



EXPEDITIONARY
LEARNING

Grade 7: Module 2A: Unit 3: Lesson 3

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

Ongoing Assessment

- Researcher's Notebook
- Exit ticket



| Agenda | Teaching Notes |
|---|--|
| <p>1. Opening A. Entry Task (5 minutes)</p> <p>2. Work Time A. Reading Source 1 (20 minutes) B. Adding to the Researcher's Notebook (15 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket (5 minutes)</p> <p>4. Homework A. Continue reading in your independent reading book for this unit.</p> | <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 the garment industry by reading a short article. While they read, they learn the basics of paraphrasing.• Then students add what they have learned to their Researcher's Notebook. Finally, building on their practice in Lesson 2, they generate effective supporting research questions.• This lesson, like Lessons 2 and 4, 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 be successful 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 be providing an overall summary of the texts. Instead they will be synthesizing 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: Read the article and decide how you want to "think aloud" to model the paraphrasing process. |



| Lesson Vocabulary | Materials |
|---|---|
| <p>plagiarism, paraphrase, succinct, anecdote</p> | <ul style="list-style-type: none"> • Entry task (one per student) • Researcher’s Roadmap anchor chart (from Lesson 2) • “Ethical Style: How Is My T-Shirt Made?” (Source 1) (one per student) • “Ethical Style: How Is My T-Shirt Made?” (Source 1) (for teacher reference) • Researcher’s Notebook (from Lesson 1; one per student) • Researcher’s Notebook Part II (teacher reference) • Exit ticket (one per student) Model Performance Task: “iCare about the iPhone” (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above) • Research Process cards (one set of seven cards per class; either taped under students’ chairs or handed out in the beginning of class) • Sample supporting research question strips (one set per trio of students) |

| Opening | Meeting Students’ Needs |
|---|---|
| <p>A. Entry Task (5 minutes)</p> <ul style="list-style-type: none"> • Distribute a copy of the Entry Task 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 in a shorter, clearer, or different way). • Point out the learning targets for today and ask students 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 (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 "Ethical Style: How Is My T-Shirt Made?" (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 in their heads while you read aloud. Pause after the first paragraph and think aloud through the paraphrasing process. See the "Ethical Style: How Is My T-Shirt Made?" (Source 1) (for teacher reference) for an example to guide you in this modeling. Write down what you paraphrased on the copy you are displaying and prompt students to update their copies. • Continue to read aloud for Paragraphs 2 and 3. 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. • Continue to read aloud Paragraph 4 until you get to the sentence "As a general rule of thumb, cotton is terrible for the environment." Then pause and say: "This sentence tells me that this paragraph will be about the environmental impacts of growing cotton. Although that's interesting information, it is not what I'm researching. Therefore, I will skim this until I get to a keyword about working conditions." • Skim to Paragraph 5 and begin reading again. Pause and ask for a volunteer to paraphrase this information using the sentence stems. See the teacher's guide for an example. | <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>apparel</i> <i>exporter</i> <i>compliance</i> <i>scrutinized</i> <i>rife</i> <i>depressed</i> |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none"> • Read Paragraph 6 aloud. Depending on the needs of your students, you may continue to paraphrase out loud 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. • Read aloud Paragraph 8. 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 difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that 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 own 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 out the information on the right-hand side first. Show them where they can find the author and title information from Source 1. Remind them this is the MLA form of the information that one would find on a "works cited" page. • Next, direct them to write the information they learned in bullet form in the right-hand column of the Researcher's 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: "Most of our T-shirts are made outside the U.S. in developing countries." 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 on the right-hand side. 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. | <ul style="list-style-type: none"> • Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning and engage students more actively. • Providing models of expected work supports all learners, especially those who are challenged. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • After they have had 5 minutes to brainstorm on the right-hand side, direct them to the left side where it says, “Five supporting research questions I will use.” Tell them that here is where they will write effective supporting research questions. Ask a student to read the list of qualities of an effective supporting research question from the Researcher’s Roadmap (from Lesson 2). 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 teacher edition). • After the class has constructed six or seven questions together, circle the four most effective questions and direct the students to write them in their Researcher’s Notebook. Then tell students to write down one more of their choice. | |

| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the exit ticket to students, which says: * “Write down one of your supporting research questions. Explain why it is a good question.” • Allow students 5 minutes to write their answer. 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 |
| <p>A. Continue reading in your independent reading book for this unit.</p> | |



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Supporting Materials



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Entry Task

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:



“Ethical Style: How is My T-Shirt Made?”

(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. The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than \$17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step. | |
| P2. The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil. | |



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

| Original Text | Paraphrase |
|---|------------|
| <p>P3. Unfortunately, your T-shirt label won't tell you where that cotton came from. Still, there are a few truths about cotton that don't need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</p> | |



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

| Original Text | Paraphrase |
|--|------------|
| <p>P4. Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</p> | |
| <p>P5. When material, prototype, and samples are set, the T-shirt is put into mass production.... The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</p> | |
| <p>P6. Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP.... Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</p> | |
| <p>P7. Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics.... Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</p> | |



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

| Original Text | Paraphrase |
|--|------------|
| <p>P8. The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</p> | |
| <p>Originally appeared on www.GOOD.is on February 9, 2012. Reprinted with permission from GOOD Worldwide.</p> | |

Performance Task Prompt
 “Ethical Style: How is My T-Shirt Made?”
 (Source 1) (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 |
|---|---|
| <p>P1. The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than \$17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step.</p> | <p>Most of the T-shirts we wear in the U.S. are manufactured abroad. In fact, the GOOD website reports that the U.S. imported over \$17 billion worth of cotton tees in a single year.</p> |
| <p>P2. The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil.</p> | <p>Many clothes begin in cotton fields, and Kay reports that most of the cotton grown in the world is from the U.S., China, India, Pakistan, Uzbekistan, and Brazil.</p> |



Performance Task Prompt
“Ethical Style: How is My T-Shirt Made?”
(Source 1) (For Teacher Reference)

| Original Text | Paraphrase |
|---|---|
| <p>P3. Unfortunately, your T-shirt label won't tell you where that cotton came from. Still, there are a few truths about cotton that don't need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</p> | <p>Kay states that there are many problems with the cotton industry abroad. Most importantly, the fields are often worked by children.</p> |

“Ethical Style: How is My T-Shirt Made?”

(Source 1)

| Original Text | Paraphrase |
|--|---|
| <p>P4. Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</p> | <p>Although this is interesting, this does not have to do with my research topic. I will skim this part.</p> |
| <p>P5. When material, prototype, and samples are set, the T-shirt is put into mass production.... The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</p> | <p>Kay states that even though people started to speak out against sweatshops, there are still bad working conditions in many factories.</p> |
| <p>P6. Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP.... Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</p> | <p>According to Kay, because cotton is more expensive, the companies cut the wages of the workers to make more money.</p> |



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

| Original Text | Paraphrase |
|--|---|
| <p>P7. Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics.... Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</p> | <p>Kay is hopeful, however, because there are some changes being made. For example, companies are setting standards for themselves and asking other people to come in “to comment on the validity of their claims ...”</p> |
| <p>P8. The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</p> | <p>Kay strongly suggests that we need something to tell consumers about the working conditions behind the garments. Then, when the consumers gain a clear understanding of how the clothes are made, they can act on that understanding.</p> |
| <p>Kay, Tabea. “Ethical Style: How Is My T-Shirt Made?” Originally appeared on www.GOOD.is on February 9, 2012. Reprinted with permission from GOOD Worldwide.</p> | |



Researcher’s Notebook Part II
(for Teacher Reference)

| Use this side to take notes and plan your ideas. Research Directions | Use this side to record notes (in your own words). |
|---|---|
| <p>II. Research Notes</p> <p>Source 1</p> <p>This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question:</p> <p>What is the range of working conditions in a garment factory?</p> <p>Five supporting research questions I will use:</p> <p>What are some corporations that are trying to improve the working conditions in garment factories?</p> <p>Are there any examples of consumers doing anything to change the working conditions of garment factories?</p> <p>Who gives consumers like me information about working conditions?</p> <p>How does the government influence working conditions in the garment industry?</p> <p>Are working conditions in the garment industry in the United States different from those in other countries?</p> | <p>Source Title: _____ Useful?</p> <p>Credible? _____</p> <p>Author:</p> <p>Publisher:</p> <p>Relevant information from Source 1:</p> <p>Most clothes are made abroad.</p> <p>There’s lots of child labor still because kids help their parents but don’t count as employees.</p> <p>There’s lots of labor in garment making—cotton is picked, spun into fabric and dyed, and then finally made into clothes.</p> <p>“Adults face a lot of pressure”—I wonder what pressures a garment factory worker faces.</p> <p>Factories are being held more accountable, so working conditions can vary in the same country</p> <p>Some U.S. corporations are making rules and setting up independent audits</p> <p>Right now there is no clear way to tell the way your garments are made. No agency certifies them or anything.</p> <p>Possible supporting research questions based on Source 1:</p> <p>How can the U.S. control what happens in countries abroad?</p> <p>Why do we make so many clothes out of cotton?</p> <p>What is an independent audit?</p> <p>What corporations are trying to improve working conditions?</p> <p>Are their sweatshops in the U.S.?</p> <p>What is it like to work in a garment factory?</p> |



Exit Ticket

Name:

Date:

Directions: Write down one of your guiding research questions. Explain why it is a good question.
