**Teache**r: Charlotte Slaughter, Library/Media

**Date**: March 2021

**Grade Level and Setting**: 8th Grade Computers and Technology, Language Arts

**Unit Title**: Legal and Ethical Internet in Information Technology, Cross-Curricular Argumentation

**Lesson Title/Topic**: Using Sources in an ethical manner, creating an argumentative essay

**Time**: 90 minutes

**Standards**: Common Core Standards Technology

( RI 5, RI 7) Use appropriate technology to locate, collect, organize, content for specific purpose citing sources

RI 5, RI 7 Evaluate teacher-secreted or self- selected Internet resources in terms of their usefulness for research.

**Essential Questions**:

What is plagiarism, what are the causes and consequences of plagiarism, how can we avoid plagiarism

How is a Database such as the Gale database useful for research

What is an argumentative essay and how does evidence support a claim

How is reasoning used to present the evidence and support the claim

**Purpose Statements**:

Avoiding plagiarism through summarizing, citation, note taking, researching

Analyze topics in “Opposing Viewpoints” , Choose a topic, select sources, begin notetaking and develop their claim, start an essay

**Essential Vocabulary**:

Plagiarism

Evaluating Sources

Database

Claim

Evidence

Reasoning

Evaluate

**Assessments**:

Google Form concerning plagiarism, evaluating sources, databases

Students will create a 3 paragraph argumentative essay

**Materials/Equipment/Technology**

Chromebooks, Smart Board, Access to Gale Databases, Teaching Cross-Curricular Argumentation booklet, Form A in Booklet.

**Student Consideration**

Students needing extra support will be given extra time for all activities, and may attend tutoring sessions after school. They may work with a partner.

| Learning Plan Procedure | Teacher’s roll |
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| !st Part of Lesson  Plagiarism - Have each student do this activity  1st choose a paragraph from an online website, copy and paste the paragraph into a google search box  2nd look to see what is highlighted in results (all will be)  3rd decide if it is plagiarized and fill in all the following  Part A what search engine you used what did you observe  Part B Was is plagiarized (submit)  Self Evaluation (how do you think you did) | I will explain what plagiarism is and how a teacher can easily see if a student has used sections out of a website and presented this as their own.  There is software, used in some schools to find plagiarism,  Students will do the activity to see for themselves  I will lead the class in a discussion on how to avoid using the work of others and presenting as your own. |
| 2nd go through Unit 2 Activity Part 1  1st Part A we will research using **Gale DataBases** (Demonstrate the database)  The database is located in the school district web site under our school and student  The password is discovery, we will be using Opposing viewpoints   1. Go through the Opposing viewpoints databases and everyone decided on a topic 2. Fill in what you are using for your searches and choose an article (Argumentative) 3. Put in the key words you used in this section along with the title of your article   2nd Part B   1. Choose 3 sources here you like and begin paraphrasing from these sources 2. Copy and paste titles and authors of these 3 relevant sources along with their citations into Part B | I will talk about the benefits of using a Database over just searching google.  I will demonstrate how to use the “Opposing Viewpoint” Database,  I will hand out a form to each student for   1. Listing their topic 2. Listing sources 3. Listing Keywords used   Students will copy and paste source titles, and citations. |
| **This is where I would use the Cross-Curricular Argumentation Routine**  3rd Essay Writing Unit 2 Part 2  1st Part A   1. I will go through Cross-Curricular Argumentation and hand out the form defining terms, etc. The form is attached along with the term definitions. 2. Once form is completed they will have their 3 paragraphs for this part A 3. Write out claim, evidence, analyze the reasoning, other arguments for or against the claim, your judgment about this evidence reasoning, finally do you accept or reject the claim 4. Put all of this together in 3 paragraphs,    1. 1st would be your claim (3 sentences)    2. 2nd would be evidence, analyze the reasoning other arguments (3 sentences)    3. the 3rd closing paragraph would accept or reject the claim.    4. Copy and past your citations from Part B in the 2nd part of unit activity | **I feel with this age level the students would need support in finding topics and sources before going into the Cross-Curricular Argumentation Activity**  **I will define the terms involved with the routine, explain the form,**  **And,start the cue,do, review.** |
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