**Lesson Topic:** Research: Paraphrasing & Plagiarism

**Grade level:** 7

**Length of lesson:** 52 minutes

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):**  **7.4.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **7.4.2.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  **7.7.6.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Understanding (s)/goals**  Students can read an article of their choice and summarize the main ideas through paraphrasing while having an understanding of what plagiarism is and how to avoid it in their own writing. | **Essential Question(s):**  What is plagiarism? How is it different than summarizing or paraphrasing? How can we recognize plagiarism in our own writing or in others writing? |
| **Student objectives (outcomes):**  All students will be able to read 2-3 articles of their choice and take some notes about what they read.  Most students will be able to summarize or paraphrase what they read in the articles they chose.  Some students will be able to identify the differences between paraphrasing and plagiarism in their own writing as well as in other writing. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):** | **Other Evidence:**  2 column notes  Class discussion |
| **Stage 3 – Learning Plan** | |
| **Learning Materials:**  SMARTboard  Chromebooks 🡪 Google Drive [Google Documents, Google Slides]  [Daily Powerpoint](https://docs.google.com/presentation/d/1T72dRU5uysehuNDg-sktmBbOoadsFVSb_G4MN1--U1s/edit?usp=sharing) (on board)  [Research Webquest](http://english7research.weebly.com/)  Microphone  Timer  **Learning Activities:**  Greet students as they enter. Be sure they notice today’s slides up on the board so they are aware of the agenda. Once the bell rings, get their attention, make sure everyone is logged into their Chromebooks, and go over the agenda for the day.  *Remind* students that during their 10 minute reading time, the expectation is that it is quiet and that they are reading the entire 10 minutes. Start the timer. When the timer goes off to complete the 10-minute reading time, direct the students to their reading records, which they should have saved as a bookmark on their browser. [15 minutes]  Once they have completed their reading records, instruct students that they should then open their bookmarked research Webquest page. After they have opened and loaded the Webquest, have students then close their Chromebook tops. [2-3 minutes]  Go over their research task for the day. Their task is to complete at least one set of two column notes. This means that they found at least one article about their topic person, and that they have read one article about that person. They will also have to be sure that they checked and revised their notes for plagiarism, which will be discussed in more depth after they have had at least 10 minutes of work time. Before they open their Chromebooks again, show them a few of the webpage’s you have linked into the Webquest that will help them find credible sources. Then instruct them on how to make a copy of the 2-column note template they will be using. Have them also change the privacy settings. Start timer. [2-3 minutes]  During work time, circulate the room and be sure that everyone understands the task they are to complete. Allow the class to work according to what they believe they should be recording into the notes. [10 minutes]  When the timer goes off, have the students close the Chromebook tops. Begin inquiry about plagiarism. Have the class define what it is and what you know about it. Take notes in the 2 column note template so they are able to see their answers on the SMARTboard. Follow-up this question with an example from the article they read last week. Copy and paste a main idea from the article, and ask them to identify why or why not this would be considered plagiarism. Once you have gotten a successful answer, alter and move a few words around. Ask them is they would consider this plagiarism again. Finally, ask the class how they would alter or rewrite the sentence so that they could be confident that they were not plagiarizing. Then explain to them how this is considered paraphrasing. [10 minutes]  Instruct the class that they are to use the remaining class time to alter and check their current notes for plagiarism, and then they are to continue researching and creating notes for at least one more article about their topic person. When there is 5 minutes left in the hour, have students logout of their Chromebooks and put them away. Remind them that they should be plugging them in when they put them away. [20 minutes] | |