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SCHL 5030

Collaborative Lesson 1

**Lesson:** Plagiairsm

**Objectives:**

For students to be able to avoid plagiarism by knowing how to use quotes, paraphrasing, and common knowledge.

**Standards addressed:**

**Florida Standards-** LAFS.6.W.3.8 and LAFS.7.W.3.8 and LAFS.8.W.3.8 Gather  relevant  information  from  multiple  print  and  digital sources;  assess  the credibility  of  each  source;  and  quote  or  paraphrase  the  data  and  conclusions of  others  while  avoiding  plagiarism  and  providing  basic  bibliographic information  for  sources.

**Colorado Standards**- Research and Reasoning: Exercise ethical conduct when writing, researching, and documenting sources

**AASL Standards-**1.3.1 Respect copyright/intellectual property rights of creators and producers

 1.3.3 Follow ethical and legal guidelines in gathering and using information.

**Introduction:**

Collaboration for this lesson began when an 8th grade Language Arts teachers (Mrs. Giacosa) approached me because she was concerned about her students plagiarizing while doing lessons with nonfiction text in class. The teacher asked if I would be willing to do a lesson reminding the students what plagiarism is and also explain to them how to use paraphrasing and quotations to avoid plagiarism. My portion of the lesson occurred during one 50 minute class periods. Students were seated in groups of four at square tables in the media center lesson area. The teacher continued instruction on the topic in her classroom during the following days using some of the worksheets and materials that I provided her.

**Body of Lesson:**

The lesson began with me these instructions on the board-

You have 5 minutes to discuss the following with your tablemates

* What is a quote?
* What is a paraphrase?
* What is common knowledge?
* Define Plagiarism.

I then called on some of the students to share their responses. I did not tell the students if their responses were correct or not.

Next I showed the video The Punishable Perils of Plagiarism from Ted Education

<http://ed.ted.com/lessons/the-punishable-perils-of-plagiarism-melissa-huseman-d-annunzio>

After viewing the video we revisited their answers to the above questions. We then went over the following document which was given to each student (at the teacher’s request) and was displayed on the LCD projector.

**Quotes, Paraphrasing, and Common Knowledge**

**Example article:**

**A Big Night for Radio**

TIME For Kids gets the scoop on the Radio Disney Music Awards in Los Angeles, California

April 30, 2014

By TFK Kid Reporter Gloria Choi

Selena Gomez, One Direction, Justin Timberlake, Demi Lovato, and Fifth Harmony all won big at the Radio Disney Music Awards. Song of the Year went to Selena Gomez's "Come and Get It." One Direction won Best Music Group. Justin Timberlake won Best Male Artist, and Demi Lovato won Best Female Artist. The awards honored Fifth Harmony with Breakout Artist of the Year and their song “Me & My Girls” won Best Song to Rock Out to with Your BFF.

Works cited / Bibliography: Choi, Gloria. “A Big Night for Radio.” Time for Kids. 30 Apr. 2014.

**Quotations or Quotes:** are identical to what is in the text.

Quotes are copied word for word, put in quotation marks, and give credit to the source or author. They must match the source document word for word and must be attributed to the original author.

Examples:

 Gloria Choi says, “Justin Timberlake won Best Male Artist.”

 “Justin Timberlake won Best Male Artist,” states Gloria Choi.

**Paraphrasing:** involves putting information into your own words.

A paraphrase involves you reading the information and then putting it in your own words. You must also give credit to the source.

Examples:

According to Gloria Choi some well-known stars like Demi Lovato and Selena Gomez won awards at the Radio Disney Music Awards.

At the Disney Music Awards big stars like Demi Lovato and Selena Gomez won awards claims Gloria Choi.

**Common Knowledge:** information that you could find using any source on the topic.

Common knowledge is information that you know or that is widely known and can be found using a bunch of sources. You do not need to give credit for common knowledge.

Examples:

 Justin Timberlake has been in some movies.

 The band One Direction has five members.

Students were then asked to examine and label the document below. In the document they needed to find an example of a quote, and example of a paraphrase and an example of common knowledge. Students in the advanced classes were also given the challenge of figuring out what one thing was wrong with the paper and made the paper an act of plagiarism (Answer: Only one of the works mentioned in the article is credited in the bibliography.)

**Sports are Basic to Humanity**

I agree with Michael Novek that sports are more about beauty and physical prowess than about the debasing standards of our society.  He makes the claim that people who don’t appreciate sporting activities are missing the point and missing out on some of the most basic parts of humanity.  These people are not really understanding what it means to be a human being, because they fail to get the point of sports.  The point of sports is to compete in victorious battle and win against an opponent and to act in ways that prove sports are a beautiful act of nature. Sports are all about the most basic urges of our species. Novek says: “are rituals concerning human survival on this planet” and he is right (Novek 45). As Richard Hinterson says in his article on the same topic, ”Sports are like the best of what has been thought and said” (Hinterson 78). Sports are about our most basic desires as human being and we express those desires everytime a person throws a basketball or blocks an opponent explains Hinterson. Human beings play sports!

**Bibliography**: Novek, Michael. "Sports and our Drive for Distance." New York: Capstone Publishing.

We then reviewed the answers to their labeling of the article.

As a reflection and exit slip for the class the students were asked (by the classroom teacher- Mrs. Giacosa) to write 3 sentences in their Language Arts journal about what they learned that day.

Materials provided to teacher to use with students in class can be seen at the end of this document.

**Conclusion:**

The lesson ended up being a huge success. The students were engaged the entire time and really seemed to comprehend the information and material. The teacher (Mrs. Giacosa) was so impressed by the lesson that she told the other Language Arts teachers about it and they came in for the same lesson.

**Self Reflection:**

I really enjoyed collaborating with the teacher and teaching this lesson. I was excited when other teachers came in stating that they heard it was great and they wanted it to. The only downfall is that I ended up doing the lesson with a variety of grade levels (6, 7 and 8) because ALL of the language arts teachers wanted the SAME lesson. So, when I teach plagiarism in the future I will have to use an entirely new lesson. Good thing I like making lessons.

**Teacher’s Reflection:**

Mrs. Badger’s lesson was great and was exactly what my students needed. I was really stressed out about how to get across to them the importance of plagiarism. No matter what I did they weren’t grasping it. Kristen’s lesson reinforced things I had told them in class (like the definition of plagiarism) while giving them new information and tips on how to avoid plagiairism. She had this great tip to help them paraphrase- Read a paragraph or so, turn whatever you are reading away from you and then write down what you read about. I had the students practice this tip while doing the paraphrasing follow-up activity and I think it really helped. All in all the lesson was a huge success!!!! Natalie Giacosa

**SMS Media Center- Lesson Planning Tool Lesson Topic Avoiding Plagiairism**

**Area being used: Computers Library classroom Book shelves**

**Instructors: Media led w/ Teacher assistance Teacher led w/ Media assistance Teacher**

**Roles of instructors:** Media Specialist lead lesson and create handout. Teacher provide article for activity and assist w/ instruction

**Lesson Goal:** To be able to avoid plagiarism by knowing how to use quotes, paraphrasing, and common knowledge

**Florida Standards:** [**http://www.flstandards.org/resources/teachers.aspx**](http://www.flstandards.org/resources/teachers.aspx)

LAFS.6-8.W.3.8: Gather  relevant  information  from  multiple  print  and  digital sources;  assess  the credibility  of  each  source;  and  quote  or  paraphrase  the  data  and  conclusions of  others  while  avoiding  plagiarism  and  providing  basic  bibliographic information  for  sources.

**AASL Standards:** 1.3.1 Respect copyright/intellectual property rights of creators and producers; 1.3.3 Follow ethical and legal guidelines in gathering and using information.

**Lesson materials and instruction in Media Center:** Handout with explanation and example article; paragraph to mark; article to read and summarize

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Date** | **Periods** |
| Giacosa | Sept. 15 | 123567 |
| Spatola | Sept. 17 | 256 |
| Waters | Sept. 18 | 123467 |
| Churchill | Sept. 22 | 2, 4 |
| Jones | Sept. 25 | 1,2,3,4,5,7 |
|  |  |  |

**Materials provided to teacher to use in class as follow-up:**

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Directions: On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage.

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.

2. The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past. From Kathleen Yancey, English 102 Supplemental Guide (1989): 25.

3. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.

4. Matisse is the best painter ever at putting the viewer at the scene. He's the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and the smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pierces the southern wall of the city near the sultan's palace. With scrubby coats of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in art history, Matisse gets the essence of a Tangier afternoon, including the subtle presence of the bowaab, the sentry who sits and surveys those who pass through the gate. From Peter Plagens, "Bright Lights." Newsweek (26 March 1990): 50.

5. While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building. From Ron Bachman, "Reaching for the Sky." Dial (May 1990): 15.

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The following is a sample essay you can practice quoting, paraphrasing, and summarizing. Examples of each task are provided at the end of the essay for further reference.

Here is the citation for Sipher's essay:

     Sipher, Roger. “So That Nobody Has to Go to School If They Don't Want To.” *The New York Times*. 19 December 1977. Page 31. Print.

**So That Nobody Has To Go To School If They Don't Want To**

*by Roger Sipher*

A decline in standardized test scores is but the most recent indicator that American education is in trouble.

One reason for the crisis is that present mandatory-attendance laws force many to attend school who have no wish to be there. Such children have little desire to learn and are so antagonistic to school that neither they nor more highly motivated students receive the quality education that is the birthright of every American.

The solution to this problem is simple: Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend.

This will not end public education. Contrary to conventional belief, legislators enacted compulsory-attendance laws to legalize what already existed. William Landes and Lewis Solomon, economists, found little evidence that mandatory-attendance laws increased the number of children in school. They found, too, that school systems have never effectively enforced such laws, usually because of the expense involved.

There is no contradiction between the assertion that compulsory attendance has had little effect on the number of children attending school and the argument that repeal would be a positive step toward improving education. Most parents want a high school education for their children. Unfortunately, compulsory attendance hampers the ability of public school officials to enforce legitimate educational and disciplinary policies and thereby make the education a good one.

Private schools have no such problem. They can fail or dismiss students, knowing such students can attend public school. Without compulsory attendance, public schools would be freer to oust students whose academic or personal behavior undermines the educational mission of the institution.

Has not the noble experiment of a formal education for everyone failed? While we pay homage to the homily, "You can lead a horse to water but you can't make him drink," we have pretended it is not true in education.

Ask high school teachers if recalcitrant students learn anything of value. Ask teachers if these students do any homework. Quite the contrary, these students know they will be passed from grade to grade until they are old enough to quit or until, as is more likely, they receive a high school diploma. At the point when students could legally quit, most choose to remain since they know they are likely to be allowed to graduate whether they do acceptable work or not.

Abolition of archaic attendance laws would produce enormous dividends.

First, it would alert everyone that school is a serious place where one goes to learn. Schools are neither day-care centers nor indoor street corners. Young people who resist learning should stay away; indeed, an end to compulsory schooling would require them to stay away.

Second, students opposed to learning would not be able to pollute the educational atmosphere for those who want to learn. Teachers could stop policing recalcitrant students and start educating.

Third, grades would show what they are supposed to: how well a student is learning. Parents could again read report cards and know if their children were making progress.

Fourth, public esteem for schools would increase. People would stop regarding them as way stations for adolescents and start thinking of them as institutions for educating America's youth.

Fifth, elementary schools would change because students would find out early they had better learn something or risk flunking out later. Elementary teachers would no longer have to pass their failures on to junior high and high school.

Sixth, the cost of enforcing compulsory education would be eliminated. Despite enforcement efforts, nearly 15 percent of the school-age children in our largest cities are almost permanently absent from school.

Communities could use these savings to support institutions to deal with young people not in school. If, in the long run, these institutions prove more costly, at least we would not confuse their mission with that of schools.

Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.

**Example Summary, Paraphrase, and Quotation from the Essay:**

**Example summary:** Roger Sipher makes his case for getting rid of compulsory-attendance laws in primary and secondary schools with six arguments. These fall into three groups—first that education is for those who want to learn and by including those that don't want to learn, everyone suffers. Second, that grades would be reflective of effort and elementary school teachers wouldn't feel compelled to pass failing students. Third, that schools would both save money and save face with the elimination of compulsory-attendance laws.

**Example paraphrase of the essay's conclusion:** Roger Sipher concludes his essay by insisting that schools have failed to fulfill their primary duty of education because they try to fill multiple social functions (para. 17).

**Example quotation:** According to Roger Sipher, a solution to the perceived crisis of American education is to "Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend" (para. 3).

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