

No Imitations, Please!

Avoiding Plagiarism

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Grade Level	8th – 10th Grade	**Time Frame**	1- class period(s)
Subject	English/Language Arts	**Duration**	50 minutes
Course	Composition, Creative Writing		

Essential Question

What is plagiarism, and how do I avoid it to ensure that my writing is authentic?

Summary

In this lesson, students will work in groups to annotate and summarize texts about plagiarism and its effect on learning. They will reflect on what they know about plagiarizing and how to avoid it in their writing. By teaching one another through group and class discussions, students will better understand what plagiarism is and the steps that can be taken to avoid it.

Snapshot

Engage

Students consider their prior knowledge and feelings about plagiarism through Magnetic Statements and I Used To Think, But Now I Know activities.

Explore

Groups of students read texts about plagiarism and, using the First Turn/Last Turn strategy, work collaboratively to highlight the main ideas of the texts.

Explain

Students discuss what they now know about plagiarism in consideration of what they used to think about the topic.

Extend

Each group creates a Collaborative Word Cloud about plagiarism to display in the classroom.

Evaluate

Students reflect on the lesson by noting ways that they can avoid plagiarism.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
CLR501: Locate and interpret minor or subtly stated details in somewhat challenging passages
CLR506: Paraphrase some statements as they are used in more challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 8)

10.1.L.1: Actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.
10.1.S.1: Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
10.2.R.1: Summarize the main ideas and paraphrase significant parts of increasingly complex texts.

Oklahoma Academic Standards: English Language Arts (Grade 8)

8.1.L.1: Actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.
8.1.S.1: Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
8.2.R.1: Summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.
8.2.R.3: Paraphrase a passage in their own words to demonstrate comprehension.

Oklahoma Academic Standards: English Language Arts (Grade 8)

9.1.L.1: Actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.
9.1.S.1: Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
9.2.R.1: Summarize the main ideas and paraphrase significant parts of increasingly complex texts.

Attachments

- I Used To Think But Now I Know—No Imitations Please.docx
- I Used To Think But Now I Know—No Imitations Please.pdf
- Lesson Slides—No Imitations Please.pptx
- Magnetic Statements—No Imitations Please.docx
- Magnetic Statements—No Imitations Please.pdf

Materials

- Lesson Slides (attached)
- Magnetic Statements (attached; one copy)
- I Used To Think But Now I Know handouts (attached; one per student)
- Copies of various plagiarism texts (linked in the Explore section)
- Notebook paper
- Pens/pencils
- Highlighters
- Butcher paper
- Markers
- Index cards

10 minutes

Engage

Teacher's Note: Lesson Preparation

Before the lesson, print the attached **Magnetic Statements** and hang each one in a different location around the room.

Display **slides 2-4** and introduce the topic of the lesson, the essential question, and the lesson objectives.

Display **slide 5**. Introduce the Magnetic Statements strategy and ask students to move to the statement that interests them or that they believe in the most. Circulate around the room, helping students to assess the different statements and finalize their decisions.

Once all students have moved to a statement, display **slide 6** and ask them to discuss their chosen statement for three minutes.

After three minutes, invite two to three groups to share why they chose their statement.

Teacher's Note: Magnetic Statements

The statements for this activity do not necessarily have clear answers as they are intended to prompt students to consider their understanding of plagiarism and provoke discussion. If needed, prompt students to choose statements based on their own understanding and not on picking a “correct” answer.

Display **slide 7**. Instruct students to move to the statement that repels, confuses, or annoys them the most. Once they have formed groups around their new statements, ask them to discuss their new statement for another three minutes.

After three minutes, invite two to three groups to share why they chose their statement.

Display **slide 8**. Introduce the I Used To Think...But Now I Know strategy. Pass out a copy of the **I Used To Think But Now I Know** handout to each student. Ask students to reflect on the magnetic statements, then write down thoughts, ideas, and words that they already know related to plagiarism on the left side of the chart.

15 minutes

Explore

Teacher's Note: Preparation

Prior to the lesson, select three to four articles about plagiarism. Suggested articles are listed below, or you may prefer to select your own articles. Print 5-10 copies of each article for each class period, or distribute the articles digitally using whatever method you find easiest.

If you would like to reuse paper copies of the articles across multiple class periods, instruct students to begin the First Turn/Last Turn strategy by writing down their most important points instead of highlighting them on the copy of the article.

Suggested Articles:

- Nine Things You Should Know About Plagiarism
- Plagiarism One Page Overview
- Avoiding Plagiarism
- Top 10 Ethical AI Practices to Teach K-12 Students
- Top 10 Reasons Students Plagiarize & What Teachers Can Do About It (With Apologies to David Letterman) *This article is recommended for more advanced students*

Assign students to groups of three to five and provide each group with an article about plagiarism. Depending on class size, the same article may be assigned to multiple groups.

Display **slide 9**. Introduce the First Turn/Last Turn strategy. Have students break into groups of three to five and follow the strategy, beginning by reading their group's article and highlighting four items from the text that they feel are the most important.

Display **slide 10** and have students complete the rest of the First Turn/Last Turn strategy.

10 minutes

Explain

Display **slide 11**. Instruct students to take out the I Used To Think But Now I Know handout and begin filling in the “But Now I Know” column as groups share out. One at a time, ask groups to share out regarding what they learned about plagiarism. During the discussion, write down relevant points, ideas, and facts on the board, clarifying and adding to the points, as needed. Take a picture of the board, or save the slide at the end of the discussion, in order to revisit these thoughts for possible future follow-up.

10 minutes

Extend

Display **slide 12.** Introduce the Collaborative Word Clouds strategy. Instruct groups to begin by listing as many words or phrases that they can think of that relate to what they learned about plagiarism and how to avoid it.

Display **slide 13.** Give each group a piece of butcher paper and markers. Have them select the strongest and most important words from their brainstorming session and use those words to create a colorful "word cloud." When all groups are finished, students display their word clouds around the room. If time allows, take a few moments to walk around to the final word clouds and draw attention to words that are especially important or interesting, asking groups clarifying questions as needed.

Optional Tech Integration

Students can create digital Collaborative Word Clouds using Edwordle**.** These can then be printed out and displayed around the room or posted in a digital classroom.

5 minutes

Evaluate

Display **slide 14.** Give each student an index card and introduce the Point of Most Significance strategy. Have students complete the prompt on their index cards and turn in the cards as they leave the classroom.

Teacher's Note: Following Up

Begin the next class by discussing students' points of most significance.

Resources

Carnegie Learning. (2023, August 21). *Top 10 Ethical AI Practices to Teach K-12 Students*. Carnegie Learning. https://www.carnegielearning.com/blog/ethical-ai-chatgpt-students/

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K20 Center. (n.d.). I used to think . . . but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137

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