

## Citing web sources

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### A curriculum for critical thinking and web research

**Skill level:** Beginner

**School level:** Middle school (11–13 years old)  
High school (14–18 years old)

### Prerequisite skills needed

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Students need to have basic computer use skills, such as the ability to launch Internet Explorer®, type into search boxes, validate the reliability of an Internet source (see the “Validity” lesson plans for ideas), and navigate through webpages to locate important information.

This plan is part of a critical thinking and web research curriculum developed by the International Society for Technology in Education (ISTE) and Microsoft. [www.microsoft.com/education/criticalthinking](http://www.microsoft.com/education/criticalthinking)

### Description of plan

Teachers develop a project within their content area that requires students to conduct outside research using the Bing™ search engine. This lesson provides the teachers an opportunity to model the citing of web sources required for a research project.

### Rationale for lesson

Students beginning the research process need specific instructions on how to cite web resources. Teachers should set expectations and should demonstrate how to properly document sources.

### Essential concepts / questions

Essential questions for teachers:

- ◆ How can I provide instruction on the proper way to cite web sources?
- ◆ How can I assist students in documenting web sources quickly and efficiently?

Essential question for students:

- ◆ What information is required to document web sources?

## National Educational Technology Standards (NETS)

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### NETS-T

- ◆ 4A: Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

### NETS-S

- ◆ 3B: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- ◆ 3C: Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

## Teacher preparation

- ◆ Teachers should prepare samples of how to cite a webpage.
- ◆ Teachers should prepare to model citing of a webpage.
- ◆ Teachers should develop clear criteria for the project, including guiding questions to be addressed by students' research, plus a project-scoring rubric.
- ◆ If students are working in cooperative groups, teachers should develop specific roles and responsibilities that provide for individual and group accountability.
- ◆ Teachers should develop samples of graphic organizers or criteria for students' note-taking and for citing sources.
- ◆ Teachers should provide students with a clear rubric which delineates the number of required resources, the format for citing such resources, and expectations for images.

## Management issues

Teachers must consider students' availability for labs and should take into account the time spent on research and documentation. Also, if students are to locate and document information electronically, teachers should consider where those files will be stored. Teachers can develop storage folders on the school's network or folders on Windows Live™ SkyDrive™. Finally, teachers should determine how much time will be allotted for research, documentation, and preparation of the final product.

## Instruction

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As students research content-specific topics, the teacher directs them to cite each source they find on the web. Teachers provide the students with a template of the appropriate style for documentation, either “Citing web sources – Student worksheet – Modern Language Association (MLA) 1: Documentation of Internet resources” or “Citing web sources – Student worksheet - American Psychological Association (APA) 1: Documentation of Internet resources.” Teachers should model suitable examples of citing web resources. Choose an appropriate web document to model citing rules and expectations for the students. The students will practice locating information on websites using “Citing web sources – Student worksheet MLA 2: Locating information to cite web sources” or “Citing web sources – Student worksheet APA 2: Locating information to cite web sources.” See supplementary material, “Citing web sources – Teacher demo – Beginner.”

## Student activities / guidance

Teachers walk through “Citing web sources – Teacher demo – Beginner” to model the expectations to the students. Students are given either “Citing web sources – Student worksheet – MLA 1: Documentation of Internet resources” or “Citing web sources – Student worksheet - APA 1: Documentation of Internet resources” to use as a reference when locating information required to cite web sources. The basic information necessary includes: author (if given); title of the webpage; title of the website; date published or last revised; publishing organization or owner of the site; date retrieved; and the web URL. Teachers model use of each format for the students. Then, teachers give the students either “Citing web sources – Student worksheet MLA 2: Locating information to cite web sources” or “Citing web sources – Student worksheet APA 2: Locating information to cite web sources” to help them locate the required information from web sources.

## Assessment

- ◆ Completed worksheet: Either “Citing web sources – Student worksheet MLA 2: Locating information to cite web sources” or “Citing web sources – Student worksheet APA 2: Locating information to cite web sources.”
- ◆ Students answer the essential question:
  - ◇ What information is required to document web sources?

## Related resources and tutorials

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- ◆ Bing User Guide: How to use Bing
  - ◇ <http://www.nirmaltv.com/2009/06/01/bing-detailed-user-guide>
- ◆ Windows Live SkyDrive
  - ◇ <http://skydrive.live.com/>
- ◆ See the “Validity” lesson plans for ideas and guidelines.
- ◆ See the “Plagiarism” lesson plans for ideas and guidelines.

## Closure and reflection

Questions for closure and student reflection when reviewing student activity and learning:

- ◆ What are some of the necessary pieces of information needed to cite web sources?
- ◆ Where can this information be found?
- ◆ What piece of information must always be included in every website documentation?

## Teacher reflection questions

- ◆ Ask students to reflect upon their own work and the work of the group.
- ◆ Were there any unforeseen management issues?
- ◆ Will students be able to complete this type of lesson more independently next time?
- ◆ How can you manage your time more effectively when conducting research and citing sources?

## Supplementary materials

- ◆ “Citing web sources – Teacher demo – Beginner”
- ◆ “Citing web sources – Student worksheet – MLA 1: Documentation of Internet resources” or “Citing web sources – Student worksheet - APA 1: Documentation of Internet resources”
- ◆ “Citing web sources – Student worksheet MLA 2: Locating information to cite web sources” or “Citing web sources – Student worksheet APA 2: Locating information to cite web sources.”

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