



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 3: Lesson 5

Research: Paraphrasing Relevant Information



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can generate additional questions for further research. (W.7.7)
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

Supporting Learning Targets

- I can generate effective supporting questions to guide my research.
- I can quote or paraphrase others' work while avoiding plagiarism.

Ongoing Assessment

- Ad Analysis homework (from Lesson 4)
- Researcher's notebook
- Exit ticket, Lesson 5



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task, Lesson 5/Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading Source 1 (20 minutes)B. Adding to the Researcher's Notebook (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket, Lesson 5 (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue your independent reading.	<ul style="list-style-type: none">• In this lesson, students begin their research project. They begin with Step 1 on the researcher's roadmap and build some background knowledge about gender roles in advertising by reading a short article titled "Truth in Advertising?" While they read, they learn the basics of paraphrasing. The "Truth in Advertising?" (for teacher reference) provides guidance on example paraphrases.• Then, students add what they learned to their researcher's notebook. Finally, building on their practice in Lesson 4, they generate effective supporting research questions.• The exit ticket in the Closing and Assessment asks students to write down one of the research questions they generated and tell why it is a good question. Collect these to informally assess how students are doing generating questions. Their explanations will provide insight into their thought processes and give some ideas about how to guide those students who are drifting astray with their questions.• This lesson begins with teacher modeling before students work more independently. Careful attention to how you model will improve student work.• Students work extensively with paraphrasing throughout the remainder of this unit. The researcher's notebook provides students with sentence stems to help them succeed with this academic skill. Because they are reading for very specific pieces of information in each text instead of reading to understand the whole, they will not provide an overall summary of the texts. Instead, they will synthesize what they learned from various sources in Part III of the researcher's notebook, as well as the End of Unit 3 Assessment and the final performance task.• In advance:<ul style="list-style-type: none">– Read the "Truth in Advertising?" and decide how you want to "think aloud" to model the paraphrasing process. See "Truth in Advertising?" (for teacher reference) in the supporting materials. In it, use of the words currently listed on the Domain-Specific Vocabulary anchor chart are highlighted. Whatever your choice of model is, emphasize using these vocabulary words frequently and meaningfully in this lesson.• Post: Learning targets; researcher's roadmap anchor chart; and Domain-Specific Vocabulary anchor chart.



Lesson Vocabulary	Materials
<p>plagiarism, paraphrase, succinct, anecdote</p>	<ul style="list-style-type: none"> • Entry task, Lesson 5 (one per student) • Researcher’s roadmap anchor chart (begun in Lesson 4) • “Truth in Advertising?” (Source 1) (one per student and one to display) • “Truth in Advertising?” (Source 1) (answers, for teacher reference) • Domain-Specific Vocabulary anchor chart (begun in Lesson 1) • Researcher’s notebook (from Lesson 2; one per student) • Researcher’s notebook Part II (for teacher reference) • Exit ticket, Lesson 5 (one per student)

Opening	Meeting Students’ Needs
<p>A. Entry Task, Lesson 5/Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the entry task, Lesson 5 to each student. Direct students to complete the task individually, then quickly debrief. • Make sure students can define <i>plagiarism</i> (when someone uses someone else’s ideas or words and pretends they are their own) and <i>paraphrase</i> (to express something someone else has written, using mostly one’s own words, in a shorter, clearer, or different way). • Point out the posted learning targets for today. Ask students to read them silently to themselves; then ask them how the targets connect to the process of doing research. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reading Source 1 (20 minutes)</p> <ul style="list-style-type: none"> • Direct students to the researcher's roadmap anchor chart. Tell them they will be doing Step 1 today. This step will help them formulate effective questions in Step 2. • Display and distribute “Truth in Advertising?” (Source 1). Orient students to the format of the article. They will be writing in the right-hand column and specifically practicing paraphrasing there. • Begin by asking students to read silently along while you read the article aloud. Pause after the first paragraph and think aloud through the paraphrasing process. See the “Truth in Advertising?” (Source 1) (answers, for teacher reference) for an example to guide you in this modeling, which uses words on the Domain-Specific Vocabulary anchor chart as much as possible (see Teaching Notes). Write down what you paraphrased on the displayed copy of “Truth in Advertising?” (Source 1) and prompt students to update their copies. Point out the Domain-Specific vocabulary words, and encourage students to use them in their paraphrasing. • Continue reading Paragraph 2 aloud. Ask students to underline the sentences they think they should pay particular attention to when they are paraphrasing. Direct students to the sentence stems at the top of the page. Ask for a volunteer to construct a sentence out loud that paraphrases the ideas of the paragraph. Praise the student for trying something new. • Pause at Paragraph 3 and say: “These specific company names alert me that this is a paragraph of examples. Although that’s interesting information, it is not exactly what I’m researching. Therefore, I will skim until I get to a keyword about false advertising.” • Skim to Paragraph 4 and begin reading again. Pause and ask for a volunteer to paraphrase this information using the sentence stems. See the teacher reference for an example. • Read Paragraphs 5 and 6 aloud. Depending on the needs of your students, you may continue to paraphrase aloud as a class, or you could ask them to write their ideas in the right-hand column on their own or with a partner. Pause to give students time to practice this important skill. • For Paragraph 7, demonstrate how to integrate direct quotes into a sentence that is paraphrasing the main idea. Explain that sometimes an author has a particularly <i>succinct</i>, or short and clear, way of explaining something and you want to quote them directly. Or perhaps the author used particularly powerful language or a short <i>anecdote</i>. Then it is appropriate to quote directly. However, only phrases that are a few words long can be quoted directly, not entire sentences. Show them an example for Paragraph 7. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers. • For students who struggle to read complex texts, consider previewing the following vocabulary words from this text: <i>slogan</i> <i>deceptive</i> <i>competitor</i> <i>profit margins</i> <i>behalf</i> <i>libel</i> <i>incitement to violence</i>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Indicate that Paragraphs 8–11 is another set of examples, and that there is no need to read this closely. Skim as you did through Paragraph 3. • Read aloud Paragraph 12. Ask students to work in pairs and use the sentence stems to paraphrase the main ideas from this paragraph. They should write their ideas in the left-hand column. Circulate to help as needed. 	<ul style="list-style-type: none"> • If you choose to select additional words to preview, focus on words whose meaning may be difficult to determine using context clues from the text. It is important for students to practice this so they become more proficient readers.
<p>B. Adding to the Researcher's Notebook (15 minutes)</p> <ul style="list-style-type: none"> • Arrange students in pairs. Direct them to take out their researcher's notebook. Explain that this is where they will capture the information and ideas they find while researching. Focus their attention on the box called "II. Research Notes, Source 1." Tell them to fill in the information in the top row first. Show them where they can find the author and title information from Source 1. Remind them this is MLA form that one would find on a Works Cited page. • Next, direct them to write the information they learned in bullet form in the next row of their notebook. Encourage them to look back at the information they paraphrased as a class. For example, the bullet point from the first paragraph would be something like: "We're not sure if we should believe the claims of ads." See the researcher's notebook Part II (for teacher reference) for more examples. • After they record the information they learned, students should write their questions in the next row. Tell them not to edit themselves. They want to generate as much information and as many possible supporting research questions as they can on this side. Be ready to prompt, probe, and support: This is a challenging task. • After they have had 5 minutes to brainstorm on the right-hand side, direct students to the left-hand side: "Additional research questions I now have." Tell them that they will write effective supporting research questions here. • Ask a student to read the list of qualities of an effective supporting research question from the researcher's roadmap anchor chart. Ask a student to offer a supporting research question. Ask another student to evaluate the supporting question based on the roadmap. • Write down six or seven student-generated possible supporting questions on the board. (Guide students toward the types of supporting questions provided for you on the researcher's notebook Part II.) 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for students with lower levels of language proficiency and/or learning. • Providing models of expected work supports all learners, especially those who are challenged.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket, Lesson 5 (5 minutes)</p> <ul style="list-style-type: none">Distribute the exit ticket, Lesson 5 to students:<ul style="list-style-type: none">* "Write down one of your supporting research questions. Explain why it is a good question."Allow students 5 minutes to complete this task. Then, collect the exit tickets.	<ul style="list-style-type: none">Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue your independent reading.	



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Supporting Materials



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Entry Task
Lesson 5

.....
Name:

.....
Date:

Read the passage below. Use context to determine the meaning of *plagiarize* and *paraphrase*.

“I’ve heard that story before, Ben,” said his friend Bob. “It’s exactly the same as the movie I saw last week! Didn’t you tell me that you wrote it?” “I didn’t mean to *plagiarize*,” said Ben. “Why don’t you try *paraphrasing* some of the dialogue?” suggested Bob. “And maybe you could add some new characters or change the setting, too. Then it would be more your own.”

Plagiarize means:

.....
.....
.....
.....

Paraphrase means:

.....
.....
.....
.....



“Truth in Advertising?”

(Source 1)

Name: _____

Date: _____

Directions: As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

According to +	source	+paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

Original Text	Paraphrase
P1. Pizza Hut calls itself “America’s favorite pizza.” Bounty pitches its paper towels as the “quicker picker-upper.” Clearasil promises that its new acne product “visibly reduces redness and pimple size in as little as four hours.” Should you believe any of this?	
P2. A lot of advertising uses slogans that aren’t necessarily meant to be taken literally. But now even some companies are admitting you shouldn’t believe everything you see—at least in their competitors’ ads. In fact, using laws designed to protect consumers from deceptive advertising, an increasing number of companies are suing each other, claiming that false advertising by a competitor is hurting their sales.	



“Truth in Advertising?”

(Source 1)

Original Text	Paraphrase
<p>P3. Longtime foes like AT&T and Verizon Wireless, Campbell’s Soup and Progresso, Dove and Pantene, and pet-food makers Science Diet and Iams have all wrestled over ads recently. Pantene has attacked Dove’s claim that its conditioner “repairs” hair better, and Iams has been challenged for saying that “No other dog food stacks up like Iams.”</p>	
<p>P4. “In this economy, where [profit] margins are a bit tighter, a lot of marketing departments have decided to become more aggressive,” says John E. Villafranco, a lawyer who specializes in advertising. What exactly are advertisers allowed to say about their products? In legal terms, advertising is considered “commercial speech”—speech on behalf of a company or individual with the purpose of making a profit—and it’s treated differently than other kinds of speech.</p>	
<p>P5. “Commercial speech is sometimes called the stepchild of the First Amendment in that it receives some First Amendment protections but not as much as other types of speech,” says David Hudson of the First Amendment Center. With a few key exceptions, such as libel and incitement to violence, almost all noncommercial speech is constitutionally protected.</p>	
<p>P6. “False and misleading advertising is not protected at all,” Hudson adds. “That’s where a lot of the court battles come into play, because there’s heated disagreement as to what constitutes misleading commercial speech.” Truth-in-advertising laws are designed to protect consumers by requiring advertisers to be truthful and able to back up their claims. The Federal Trade Commission is responsible for enforcing these laws. But the agency doesn’t actively search for inaccuracies; it only follows up on complaints.</p>	



“Truth in Advertising?”

(Source 1)

Original Text	Paraphrase
<p>P7. “We’ve all had a pizza delivered to us with a box that says ‘world’s greatest pizza,’” says Robert Thompson, a professor of media at Syracuse University in New York. “It probably isn’t, but there’s no way to prove that.”</p> <p>But when there is a way to back up a claim, companies are insisting that their competitors do so.</p>	
<p>P8–11. In December, AT&T sued Verizon Wireless over, literally, empty space, when Verizon began comparing its third-generation wireless network to AT&T’s in TV commercials. AT&T isn’t challenging the crux of the ad, which is that Verizon has more widespread wireless 3G coverage than AT&T. Rather, it’s upset over the maps comparing the companies’ networks.</p> <p>“There are vast [blank] spaces ... in the map that depicts AT&T’s coverage,” says Mark Siegel, a spokesman for AT&T. “It suggests to the viewer that not only is there no 3G coverage in that area, but there is no coverage at all.”</p> <p>UPS stopped running ads saying it was the “most reliable” shipping company after FedEx sued in May, arguing that the claim was based on outdated information.</p> <p>Last fall, Campbell’s Soup started an ad campaign that said its Select Harvest soups were “Made with TLC,” while labeling rival Progresso soups as “Made with MSG”—monosodium glutamate. Progresso responded with its own campaign, and then both companies complained to the Council of Better Business Bureaus, which recommended withdrawal of some ads by both soup makers.</p>	



“Truth in Advertising?”

(Source 1)

Original Text	Paraphrase
<p>P12. But Thompson, the media professor, says that though the regulations are designed to prevent bold-faced, inaccurate claims, they cannot prevent everything that's misleading. “Advertising has always been about hyperbole and illusion,” he says. “That’s what we signed up for as a capitalist, consumer society.”</p>	

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“Truth in Advertising?”

(Source 1)

(Answers, for Teacher Reference)

Directions: As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

According to +	source	+paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

Original Text	Paraphrase
P1. Pizza Hut calls itself “America’s favorite pizza.” Bounty pitches its paper towels as the “quicker picker-upper.” Clearasil promises that its new acne product “visibly reduces redness and pimple size in as little as four hours.” Should you believe any of this?	<i>Companies make claims about their products in the media. Are they credible?</i>
P2. A lot of advertising uses slogans that aren’t necessarily meant to be taken literally. But now even some companies are admitting you shouldn’t believe everything you see—at least in their competitors’ ads. In fact, using laws designed to protect consumers from deceptive advertising, an increasing number of companies are suing each other, claiming that false advertising by a competitor is hurting their sales.	<i>Stafford states that companies are now suing each other over statements they claim are false in their competitors’ advertisements.</i>



“Truth in Advertising?”

(Source 1)

(Answers, for Teacher Reference)

Original Text	Paraphrase
<p>P3. Longtime foes like AT&T and Verizon Wireless, Campbell’s Soup and Progresso, Dove and Pantene, and pet-food makers Science Diet and Iams have all wrestled over ads recently. Pantene has attacked Dove’s claim that its conditioner “repairs” hair better, and Iams has been challenged for saying that “No other dog food stacks up like Iams.”</p>	<p><i>The article illustrates the point in P2 by giving examples. These are interesting and help me get the point, but not completely necessary in my research. I will skim examples like these from now on.</i></p>
<p>P4. “In this economy, where [profit] margins are a bit tighter, a lot of marketing departments have decided to become more aggressive,” says John E. Villafranco, a lawyer who specializes in advertising. What exactly are advertisers allowed to say about their products? In legal terms, advertising is considered “commercial speech”—speech on behalf of a company or individual with the purpose of making a profit—and it’s treated differently than other kinds of speech.</p>	<p><i>The article defines “commercial speech,” which is different from other kinds of speech legally.</i></p>
<p>P5. “Commercial speech is sometimes called the stepchild of the First Amendment in that it receives some First Amendment protections but not as much as other types of speech,” says David Hudson of the First Amendment Center. With a few key exceptions, such as libel and incitement to violence, almost all noncommercial speech is constitutionally protected.</p>	<p><i>Stafford makes the point that commercial speech is protected by the Constitution, but not completely.</i></p>
<p>P6. “False and misleading advertising is not protected at all,” Hudson adds. “That’s where a lot of the court battles come into play, because there’s heated disagreement as to what constitutes misleading commercial speech.” Truth-in-advertising laws are designed to protect consumers by requiring advertisers to be truthful and able to back up their claims. The Federal Trade Commission is responsible for enforcing these laws. But the agency doesn’t actively search for inaccuracies; it only follows up on complaints.</p>	<p><i>False claims in ads are not protected, Stafford says, but it can be difficult to determine when that happens exactly. The law protects the ads’ target audiences (consumers) but only investigates complaints.</i></p>



“Truth in Advertising?”

(Source 1)

(Answers, for Teacher Reference)

Original Text	Paraphrase
<p>P7. “We’ve all had a pizza delivered to us with a box that says ‘world’s greatest pizza,’” says Robert Thompson, a professor of media at Syracuse University in New York. “It probably isn’t, but there’s no way to prove that.”</p> <p>But when there is a way to back up a claim, companies are insisting that their competitors do so.</p>	<p><i>Stafford quotes a professor saying that it is difficult to prove sometimes whether an assertion in an ad is misleading or not. But when it can be proven, “companies are insisting that their competitors do so.”</i></p>
<p>P8–11. In December, AT&T sued Verizon Wireless over, literally, empty space, when Verizon began comparing its third-generation wireless network to AT&T’s in TV commercials. AT&T isn’t challenging the crux of the ad, which is that Verizon has more widespread wireless 3G coverage than AT&T. Rather, it’s upset over the maps comparing the companies’ networks.</p> <p>“There are vast [blank] spaces ... in the map that depicts AT&T’s coverage,” says Mark Siegel, a spokesman for AT&T. “It suggests to the viewer that not only is there no 3G coverage in that area, but there is no coverage at all.”</p> <p>UPS stopped running ads saying it was the “most reliable” shipping company after FedEx sued in May, arguing that the claim was based on outdated information.</p> <p>Last fall, Campbell’s Soup started an ad campaign that said its Select Harvest soups were “Made with TLC,” while labeling rival Progresso soups as “Made with MSG”—monosodium glutamate. Progresso responded with its own campaign, and then both companies complained to the Council of Better Business Bureaus, which recommended withdrawal of some ads by both soup makers.</p>	<p><i>Again, these are examples of the lawsuits that companies are engaging in over misleading advertising. It looks like most of these are about overt claims in the ads. There is one exception. The Verizon map implies that there is no coverage in some areas of the U.S.</i></p> <p><i>I’ll skim these just to see if there are any important key words, like gender or gender roles. I don’t see words like these, so I will move on with the article.</i></p>



“Truth in Advertising?”

(Source 1)

(Answers, for Teacher Reference)

Original Text	Paraphrase
<p>P12. But Thompson, the media professor, says that though the regulations are designed to prevent bold-faced, inaccurate claims, they cannot prevent everything that's misleading. “Advertising has always been about hyperbole and illusion,” he says. “That’s what we signed up for as a capitalist, consumer society.”</p>	<p><i>Stafford makes the key point, through the quote from the professor, that despite the law, ads have always been about misleading the public to a certain degree through techniques of persuasion.</i></p>

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Researcher's Notebook Part II
(For Teacher Reference)

II. RESEARCH NOTES: Text 1

Source Title: _____ Circle one: Print or Digital
Author: _____ Is this source credible? Yes or No
Publisher: _____
Date Published: _____

Relevant information from this text that helps answer my research question (bullet points):

- Companies can sue each other over misleading advertising
- Commercial speech is protected, but not always (stepchild of First Amendment)
- Can be difficult to prove misleading claims, but not impossible (examples in article)
- All ads are about exaggeration and illusion to some degree

Keywords and vocabulary from this source:

- First Amendment
- Illusion/hyperbole
- protected

Additional research questions I now have:

- Have companies sued each other for gender role misleading ads
- Has anyone else sued for gender role misrepresentation?
- Outcomes of those cases? (Supreme Court?)

Was this source useful in helping you answer the research question? Explain why or why not.

This gave me background knowledge on the laws that govern commercial speech; it also gave me the basic knowledge that all ads, to some degree, use persuasion techniques that are about misdirecting the reader or viewer.

