Lisa Wensmann

Edu 3800

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**Teacher Domain Lesson**

**MEMO Grades 9-12 Standard:** I. Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations. II.Gather. E. Record information using a variety of methods.4. Paraphrase and attribute source information.

**Objective:** Students will be able to paraphrase information taken from a source.

**Use of Video Segment:** The content of the video is not essential. Ideally, I would have found a video on mythology to use, but Teacher’s Domain seems to be lacking on this subject. The video used is for students to paraphrase from. The lesson is to introduce paraphrasing.

**Frame:** Explain the importance of paraphrasing and how it can help prevent plagiarism. Hand out the “[Paraphrasing Strategies Handout](Paraphrasing%20Handout.doc).” Give students some background information on the content of the video. Ask students to watch the video once to get a big picture of the content. Allow them to briefly discuss the content of the video. Ask students what some important points in the video are.

**Focus:** Tell students to pay attention to the important points they listed and other points that the teacher may think is important. Have students try to paraphrase the information at these points in the video. It may be easiest if they can watch the video on their own computers so they can pause and rewind as needed.

**Follow-Up:** Ask students which parts they paraphrased and have them read their paraphrase. Discuss the importance of paraphrasing again, and have students move on to paraphrasing information from their various sources on Ancient Greek Mythology.

**Resources:**

Lesson Adapted from: Paraphrasing- Timbuktu in Your Own Words. <http://www.teachersdomain.org/resource/vtl07.la.rv.text.lpparaphra/>

Video Used: Paraphrasing Timbuktu <http://www.teachersdomain.org/resource/vtl07.la.ws.style.timbuktu/>