stealing is wrong" model of teaching about plagiarism.

Yes, plagiarism can be viewed as "stealing" another person's labor and intellectual property, but focusing primarily on this (as many textbooks and educators do) can be misguided. It suggests purposeful, nefarious activities by the student, and risks having students correlating plagiarism with some cartoon version of a masked thief. This won't help students be on their guard against accidentally committing plagiarism, as no one ever "accidentally" robbed a bank. Plagiarism can't just be taught as something "bad students" do – instead, it's a mistake that many great scholars make if they're not careful.

With that in mind, INSTEAD of teaching why plagiarism is "bad," consider concentrating on why citations and bibliographies are good! Some basic ideas to share:

Properly citing / avoiding plagiarism helps students:

- organize their research into a stronger narrative

- utilize the prestige and authority of trusted scholars to back up their work (forming their own "team" of experts that "have their back.")

- document the many hours that they spent doing research in libraries, archives, and on the internet (a very easy sell of "don't you want credit for all of your hard work?")

- inform the reader which perspectives and voices were included in their research (and helps the student easily recognize whether their research is relying too heavily on one perspective)

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C.)   Be on the Lookout for These Four Types of Plagiarism!

There are MANY ways that plagiarism can sneak into research, but for the purposes of this this project, we recommend teachers concentrate on the four students are *most likely* to run into.

1. Direct Plagiarism – The intentional act of using another person's words without crediting them. It doesn't matter whether this is taking directly from a scholar in a book, an infotainment video on YouTube, or a peer's work in class.

2. Mosaic Plagiarism – When students don't necessarily take an author's exact words, but generally summarize or piece together an author's idea or argument without citing that author.

3. Accidental Plagiarism – Students can easily commit plagiarism without even realizing they're doing it! If students are not extremely careful in their note-taking during research, they can easily lose track of where information came from, can mistakenly attribute ideas to one author who was actually quoting someone else, etc. This sort of plagiarism most often occurs when students try to piece together citations and bibliographic information at the end of the process. Only careful note-taking can save them from this fate!

4. Self-Plagiarism – Many students don't realize that it's possible to plagiarize themselves! If a student uses material created for one assignment in a new assignment without acknowledgement that, they are still claiming credit for work that they didn't do (or, didn't do within the timeline of the assignment). For example, if a student uses information from their previous year's entry in a new exhibit for Ohio History Day without properly acknowledging it, they will be engaging in plagiarism and may face a plagiarism evaluation (up to and including complete disqualification).

TEACHING TIPS FOR OVERVIEW LESSON #1

- While this information can be provided in basic lecture style (*optional, customizable PowerPoint file included*), for older classes the "what is it" and "why is it so bad" portions may be more effective delivered in a teacher-led discussion format, in which students brainstorm the basic ideas and the teacher helps connect the dots. By the end, however, it is important that the teacher directly address each of the four listed types of common plagiarism.

- For emerging students, concentrating simply on the four listed types of plagiarism and ways to avoid it so as not to "get in trouble" may be fine, but especially when dealing with pre-collegiate and/or advanced students exploring the subtleties and emphasizing the "accidental" aspects of plagiarism will likely help students both for this project and long into the future.

II. WHAT ARE CITATIONS & BIBLIOGRAPHIES?

Teacher-led discussion/lecture on Citations and Bibliographies.

A.) General Overview

Rather than thinking of this as an entirely different lesson, it may help to see this as "part two" of the plagiarism discussion. Once again, each teacher will know best how much time needs to be spent on things like defining "citation," etc., but all students can use a refresher. Most importantly, we encourage teachers to use this opportunity to reframe the conversation AWAY from the traditional "you have to cite sources because that's the rules and if you don't you're stealing," and more toward the MANY positive reasons why citations and bibliographies exist!

We also encourage an acknowledgement of the many types of citation methods, and a moment of assuring students that each discipline has their own because each concentrates on different information, NOT just because we want students to suffer. ☺

B.) Why they matter.

If teachers follow the 2.2 Guide, they will have already covered this material in the plagiarism lecture/discussion! That's wonderful news, as it allows this baked-in moment of review, turning this part of the lecture into a "read-the-room"-style assessment of how well the lesson is sticking (more formal assessments come in the activities).

As a reminder, after your first lecture/discussion, students should be able to recall/explain that properly citing their work will help them:

- avoid plagiarism (including direct, mosaic, accidental, and self).

- organize their research into a stronger narrative

- utilize the prestige and authority of trusted scholars to back up their work (forming their own "team" of experts that "have their back.")

- document the many hours that they spent doing research in libraries, archives, and on the internet (a very easy sell of "don't you want credit for all of your hard work?")

- inform the reader which perspectives and voices were included in their research (and helps the student easily recognize whether their research is relying too heavily on one perspective)

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C.) How to Build Citations and Bibliography Entries

There are so many different details and exceptions in citation building that it is understandable when students feel overwhelmed and frustrated. Through student worksheets (also displayed as an online reading), we have tried to emphasize an accessible, welcoming route to teaching this complicated topic. Our suggested method includes:

1. "Building Blocks." Our materials break bibliographic content down into several "blocks" (author, title, publishing info, etc.). Instead of focusing on how different citations are for different media, this approach focuses on the similarities. For example, instead of trying to memorize an entirely new method of citing a newspaper versus a multi-author book, students are able to visually recognize that most of the building blocks remain the same, and they only need to alter the "publishing information" block. As most citation changes happen within a single block, this helps students have a "basic" model they can rely on with only minor adaptations as needed.

2. A belief that it's perfectly ok for students to use Chicago-style citation generators. These generators still require students to locate and enter the important information, and so remain useful for learning.

3. An emphasis on not trying to memorize every type of citation. Between the included student worksheets and the Chicago Manual of Style website's Quick Guide, memorizing whether a citation needs a period or a comma may not be the best use of a student's time.

4. Careful note-taking during researching! Trying to assemble citations and a bibliography "after-the-fact" is extremely difficult, wastes a lot of time, and is usually prone to errors! The included student citation packet incudes a template for effective note-taking which students may copy and use.

TEACHING TIPS FOR OVERVIEW LESSON #2

- While this information can be provided in basic lecture style, for intermediate and advanced students the "what is it" and "why do they matter" portions may be more effective delivered in a teacher-led discussion format in which students brainstorm the basic ideas and the teacher helps connect the dots.

III. INDIVIDUAL DIGITAL or IN-CLASS GROUP ACTIVITY: CITATION QUEST!

CITATION QUEST! pits your students against the dangers of various types of plagiarism in the quest for fame and treasure.

The Plot:

A crafty monster has seized control over the land! Although the Grand Council tried to stop him, he misrepresented old documents to convince them that he has the right to do so. Although the Grand Council opposes his reign, they cannot find anything wrong with his argument. They have secretly sent out a call for help throughout the land – if anyone can prove the monster cheated, the land will be restored to the people, and those who found the proof will be rewarded with fame and fortune.

Your band of adventurous scholars has researched and found proof of his lies. If you can just get your report to the Grand Council, they will see the truth and be able to remove him.

According to the law, the monster can't stop anyone from presenting a "legitimate" document to the Grand Council, BUT, if he can find any excuse to call the document illegitimate, he can have your document seized into evidence and destroyed before the Grand Council ever sees it.

He has sent out several of his monsters with instructions to intimidate you and find instances of plagiarism in your paper. If they can find any plagiarism, your work will be torn to shreds.

You must prove your work is free of plagiarism to make it past the monsters! Then you can deliver your work to the Grand Council, ejecting the monster leader and receiving your reward!

Individual (Digital) Version

The digital version is a single-player online retro 8-bit rpg game with an overhead map (as made popular by the *Zelda* and *Pokémon* franchises). Depending on player actions, playing the entire game typically averages between ten and thirty minutes. Traveling the landscape toward their prize, students meet obstacles of potential plagiarism. They must choose (via multiple choice buttons) their "attack" in order to overcome the potential plagiarism and continue toward fortune and glory. All four types of plagiarism covered in 2.2 are addressed. Depending on the question, "attacks" may include:

- Full citation

- In-text reference, but no full citation required

- No citation required

- (advanced) Cite secondary source with an additional in-text reference to primary source

Screen Capture from RPGMaker software, showing a basic mock-up of a traditional 8-bit RPG world.

Group (Paper) Version

The paper version is a roughly 30-minute-long small group activity based on co-operative, fantasy, turn-based role-playing games (an extremely simplified version of games like *Dungeons & Dragons*, *Call of Cthulhu*, *Star Wars: Age of Rebellion*, etc.). Playable by 3-5 students, including one student who "runs" the game as the Quest Master (similar to a "Dungeon Master," though all pre-game preparation has already been handled).

The plot is essentially the same as the digital version: students role-play as adventurers traveling the landscape toward their prize and battle "monsters" (instances of potential plagiarism). They must choose their "attack" in order to overcome and continue toward fortune and glory. Unlike the digital version, the group/paper version requires students to work together to decide on their attack and, if a citation is required, to create one based on the information given. Using the "building blocks" citation method taught throughout Module 2.2, each student (a.k.a., "party member") is assigned skills in one building block area, making students work together to form each citation. All four types plagiarism covered in 2.2 are addressed, and two sets of questions (one for emerging students, one for advanced students—with the option to use both for a longer game!) will be provided.

IV. CITATION/BIBLIOGRAPHY BUILDING BLOCKS PACKET

Packet of instructions, tips and templates that reviews the material in Section II. These can be introduced during Section II, as a handy "cheat sheet" during Section III, or as a closure to Module 2.2. Whenever introduced, they are designed as a useful, go-to resource throughout students' research efforts.