

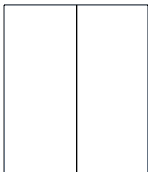
## Paraphrasing ≠ Plagiarism

1. Begin with a puzzlement showing the picture of Stonehenge without explanation to activate learning or pondering.
2. Entice responses on a curiosity scale from 1-10 – Hmmm! – Oh! – Really? – OMG! Let's look it up!
4. On a chart paper or white board, begin a group investigation of the photo.  
What questions do you have? Record questions on poster/board. Explain that the questions we are asking now will lead to our research of the subject.

### **Sample questions:**

- When was it discovered?
- Where was it found?
- Who found it?
- When was it built?
- How did the stones get there?
- What is the purpose of the enigma?

5. Now read the provided article on Stonehenge. As you read, pay attention to any pieces of information that will answer our questions. Be sure to underline keywords. (Students can be grouped to research on of the brainstormed questions.)
6. Students will fold a piece of paper vertically. On one side, copy the original answer or key idea exactly from text that answers the question. On other side, rewrite or paraphrase in your own words making sure to keep the original meaning.



7. Give students time to find at least one answer. Call on students to share out. Read along in the text the answer and listen to what the student did to paraphrase.
  8. Check responses – Is the paraphrasing restating actual facts? Did the students put the information into their own words? Do this with as many students you feel you need.
  9. Next, show the examples of paraphrased information from the same text. Have students read and evaluate.
- \*\* For extra support, have the students cut out only the key words or phrases. Throw away everything else. Rewrite the passage using the key words. (Facts and key words must stay!)
10. Two additional articles are provided for independent practice.