



AVOIDING PLAGIARISM THE ACTIVITY PACKET

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Ordering Information:

TS1804E Avoiding Plagiarism Activity Packet

AVOIDING PLAGIARISM

RULE 1

Name: _____

Date: _____

When presenting a fact that is NOT common knowledge, always cite the source.

How does one determine what other people typically know as common knowledge? Common knowledge is knowledge relative to or common among a group or a community. A piece of information known to some may not be known to others because they do not share the right commonality. A simple way to consider what may or may not be common knowledge is to think of which groups people consider common among their family and/or friends, but not necessarily the community. Consider how much variety there is within religion, ethnicity, age, social group, media exposure, education, work, clubs, teams, classrooms, etc. All of these are held in common with some but not all. Now, consider the audience to which the information is being presented. Where is there commonality, and where is there none? Now, answer the question: what is common knowledge?

Activity

Assume you are writing a research paper on the classic book *To Kill A Mockingbird* by Harper Lee for English. With the idea that the teacher is your audience, identify which statements below require citation and which do not by writing Y (for yes) or N (for no) on the blank. Be prepared to explain your decisions.

1. _____ Harper Lee, author of *To Kill a Mockingbird*, is an important 20th century American author.
2. _____ Harper Lee was born in 1926 in Monroeville, Alabama.
3. _____ In *To Kill a Mockingbird*, Lee depicts the injustice of racial discrimination.
4. _____ The novel's narrator is a child named Scout, and the daughter of a lawyer named Atticus.
5. _____ Southern society at the turn of the century was hierarchical, with income, family lineage, and personal accomplishments among the measures used to establish social rank.
6. _____ Although *To Kill A Mockingbird* is a work of fiction and Lee denied that it was autobiographical, the character of Atticus shares many qualities with Lee's own father, who practiced law in a small Alabama town.
7. _____ Neither black nor white women during the early 20th century had the same freedom as modern American women.

Test yourself!

Situation A: *To Kill A Mockingbird* is a favorite book, and you have read much about topics related to the novel. You happen to know from your reading that Harper Lee based her character Dill on a friend, fellow author Truman Capote. You have no idea where you found out this information; you just remember having read it or heard it somewhere. Does it require a citation?

Situation B: You have taken a U.S. History class and remember being taught that Paul Revere was actually captured by the British outside of Concord before he was able to finish his ride to Lexington. Your friends, who were also in the class, remember learning this as well. You want to include it in your paper about the Midnight Ride. Does it require a citation?

AVOIDING PLAGIARISM

RULE 1

TEACHER GUIDE

Teaching Tips

- Students have difficulty determining what constitutes common knowledge partly because they don't have the background or experience to judge this effectively, and partly because the concept itself is ambiguous. Explore multiple situations to help them learn how to judge for themselves. Remind them that it is always better to provide a citation when unsure.
- Emphasize that personal knowledge doesn't mean common knowledge.

Activity Answer Key

1. N—common knowledge. Most Americans are required to read this book in middle or high school.
2. Y—requires citation. Harper Lee's exact birth year and city of birth are not likely to be known, even by an English teacher.
3. N—common knowledge. Even those who may not know much about this book or its popular movie would likely be aware that it deals with race.
4. N—common knowledge. Your audience is the English teacher and the paper is being written as a cumulative project after reading the book. General facts about the plot or characters of the book do not therefore require citation.
5. Y—requires citation.
6. Y—requires citation.
7. N—common knowledge. Most people with even a cursory understanding of U.S. history understand that women today have more freedom than women of earlier generations.

Test yourself! Answer Key

Situation A: This is not common knowledge. Just because someone happens to recall a specific piece of information does not mean that the information is generally understood and accepted. To resolve this situation, the student will need to locate a source that makes this argument, and cite that author.

Situation B: This is not common knowledge. The legend of Paul Revere that most Americans are familiar with does not include the fact that he was caught by the British before completing his ride. A case may be made if the student were writing a paper for the teacher who taught this information, he/she would not need to provide a citation. However, this is a circumstance where it is better to err on the side of safety, and provide the citation. MLA provides a specific format to cite an oral lecture or presentation as a source of information.

AVOIDING PLAGIARISM

RULE 2

Name: _____

Date: _____

When writing about an idea, make clear whose idea it is.

Activity

Using information from the four note cards below, compose an explanatory paragraph about altitude sickness. You may use paraphrase and/or direct quotation to compose your paragraph, but be sure that you have provided clear and correct citations. Be particularly careful to identify information correctly as you combine ideas that may come from two different sources.

"Altitude"

21

Severe altitude illness, which most often occurs when the ascent to higher altitudes is done quickly, includes symptoms also seen in moderate altitude sickness (weakness, shortness of breath upon exertion, and decreased coordination), as well as shortness of breath when resting, the complete inability to walk, mental confusion, buildup of fluid in the lungs (pulmonary edema), and fluid leakage in the brain that produces swelling (cerebral edema).

"Altitude Illness." *World of Sports Science*. Ed. K. Lee Lerner and Brenda Wilmoth Lerner. Vol. 1. Detroit: Gale, 2007. 21-22. *Gale Virtual Reference Library*. Web. 8 June 2011.

Krakauer, Jon. *Into Thin Air: A Personal Account of the Mount Everest Disaster*. New York: Villard, 1997. Print.

Krakauer

140

HACE (High Altitude Cerebral Edema) happened to be on my mind that afternoon because just two days earlier a man named Dale Kruse ... had come down with a serious case of it right here at Camp Three. On April 26 he'd climbed from Camp Two to Camp Three, brewed some tea for himself and his teammates, and then lay down in his tent to take a nap. "I fell right asleep," Kruse recalls, "and ended up sleeping almost twenty-four hours. When somebody finally woke me up it immediately became apparent to the others that my mind wasn't working, although it wasn't apparent to me." Kruse was having an incredibly difficult time simply trying to dress himself. "... It was like I was very drunk," Kruse recollects. "I couldn't walk without stumbling, and completely lost the ability to think or speak."

AVOIDING PLAGIARISM

RULE 2 CONTINUED

Name: _____

Date: _____

Leshem

Altitude illness that results in evacuation occurs more commonly among trekkers in the Everest region and among older trekkers. The outcome of all persons evacuated for altitude illness was uniformly good, and the rate of recovery was rapid. However, the incidence of altitude illness-related death continued to rise over the past decade.

Leshem, E., et. al. "Clinical Features of Patients with Severe Altitude Illness in Nepal." *Journal of Travel Medicine* 15.5 (Sept.-Oct. 2008): 315-22. EBSCO. Web. 7 June 2011.

Klesius, Michael. "The Body." *National Geographic* 203.5 (May 2003): n.p. EBSCO. Web. 7 June 2011.

Klesius

"Everest is climbable over time," says Rob Roach, an altitude physiologist. "You can, however, torture yourself on many levels by trying to climb it." Climbers can acclimatize by gradually training at higher altitudes in thinner air. Recent studies show that some people are born with a gift for adjusting, while others have genes that predispose them to breathing problems up high. Altitude physiologists remain baffled why some adjust easily and others not at all.

AVOIDING PLAGIARISM

RULE 2

TEACHER GUIDE

Teaching Tips

- Discuss with your students how to incorporate information that one source has borrowed from another source. Two of the RULE 2 Activity note cards contain quotations that come from a source other than the original author. Show students how to use lead-ins to identify this type of material.

Example 1: Altitude physiologist Rob Roach notes that “Everest is climbable over time” (Klesius).

Example 2: In Jon Krakauer’s book *Into Thin Air*, he recounts the story of Dale Kruse, a climber afflicted with altitude sickness. Kruse describes himself as feeling very drunk and totally incapable of walking (140).

- Show the students what to do when combining two ideas from two different sources into one sentence.

Example: Although altitude-related deaths have been increasing in the last ten years (Lesham), climbers can acclimate themselves better to altitude conditions by training themselves at incrementally higher altitudes (Klesius).

Extension Activity

After each student composes a paragraph, put students into groups of three. Have them read each other’s paragraphs, checking to ensure that the sources of ideas are clearly identified and that proper parenthetical punctuation has been used. Call attention to the variety of ways information can be integrated using different combinations of paraphrase, direct quotation, lead ins, etc.



AVOIDING PLAGIARISM

RULE 3

Name: _____

Date: _____

When writing about someone else's ideas, always cite the source.

Activity

Below are two note cards for a research paper on the Titans, the first generation of Greek Gods that came into existence after the creation of the world and ruled until being overthrown by the Olympian Gods.

A student has used these two sources to compose a paragraph in a paper about how the myths might reflect the culture and concerns of the Ancient Greek people. He has incorporated his own ideas into this paragraph as well.

Your task is to identify where each piece of information comes from and provide clear citation that shows the origin of each idea that is not the student's own or is not common knowledge.

Be sure to do the following:

1. Single underline all information that comes from the "Titan" 997 note card.
2. Double underline all information that comes from the Littleton 1373 note card.
3. Highlight all ideas that come from the student himself or which can be considered common knowledge.
4. Finally, add the parenthetical citations, appropriately punctuated, where necessary.

"Titans"

997

The Titans represent huge, primitive, hard-to-control forces; indeed, many of the Titans are embodiments of the forces of nature...The myth of the Titans and their downfall includes a theme common throughout Greek mythology: the fate of a god or person cannot be avoided, no matter how hard one might try to change it.

Littleton

1373

In Greek mythology Cronus was the youngest of the Titan children of the creator deities Uranus and Gaia. He dethroned his father as ruler of the universe but was himself overthrown by his own mighty children, the Olympians, led by Zeus. Some historians suggest that these usurpations reflect the traditions of peoples who over centuries gradually invaded mainland Greece and merged uneasily with the region's earlier inhabitants.

AVOIDING PLAGIARISM

RULE 3 CONTINUED

Name: _____

Date: _____

Greek Myths: Revealing Ancient Lives

Learning about ancient cultures can be difficult because so many of the buildings, artifacts, and writings have been lost in the centuries since their societies flourished. In the case of the Ancient Greeks, archeologists and historians have tools such as temples, statues, coins, artwork and some writings to help them reconstruct the past. They can also use the stories told by the Greeks, which while mythological, may reveal how they viewed their world and the ways in which they constructed their society. For example, historians know that the original Greek gods, the Titans, were said to have been brought into being by Gaia and Uranus. The Titans were personified forms of natural forces. It is possible that associating the gods, who ruled the earth, with nature shows how much control natural elements exerted over the Greeks. Additionally, the stories of the Titans' fall from power reveal a Grecian preoccupation with the inevitability of fate, which controls and directs all lives and events. This, too, suggests that the Greeks may have felt like they were at the mercy of forces larger than themselves and that they had little personal control over their lives. Historians also note another theme that repeats itself in the Greek stories of the Titans: the violent power struggles that result in the overthrow of the ruling gods by their children. This, they speculate, may mirror real-life situations when foreign invaders attempted to impose or integrate their own cultures into the existing Greek ways. Although myths are only stories, they may reveal more about the way people thought and lived than would be apparent at first glance. For this reason, they are worth further study.

AVOIDING PLAGIARISM

RULE 3

TEACHER GUIDE

Activity Answer Key

Greek Myths: Revealing Ancient Lives

Learning about ancient cultures can be difficult because so many of the buildings, artifacts, and writings have been lost in the centuries since their societies flourished. In the case of the Ancient Greeks, archeologists and historians have tools such as temples, statues, coins, artwork and some writings to help them reconstruct the past. They can also use the stories told by the Greeks, which while mythological, may reveal how they viewed their world and the ways in which they constructed their society. For example, historians know that the original Greek gods, the Titans, were said to have been brought into being by Gaia and Uranus. The Titans were personified forms of natural forces. It is possible that associating the gods, who ruled the earth, with nature shows how much control natural elements exerted over the Greeks. Additionally, the stories of the Titans' fall from power reveal a Grecian preoccupation with the inevitability of fate, which controls and directs all lives and events. This, too, suggests that the Greeks may have felt like they were at the mercy of forces larger than themselves and that they had little personal control over their lives. Historians also note another theme that repeats itself in the Greek stories of the Titans: the violent power struggles that result in the overthrow of the ruling gods by their children. This, they speculate, may mirror real-life situations when foreign invaders attempted to impose or integrate their own cultures into the existing Greek ways. Although myths are only stories, they may reveal more about the way people thought and lived than would be apparent at first glance. For this reason, they are worth further study.

(Littleton 1373).
("Titans" 997).
("Titans" 997).
(Littleton 1373).

AVOIDING PLAGIARISM

RULE 3

TEACHER GUIDE

Teaching Tips

- Doing this activity immediately after finishing the RULE 1 Activity reinforces common knowledge requirements.
- Use this activity to review MLA punctuation for parenthetical citations.
- Use this paragraph to introduce or review the importance of integrating borrowed material with follow up commentary.
- Point out examples of paraphrasing from the original wording. Note how different the wording and syntax is for a paraphrase, but how the idea itself is not at all changed from the original.

Extension Activities

1. Have the students use this activity's note cards to compose their own paraphrases.
2. Read the paragraph aloud, omitting all borrowed material. Allow the students to comment on how well the paragraph reads without this material. They will be able to see how the borrowed material provides specific evidence that backs up the student's own ideas.
3. Read the paragraph aloud, omitting all the student's own ideas. When the students discuss how well the paragraph works without this material, they will discover the problem with simply stringing together a list of facts.



AVOIDING PLAGIARISM

RULE 4

Name: _____

Date: _____

When using someone else's exact words, use quotation marks.

Activity

In the chart below, the first column shows an original passage taken from a book or article. The second column shows how a student used that passage in his/her research paper. Read each passage carefully, correcting mistakes the student has made when recasting the original text. You may need to add or remove quotation marks, reword phrases or sentences, add ellipses, or correct punctuation. If there are no errors, write "no error" beside the column.

All of the original passages come from the following source:

Rogo, D. Scott. "Animals Have ESP" *ESP: Fact or Fiction*. Ed. Terry O'Neill. San Diego: Greenhaven, 2003. 44-63. Print.

Original Passage	Student Passage
Many people report instances of ESP involving their pets—for example, when a dog appears to know when its owner will arrive home, even when the owner comes home at different times each day. Scientists, too, have found evidence of some animals' predictive ability—for example, animals that seem to be able to predict catastrophic events, such as an earthquake or tornado.	Some people believe that animals have ESP. Some dog owners, for example, have observed that their dog seems to know when they will get home, even when their schedule is unpredictable. Scientists, too, have found evidence of some animals' predictive ability because these animals seem to have predicted natural disasters (Rogo 44).
The world of animal ESP research received a boost in 1968 when two French scientists, writing under the pseudonyms of Pierre Duval and Evelyn Montredon, reported their new technique for testing the ESP powers of mice.	Rogo reports that "The world of animal ESP research received a boost in 1968 when two French scientists reported their new technique for testing the ESP powers of mice." (Rogo 45)

AVOIDING PLAGIARISM

RULE 4 CONTINUED

Name: _____

Date: _____

Original Passage	Student Passage
Dr. Aristed Esser's tests were to determine whether dogs could respond telepathically when their masters or canine cousins were threatened in any way. In one initial experiment, he made use of two rooms located at different ends of the hospital in which he worked. Two beagles, trained as hunting dogs, were placed in one of the rooms. This room had an observation window which led to an adjoining area, so the dogs could be watched carefully during the test	Dr. Aristed Esser "tried to determine whether dogs could use telepathy when their masters or canine cousins were threatened" Rogo 54. His first experiment involved two hunting dogs that were placed in a room with an observation window.
The owner of the dogs was escorted to the other chamber, given an airgun, and instructed to "shoot" at colored slides of animals flashed on a wall of the room at random intervals. The experimenters then waited to see how the dogs would react during the "shootings." The dogs barked and whined as soon as the hunter started shooting, even though they could neither see nor hear what was going on in the chamber where he was positioned.	The dogs' owner was placed in another room and instructed to "shoot" at colored slides of animals flashed on a wall of the room. The dogs in the other room barked and whined when the hunter was shooting, although they couldn't see or hear him (Rogo 55).
Esser conducted a series of follow up tests. One of these was designed to see if a boxer would react when its offspring was threatened. The mother was placed in a separate room from her male offspring. When one of the experimenters threatened the younger dog with a newspaper, the mother dog was seen suddenly to cower in the other room.	Rogo explains that Esser then conducted a series of follow up tests. In one, a mother dog in a different room from her puppy was seen cowering when her son seemed to be in danger (Rogo 55).

AVOIDING PLAGIARISM

RULE 4

TEACHER GUIDE

Activity Answer Key

Student Passage

Some people believe that animals have ESP. Some dog owners, for example, have observed that their dog seems to know when they will get home, even when their schedule is unpredictable. Scientists, too, have found evidence of some animals' predictive ability because these animals seem to have predicted natural disasters (Rogo 44).

This is a direct quote. Putting quotation marks around the original material is one fix, but a better way to deal with this is to paraphrase the quoted information.

It is said that "The world of animal ESP research received a boost in 1968 when two French scientists reported their new technique for testing the ESP powers of mice." (Rogo 45)

Add an ellipsis in brackets to show that original text has been omitted.

scientists [...] reported

Place period after the parenthetical citation.

mice" (Rogo 45).

Dr. Aristed Esser "tried to determine whether dogs could use telepathy when their masters or canine cousins were threatened" Rogo 54. His first experiment involved two hunting dogs that were placed in a room with an observation window.

The word "tried" was added by the student to provide grammatical flow to the sentence, and needs to be in brackets.

Replace "use telepathy" with "respond telepathically" to reproduce the original text exactly.

"Rogo 54" is missing parentheses.

The dogs' owner was placed in another room and instructed to "shoot" at colored slides of animals flashed on a wall of the room. The dogs in the other room barked and whined when the hunter was shooting, although they couldn't see or hear him (Rogo 55).

Add quotation marks to quoted text.

Add quotation marks to "barked and whined" because they are significant words.

Rogo explains that Esser then conducted a series of follow up tests. In one, a mother dog in a different room from her puppy was seen cowering when her son seemed to be in danger (Rogo 55).

Add quotation marks to quoted text.

Rogo is not necessary, since the source of this information has already been identified. (45).

AVOIDING PLAGIARISM

RULE 4

TEACHER GUIDE

Teaching Tips

- Remind students that use of direct quotation should be as limited as possible. The bulk of borrowed material should be paraphrased so that the student's own voice guides the paper.
- Reinforce at every opportunity that all the wording, spelling and punctuation within a direct quotation must match the original exactly. If a student changes anything (s)he must put those changes in brackets to identify them as not coming from the original source. If the original text contains an error, the student still reproduces the original exactly, and adds (sic) to indicate that there is a mistake.
- Keep reminding students that all direct quotations must be introduced by a lead-in statement and followed by commentary or analysis.

Extension Activities

1. Have students practice the following non-standard quotation formats: block quotation, quotation ending in an exclamation point or quotation mark, quotation with ellipses and bracketed material, quotation reproduced in one source from a different source.
2. Ask students to choose one passage from the original text columns. Then have them compose several different lead-in structures to introduce that quotation. Lead-in types include: providing the author's credentials, providing background information so that the quoted material can be better understood, providing context for the quotation given the author's thesis or other points made in the paper.
3. Select a couple of sentences from the original text columns and ask students to compose their own passage presenting the same idea, using both direct quotation and paraphrase. For this exercise, students should limit the material in quotations to less than five words. The remainder of their sentence should be paraphrased information from the sentence. This activity will not only strengthen students' ability to integrate information smoothly, but it is also a good time to reinforce what kind of information is best presented using direct quotation, versus paraphrase.



AVOIDING PLAGIARISM

RULE 5

When paraphrasing, use completely original wording and always cite the source.

Teacher Guided Activity

For this activity the students play a version of the game “telephone,” in that a message is passed from one person to another as it becomes increasingly garbled. A group of students starts by composing a paraphrase, then passes their work to the next group, which composes a paraphrase from the first group’s paraphrase. Each subsequent group paraphrases the text they receive from its previous group.

Ultimately, this activity shows how important it is for a paraphrase to retain the original meaning of the original text, despite the fact that syntax and wording have to be substantially changed. Students also have multiple opportunities to practice paraphrasing and to learn techniques and strategies from their peers.

1. Divide students into 6 groups. Each group needs six sheets of paper and a pen or pencil.
2. Copy and cut apart the passages on the next three pages, distribute one passage to each group.
3. Give each group five minutes to compose one paraphrase of their passage. After five minutes, collect the original passages and instruct each group to pass their paraphrase to the next group.
4. On a new sheet of paper, each group composes a paraphrase of the paraphrase they have received from the previous group.
5. After five minutes, staple the new paraphrases to the previous group’s paraphrase and pass the document to a new group.
6. In this round, the new group refers only to the most recent paraphrase—the one that is stapled on top—as they write their paraphrase.
7. Repeat steps 5 and 6 until all six groups have contributed a paraphrase to the stack of papers.
8. Have a different student read each of the original passages and the final paraphrases.
9. As a class judge the effectiveness of the final paraphrase.
 - Is the wording significantly different than the original?*
 - Has the syntax been effectively changed?*
 - Has the original meaning been retained as it passed through multiple attempts at paraphrasing?*
10. For each paraphrase that is problematic in some way, as a class discover the point in the paraphrasing chain where the problems arose. Have students suggest ways to solve the problem and turn the paraphrase into a model example.

AVOIDING PLAGIARISM

RULE 5

PASSAGE A

Boyd, Todd. "Is Rap Culture a Significant American Cultural Movement?" *Rap Music and Culture: Current Controversies*. Ed. Kate Burns. Detroit: Greenhaven, 2008. 14-19. Print.

Though I did not grow up in New York, I have been a fan of hip hop ever since it made its way out of the Five Boroughs [Manhattan, Bronx, Queens, Staten Island, and Brooklyn]. I have been listening ever since. What I find so compelling is the way in which this relatively simple form of communication, rhymes over beats, however you slice it, is truly quite complex. Because Black people have always had to make do with so little, the relative abundance of one's own words is at times all we have to use in fighting against a corrupt and vicious society.

PASSAGE B

Anderson, Janet. *Modern Dance*. New York: Chelsea House, 2004.

If modern dance experimenters shared any single view, it was that they were not doing ballet. They wanted to move freely. From their vantage point, the experimenters saw ballet dancers as trapped in an established movement system based on fixed positions of the body, feet and arms, and a performing style that had been codified centuries earlier. Every generation of ballet choreographers and dancers gave ballet a new look, but it was true that they did not change the basic steps and positions. The moderns could not see the way ballet had changed and how it too was in the process of a movement revolution—what the experimenters saw was stagnation. Modern dancers wanted to create new ways of moving suited to their own more democratic time and not with movements they saw as tied to an aristocratic past.

AVOIDING PLAGIARISM

RULE 5

PASSAGE C

Vaccaro, Mike. *Emperors and Idiots: The Hundred-year Rivalry Between the Yankees and Red Sox, From the Very Beginning to the End of the Curse*. New York: Doubleday, 2005. Print.

Fenway Park is one of the true jewels of American sports, proof that a stadium needn't be overrun with trendy modern amenities to satisfy its customers. The seats are too narrow, constructed to fit the bodies of early-twentieth-century immigrants, who were, on average, three inches shorter and thirty pounds lighter than their great-grandchildren. The capacity is too small; holding 36,298 (including standing room), it's easily the tiniest venue in the major leagues, some 20,000 smaller than Yankee Stadium. The unobstructed sight lines are too few; posts abound, and the odd, antiquated configuration of the grandstand means that the seats down the right-field line are pointed, more or less, in the vicinity of left field. You have to crane your neck for nine innings to see home plate. And yet, through the decades, whenever the Red Sox have started making noise about campaigning for a new place to play, the very same people who would benefit most from a modern park crawling with contemporary creature comforts—Red Sox Nation itself—threaten to revolt.

PASSAGE D

Coren, Stanley. *How Dogs Think: Understanding the Canine Mind*. New York: Free Press, 2004.

Some dogs seem to have the capacity to sniff out the presence of cancer in humans. This startling discovery was first reported in the prestigious medical journal *Lancet*, in April 1989, by Doctors Hywel Williams and Andres Pembroke. A female patient sought advice about a mole on her thigh. Her concern was aroused by her dog, a cross between a border collie and a Doberman, who often spent several minutes sniffing at a particular mole, even through her pants (the dog paid no attention to any other moles on her body). She decided to see the doctors after the dog tried to bite off the mole while she was wearing shorts. Analysis showed that the mole was actually a malignant melanoma.

AVOIDING PLAGIARISM

RULE 5

PASSAGE E

Underhill, Paco. *Why We Buy: The Science of Shopping*. New York: Simon & Schuster, 1999. Print.

The amount of time a shopper spends in a store (assuming he or she is shopping, not waiting in a line) is perhaps the single most important factor in determining how much she or he will buy. Over and over again, studies have shown a direct relationship. If the customer is walking through the entire store (or most of it, at least) and is considering lots of merchandise (meaning he or she is looking and touching and thinking) a fair amount of time is required. In an electronics store we studied, non-buyers spent 5 minutes, 6 seconds in the store, compared to 9 minutes and 29 seconds for buyers.

PASSAGE F

Schlosser, Eric. *Chew on This: The Unhappy Truth About Fast Food*. Boston: Houghton Mifflin, 2006.

One of the most widely used color additives [in food] comes from an unexpected source. Cochineal extract (also known as carmine or carminic acid) is made from the dead bodies of small bugs harvested mainly in Peru and the Canary Islands. The female *Dactylopius coccus* costa likes to feed on cactus pads, and color from the cactus gathers in her body and her eggs. The little bugs are collected, dried, and ground into a coloring additive. It takes about 70,000 of the insects to make a pound of carmine, which is used to make processed foods look pink, red, or purple. Dannon strawberry yogurt gets its color from carmine, as do many candies, frozen fruit bars, fruit fillings, and Ocean Spray pink grapefruit juice drink.

AVOIDING PLAGIARISM

RULE 5

TEACHER GUIDE

Teaching Tips

- Adapt this activity to suit your classroom needs. Adjust the number of passages in motion, or adjust the number of students per group. If your class isn't long enough to review all six passages, or if your students are not likely to need that much repetition, split the class in half and use the same three passages for each half of the class.
- Students should be reminded that paraphrases are the most common and preferred way to present information from borrowed sources.
- Repeat frequently that a good paraphrase does not use the wording or syntax of the original passage. If one word or a short phrase is too perfect or necessary and cannot be changed, then put quotation marks around that small portion of information and paraphrase the remainder of the idea.
- Point out good examples of paraphrasing as you see them. This will highlight numerous effective rewording strategies that students can apply to their own writing.

Extension Activities

1. For more individualized practice or for a less complicated activity, assign a pair-share. Provide an original passage to students and ask them to paraphrase it. Then, have them compare their paraphrase with their partner's paraphrase. Combine the best elements of each partner's work to create a master paraphrase. As time permits, have students read their master paraphrases or write them on the board. This will help show the variety of ways to rework a passage.
2. Practice distinguishing between paraphrase and summary by asking the students to perform both tasks on one of the passages.
3. Offer students the opportunity to incorporate paraphrase with direct quotation while following the proper rules for each type of sourcing. Students should be instructed to rework one of the passages using primarily paraphrase; however, require them to insert a few words or small snippets of the original in quotation marks.

