Heritage Fair

Lesson 5: Editing and Citing Sources

Culminating Task

Students will:

- Refine their research papers through focused editing, improving clarity, organization, and voice.
- Understand why citing sources is essential and practice creating proper citations.
- Polish their work to ensure it's polished, professional, and credible.

Materials

- Chart paper/markers
- Whiteboard/chalkboard
- **Editing Checklist** worksheet
- **Editing Practice** worksheet
- **Citation Guide** worksheet
- Sample citations and research resources

Setting the Stage

Start with this analogy:

> "Imagine you're going to a job interview. You've spent hours preparing—researching the company, practicing your responses, and thinking about what makes you the perfect candidate. But then, you arrive in wrinkled clothes and forget to bring your résumé. Even though you're qualified, the presentation might not reflect your hard work, and it could cost you the opportunity.

Ask students which part they think represents editing, and which part represents citing sources, and have them explain why. Tease out that editing your paper is like choosing a polished outfit and ensuring you're putting your best foot forward—it makes your ideas look as professional as they are. Citing your sources is like handing over a well-organized résumé—it shows the foundation of your knowledge, acknowledges your sources, and builds trust with your audience.

Explain that just like in a job interview, the effort you put into presentation and preparation can make all the difference in how your work is received.

Ask students:

- *What happens if we skip editing?*
- *Why do you think it's important to tell people where you got your information?*

Write their responses on the board, focusing on ideas like "improving clarity," "fixing mistakes," "showing respect," and "building trust."

Direct Instruction: Editing for Clarity, Organization, and Voice

Explain to students editing is about refining a piece of writing to make it as clear, well-structured, and engaging as possible. It's not about finding every mistake in one go—it's about focusing on specific parts of your work to make it clear, organized, and engaging. A piece of work may go through the editing process multiple times before the author is satisfied and considers it complete.

There are three steps of editing, framed as "final touches" for the job interview metaphor:

1. **Content Polish – Is everything clear?**
   - Check if your main ideas are easy to understand.
   - Does your writing teach the reader what they need to know?

2. **Organization Polish – Does it flow smoothly?**
   - Look at how your paragraphs connect.
   - Are transitions helping the reader follow your ideas?

3. **Voice Polish – Does it have personality?**
   - Add descriptive language or rhetorical questions to keep the reader engaged.

To help students understand the editing process, introduce the **Editing Checklist** as a valuable tool for reviewing their work.

Explain that when we write our first draft, is rarely perfect. Just like a sculptor starts with a rough block of stone and gradually shapes it into something detailed and polished, writers refine their work through editing. Without this step, even strong ideas can become lost in unclear wording, awkward organization, or weak transitions.

To guide students in using the **Editing Checklist**, display the sample paragraph that needs improvement on the board. Read it aloud as a class, asking students to listen for areas where the writing could be clearer, more organized, or more engaging.

> The Bluenose was a famous boat from nova scotia. It won lots of races and was really fast. Fishermen used it to catch fish in the ocean, but it also raced. It was built in

1921 and people were proud of it. One time it got beat in a race, but most of the time it won. The boat is on the canadian dime today.

After reading the paragraph, prompt students with questions:

- *Does this paragraph explain why The Bluenose was important?*
- *Are there parts that sound choppy or unclear?*
- *Are there any spelling or capitalization mistakes?*

Model how to use the **Editing Checklist** by going through each section together:

- **Clarity** – The sentence "It won lots of races and was really fast" is vague. We could make it stronger by saying, "It became known as the fastest racing schooner of its time."

- **Organization** – The paragraph jumps between ideas without smooth connections. We should reorder some sentences and add transitions.

- **Voice** – Phrases like "really fast" can be replaced with more engaging descriptions, such as "incredibly swift on the water."

- **Final Touches** – Words like *nova scotia* and *canadian* should be capitalized, and *got beat* should be corrected to *was defeated.*

Together, revise the paragraph into a polished version. An example might look as follows:

> The Bluenose was a famous racing schooner from Nova Scotia, known for its speed and success in international sailing competitions. Built in 1921, it was designed as both a fishing vessel and a racing ship. Competing against the fastest boats of its time, the Bluenose remained undefeated for nearly two decades, earning the pride of Canadians. Although it was eventually defeated in a race, its legacy endured. Today, the Bluenose is featured on the Canadian dime as a symbol of skill, determination, and maritime excellence.

After reviewing the improved version, ask students to reflect on the changes:

- *How did the edits improve clarity?*
- *What differences do you notice in the organization?*
- *How does the voice sound more engaging?*

Once students see the impact of editing in action, have them individually or in partners complete the Editing Practice worksheet. Have them pair up to compare edits, and then come back as a class to discuss (or choose to collect as an assessment).

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Once students understand the editing process and have practiced using the **Editing Checklist** as a class, they are ready to take on the role of **writing coaches** for each other. This partner activity will help them refine their own writing while learning to provide constructive feedback.

Begin by explaining that good writers don't work alone. Even professional authors have editors to help them improve their work. Today, they will be an editor for a classmate—helping them polish their writing so their ideas shine.

Step 1: Setting Expectations for Feedback
Before students begin, discuss what **helpful** feedback looks like. Write these three guidelines on the board:

- **Be Specific** – Instead of saying, *"This part is confusing,"* say, *"This sentence could be clearer if you explained how The Bluenose won so many races."*

- **Balance Praise and Suggestions** – Compliments help build confidence! Encourage students to identify at least one strong sentence before suggesting improvements.

- **Use the Checklist as a Guide** – Editing isn't about correcting every single mistake; it's about improving clarity, organization, and voice.

Step 2: Partner Editing Exchange

Pair students up and have them exchange their drafts. Each student will:

- Read their partner's work once without marking anything to get a general sense of it.
- Read it again, this time using the **Editing Checklist** to highlight areas for improvement.
- Write **one compliment** (*"I love how your introduction grabs the reader!"*) and **one suggestion** (*"You could add a transition between these two paragraphs to make it flow better."*).

Encourage them to read their partner's writing **out loud** to catch awkward phrasing or missing words.

Step 3: Discuss and Revise

Once both students have completed their review, they will discuss their feedback:

- Each student will share **things they liked** about their partner's writing.
- They will explain **suggestions for improvement** and why they made it.
- Partners will ask each other clarifying questions, ensuring they understand the feedback.

After the discussion, students will have time to revise their drafts based on their partner's feedback.

Step 4: Reflection and Wrap-Up

To close the activity, ask students to reflect on their experience with partner editing:

- *What was the most helpful piece of feedback you received?*
- *How did reviewing someone else's writing help you think about your own work?*
- *What is one thing you plan to focus on in your next revision?*

Encourage students to make final adjustments before submitting their polished drafts.

Direct Instruction: Citing Sources

Transition into the importance of citations with another question:

"Imagine you created a brilliant project, and someone else used your ideas without giving you credit. How would you feel?"

Explain to students that citing sources is how we respect the work of others and show that our own work is credible. When we include citations, we also help others find the same great information we used. While there are different formats that are used, most have common requirements.

Write on the board: **Key Parts of a Citation**

- **Who** wrote it? (Author)
- **What** is it called? (Title of the source)
- **Where** was it published? (Publisher or website)
- **When** was it published? (Date)
- **Where** can it be found? (Page number or URL)

There are a number of different citation formats that may be followed, depending on grade level and teacher discretion. After deciding on a format (formal or informal), have students practice creating citations using examples from their own research.

Independent Practice: Adding Citations

Students will review their drafts and identify where they've used information from a source. Guide them to create proper citations for each instance using the **Citation Guide** worksheet.

Encourage them to think of citations as a way to answer these questions for their reader:

- *Where did you find this idea?*
- *Where can I find more information if I want to learn more?*

Reflection

End the class with a discussion around the following, or use as an exit slip:

- *What part of editing did you find most helpful?*
- *How does citing sources make your work more credible?*
- *What will you focus on improving for your next revision?*

Ask students to write one goal for their next editing session, such as improving their voice, adding stronger transitions, or double-checking their citations.

Evaluation

Hand out the activity rubric and discuss with students.

This lesson connects to many English Language Arts outcomes throughout grade levels, including revising and refining written work, applying grammar and spelling conventions, and demonstrating academic integrity through proper citation. It emphasizes strategies for improving clarity, organization, and engagement while encouraging students to reflect on their editing process.

While the focus of this lesson is on editing and citing sources, it may be valuable to have students self-assess their work using the Editing Checklist before submitting their final draft.

A space is left within the following rubric to attach specific curriculum outcomes

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Editing Checklist Worksheet

Use this checklist to help refine your research paper. Read through your draft carefully and check each section to ensure it is clear, well-organized, and polished.

Content Polish – Is everything clear?

☐ My main ideas are easy to understand.

☐ I have enough supporting details to explain my points.

☐ I have removed any unnecessary or repetitive information.

☐ My writing answers the essential questions about my topic.

Organization Polish – Does it flow smoothly?

☐ My introduction clearly presents my topic.

☐ My paragraphs are logically ordered and connected.

☐ I use transitions to guide the reader from one idea to the next.

☐ My conclusion wraps up my paper effectively.

Voice Polish – Does it have personality?

☐ My writing is engaging and keeps the reader interested.

☐ I use descriptive language where appropriate.

☐ I have checked for awkward or unclear phrasing.

Final Touches

☐ I have corrected any grammar, spelling, or punctuation errors.

☐ I have followed the required formatting guidelines.

☐ I have read my paper out loud to catch any mistakes I might have missed.

☐ I have asked a peer to review my paper and considered their feedback.

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Citation Guide Worksheet

Properly citing sources is essential for giving credit and building credibility in your research paper. Use this guide to help format your citations correctly.

Key Parts of a Citation:

- **Who** wrote it? (Author)
- **What** is it called? (Title of the source)
- **Where** was it published? (Publisher or website)
- **When** was it published? (Date)
- **Where** can it be found? (Page number or URL)

Practice Citations: Fill in the blanks using the correct format.

1. **Book Citation Format:** Author Last Name, First Name. *Title of Book.* Publisher, Year of Publication. Example:

   _____

2. **Website Citation Format:** "Title of Article or Webpage." *Website Name*, Publisher (if available), Date Published, URL. Example:

   _____

3. **Article Citation Format:** Author Last Name, First Name. "Title of Article." *Title of Journal or Newspaper,* vol. #, no. #, Year, pp. #-#. Example:

   _____

Checking Your Citations:

☐ Have I included all necessary information for each source?

☐ Are my citations formatted consistently?

☐ Have I given credit to every source I used?

☐ Have I avoided plagiarism by properly paraphrasing and citing?

Use this guide to review your work before submitting your final draft!

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Editing Practice Worksheet

Instructions: Read the paragraph below carefully. Using colored pencils or highlighters, use the **Editing Checklist** to identify and highlight areas that can be improved. First, mark the paragraph individually, making notes about clarity, organization, and voice. Then, discuss your edits in pairs or small groups, explaining your suggestions to one another. Finally, we will review the paragraph as a class and discuss improvements together.

Sample Paragraph:

The Canadian Pacific Railway was a very important thing in Canada's history. It helped people get across the country faster. Before it was built, traveling took a long time and was very hard. Many workers helped build it, including Chinese laborers who had too work in dangerous conditions. They used tools and dinomite to make tunnels threw mountains. The railway helped people move west and made trade more easy. Today, it is still used by trains and is an important part of Canada's transportasion system.

Editing Checklist:

- **Content Polish:** Does the paragraph fully explain its main ideas? Are there any vague or unclear points?

- **Organization Polish:** Do the sentences flow logically? Are there transitions connecting ideas?

- **Voice Polish:** Does the paragraph engage the reader? Could more descriptive or precise language be used?

- **Final Touches:** Are there any grammar, spelling, or punctuation errors?

Discussion Questions:

- What is one area where the paragraph could be clearer?
- How could the paragraph be more engaging?
- Are there any facts that could be expanded upon?

After your group discussion, prepare a revised version of the paragraph incorporating your edits. Be ready to share your improvements with the class!

Editing Practice Answer Key (Checklist Responses)

- **Content Polish:** The paragraph needs more details. "A very important thing" is too vague. It should explain why the railway was important beyond just making travel faster.

- **Organization Polish:** The sentences do not flow smoothly. The paragraph jumps from talking about workers to tools without a clear connection. Transitions should be added to make it easier to follow.

- **Voice Polish:** The paragraph repeats words like "helped" and "important" too often. It needs stronger, more interesting words to keep the reader engaged.

- **Final Touches:** There are many spelling mistakes. "Too" should be "to," "dinomite" should be "dynamite," "threw" should be "through," "more easy" should be "easier," and "transportasion" should be "transportation." Fixing these makes the paragraph easier to read.

Polished Paragraph (Improved Version):

The Canadian Pacific Railway was very important in Canada's history. It made travel faster and helped the country grow. Before the railway, crossing Canada took a long time. Thousands of workers, including many Chinese laborers, built the railway under dangerous conditions. They used tools and dynamite to make tunnels through mountains. The railway made it easier for people to move west and for businesses to trade goods. Today, it is still used by trains and helps connect communities across Canada.

What Was Improved:

- **Clarity:** Changed unclear phrases like "a very important thing" to more direct wording.

- **Organization:** Added better connections between ideas so the paragraph flows smoothly.

- **Voice:** Used more interesting words instead of repeating the same ones.

- **Grammar & Spelling:** Fixed spelling mistakes like "dinomite" to "dynamite" and "transportasion" to "transportation."

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Heritage Fair Rubric

Name:_____   Homeroom: _____

Achievement Levels (AL)

LK	LK+	DK	DK+	CK	CK+	IK
Limited Knowledge (LK) and understanding of content and concepts. Limited application of the related skills *(You have not demonstrated the skills connected to the outcome).*		**Developing Knowledge (DK)** and understanding of content and concepts. Developing in the application of the related skills *(You are beginning to demonstrate the skills connected to the outcome).*		**Competent Knowledge (CK)** and understanding of content and concepts. Appropriate application of the related skills *(You are able to demonstrate the skills connected to the outcome)*		**In-depth Knowledge (IK)** and understanding of content and concepts. Able to extend the application of the related skills *(You have gone beyond demonstrating the skills connected to the outcome).*

Rubric

Assignment Breakdown	Expectations	Related Outcomes/Indicators	AL
Content Accuracy and Research	The information is correct, well-researched, and relevant to the topic. Facts are explained in the student's own words and fit well with the research.		
Organization and Structure	The paper has a clear beginning, middle, and end. Ideas are grouped in a way that makes sense, and there are smooth connections between them.		
Voice and Style	The writing sounds like the student's own voice and is interesting to read. It includes descriptive words, questions, or personal thoughts to make it engaging.		
Citation of Sources	The student gives credit to the sources they used in a consistent way, showing respect for other people's work.		
Writing Conventions	The paper follows basic grammar, spelling, and punctuation rules so it is clear and easy to understand.		
Effort and Progress	The student puts effort into organizing research, writing, and improving their work based on feedback.		

Comments: