*English Instructional Plan – Plagiarism 6-8*

**Primary Strand: Research 6.9, 7.9, 8,9**

**Integrated Strand/s: Communication and Multimodal Literacies 6.1,7.1, 8.1** **Writing** **6.7, 7.7, 8.7**

**Reading 6.6, 7.6, 8.6**

**Essential Understanding:**

* understand to avoid plagiarism, credit must be given when using another person’s ideas, opinions, facts, statistics, or graphics.
* understand the purposeful and responsible use of the Internet.
* understand that there are consequences of plagiarism according to the guidelines established by local school divisions.

**Essential Knowledge, Skills, and Processes:**

* Evaluate the validity and credibility of information, using questions such as
	+ Is there a copyright symbol on the page?
	+ What is the purpose of the page?
	+ What is the date of the most recent publication?
* Avoid plagiarism and its consequences by giving credit whenever using another person’s media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person’s words.
* Differentiate between a primary and secondary source.
* Provide a list of sources using a standard form for documenting primary and secondary sources

**Primary SOL:** **6.9, 7.9, 8.9** Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

**Reinforced (Related Standard) SOL:**

* **6.7** The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.
* **7.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.
* **8.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.
* **6.6, 7.6, 8.6** Read and demonstrate comprehension of a variety of nonfiction texts.

**Academic Background/Language:** Students will need to understand the concept of plagiarism as well as the vocabulary related to plagiarism, primary -vs- secondary sources, and vocabulary relating to content specific material relating to the chosen topic. Students will also need to have background knowledge related to an ethical use of the internet.

## Materials:

* Primary and Secondary sources from other content areas:
* Primary sources are original pieces of work. We use primary sources to help us learn about an event, topic, or historical time period. Primary sources include:
	+ Letters
	+ Original photographs
	+ Reports
	+ Speeches
	+ Surveys
	+ Newspaper articles that are published directly after an event
	+ Artwork
	+ Performances
* Secondary sources include:
	+ Reviews
	+ Essays
	+ Newspaper articles that analyze or discuss older events/ideas
	+ Comments on blogs and articles
	+ Textbooks
* Passages to paraphrase:
* Sample short passages for paraphrasing - Declaration of Independence
	+ When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
	+ Possible passages for paraphrasing can be found at <https://www.commonlit.org/en/texts>
* Peer-Reviewed Paraphrasing Checklist

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* The teacher will instruct students in identifying plagiarism as the practice of taking someone else’s work or ideas and passing it off as one’s own. The teacher will discuss ways to avoid plagiarism, including paraphrasing, summarizing, and direct quotations. The ways that plagiarism can be avoided should be discussed in detail and displayed during the lesson.
* The teacher will explain to students that paraphrasing is one way to avoid plagiarism. The teacher may say, “A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.”
* The teacher may present these steps to effective paraphrasing as a helpful learning tool:
	+ Reread the original passage until you understand its full meaning.
	+ Set the original aside, and write your paraphrase on a note card.
	+ Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
	+ Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
	+ Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
	+ Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.
* The teacher will gather a variety of content relevant materials (chosen to pair with current content or issue) for paraphrasing.
* The teacher will model the paraphrasing process with a sample primary source (you may use the paraphrased example for the Declaration of Independence) while instructing students in how content can be paraphrased so as to avoid plagiarism through an “I do”, “We do”, “You do” structure. First, the teacher will display the declaration of independence. The teacher will ask students to explain the gist. With the beginning of the Declaration, the teacher will model and show how one sentence is properly paraphrased. The class will contribute to the paraphrased Declaration by helping with the next two sentences. In the “you do” portion of this modeled activity, students, in pairs, will practice properly paraphrasing with the remaining portion of the excerpt from the Declaration. The teacher may support pairs and provide immediate feedback.
* Students will read a second sample passage or group of sentences and put it into their own words demonstrating their knowledge of paraphrasing.
* Students will pair up and work together to ensure there are adequate changes in sentence structure and word choice.
* Students will pair up with a different partner to work together to ensure that the idea or meaning of the passage remains the same. As students pair up, they will use the attached peer reviewed checklist to determine if their classmate effectively paraphrased the sample text.

**Assessment (Diagnostic, Formative, Summative)**

* As the student works to read a second passage and properly paraphrase it, the teacher may provide feedback and support to students. The teacher will evaluate student work to ensure understanding of proper paraphrasing as well as a lack of plagiarism. The teacher may use the paraphrased passage as a formative or summative assessment.

**Writing Connections:**

* Students will choose a favorite passage (up to one paragraph) from a novel and paraphrase it. This activity can be completed individually or with a partner. Students will then share their newly written passage with the class.

**Extensions and Connections (for all students)**

* Students may retell a fairytale using paraphrasing techniques.
* Students may paraphrase an excerpt from famous historical document (Bill of Rights, Declaration of Independence, Mayflower Compact, etc.), by creating a comic strip. Students will then conduct a gallery walk and analyze other students wor

**Strategies for Differentiation**

* Teacher may provide reliable resources.
* Teacher may provide sentence frames in order to paraphrase appropriately.
* Teacher may provide a list of essential vocabulary with definitions.
* Students may choose paraphrasing resources from a given list

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Peer-Reviewed Paraphrasing Checklist**

|  |  |
| --- | --- |
|  | **The writer changed the structure of each sentence that is paraphrased.** |
|  | **The writer did not use the same language and word choice when paraphrasing.** |
|  | **The meaning of the text is still the same without using the same words.** |
|  | **The writer used proper citation after paraphrasing text.** |