

# PARAPHRASING, QUOTING, & SUMMARIZING

An introduction to research  
and explanatory writing



# PARAPHRASING, QUOTING, AND SUMMARIZING

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# The Daring English Teacher

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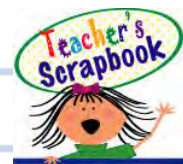


**Thank you for your cooperation,**

The Daring English Teacher

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# Paraphrasing, Quoting, and Summarizing

Hello, and thank you for purchasing this Paraphrasing, Quoting, and Summarizing mini-unit. I created this PowerPoint and lesson for my ninth grade students, but this unit can easily be adapted for grades 7-12.

Roughly, this mini-unit will take 3 days. However, it can be extended with minimal planning. On page 4 of this document, you will see a detailed unit outline that includes corresponding standards.

The 27 slide PowerPoint presentation is not meant to be taught in one sitting. There is a lot of information in the presentation, and students will need time to digest all of its contents.

This mini-unit is the first group of lessons in my research and explanatory writing unit. The photographs in this download were all taken and edited by me. Please feel free to use them in your own classroom, but using them for other purposes is not allowed. Thanks.

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Sincerely,  
The Daring English Teacher  
TheDaringEnglishTeacher@gmail.com



# Paraphrasing, Quoting, and Summarizing

## STANDARDS BASED UNIT OUTLINE

DAY	LESSON	STANDARD
1	<p><b>Teach slides 1-10.</b> Allow students ample time to take notes. Pause at slide 2 and ask the students to define each one and explain the difference. There is a class activity on slide 10</p> <p><b>In-class, assign students the handout on page 5.</b> For this activity, students will read the Preamble to the Constitution and paraphrase it, summarize it, and pull out a meaningful direct quote. Students can complete this individually or in small groups. Allow students time to share their answers with other students.</p> <p><b>Option:</b> Write all of the direct quotes on the board and see if students selected similar quotes.</p>	W.(7-12).2 W.(7-12).2B W.(7-12).2C
2	<p><b>Review slides 1-10 and teach slides 11-19.</b> Allow students ample time to take notes.</p> <p><b>In-class, provide students the handouts on pages 10 and 11.</b> Assign the activity on pages 6 and 7 in class. Individually, or in groups if it is preferred, have each student read the <i>Gettysburg Address</i> and then paraphrase it, summarize it, and pull out a direct quote.</p> <p><b>Option:</b> As an additional activity for any day during this mini-unit, use any informational text you can find and have students fill out the graphic organizer on page 7 for that text. Students can also look through newspapers and magazines to find articles.</p>	W.(7-12).2 W.(7-12).2B W.(7-12).2C
3	<p><b>Review slides 1-19 and quiz the students as a class using slides 20-27.</b></p> <p><b>In-class, assign students final activity found on pages 8 and 9.</b> For this activity, students will read the beginning of President Barack Obama's First Inaugural Address. Then, they will write an explanatory (paragraph/essay/paper/page – you decided based on your students' ability level) essay that explains the speech using all three elements they just learned: paraphrasing, quoting, and summarizing. To call more attention to their writing, students should label each one.</p> <p><b>Option:</b> <a href="http://www.whitehouse.gov/blog/inaugural-address">http://www.whitehouse.gov/blog/inaugural-address</a>  This is a link to the full-text version and a video of the speech. The video is 22 minutes in length. For more advanced classes, it might be ideal to have the students follow along with the text as they watch the video and then complete the activity.</p>	W.(7-12).2 W.(7-12).2B W.(7-12).2C

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## PARAPHRASING, QUOTING, AND SUMMARIZING

**Directions:** Read the Preamble to the United States Constitution closely. Then paraphrase the text to match its length, select a meaningful quote, and summarize the text.

# Preamble to the United States Constitution

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

## PARAPHRASE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## QUOTE

66

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”

## SUMMARIZE

[illegible]

# PARAPHRASING, QUOTING, AND SUMMARIZING

## **The Gettysburg Address**

President Abraham Lincoln

November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth.

# PARAPHRASING, QUOTING, AND SUMMARIZING

## The Gettysburg Address

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### EXAMPLE QUOTE

In *The Gettysburg Address*, President Abraham Lincoln proclaimed the “government of the people, by the people, for the people, shall not perish from the earth.”



**NOTICE:** The sentence does not begin with a quote. Instead, the sentence begins with an introduction written in your own words. Then the quote is included at the end of the sentence. When it is read together, it should read as one seamless sentence.



# PARAPHRASING, QUOTING, AND SUMMARIZING

## The Gettysburg Address

President Abraham Lincoln

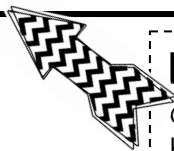
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### EXAMPLE SUMMARY

Eighty-seven years after the United States, a country that was created with liberty and equality, won its freedom from Britain, President Abraham Lincoln delivered his famous. Gettysburg Address. In the speech President Abraham Lincoln said the country was in the middle of a civil war and that the people should dedicate some of the battle field as a final resting place for the fallen soldiers. More importantly though, he said that it was for the people who still lived to carry on the soldier's work. President Lincoln urged that the United States, which is a government created by, for, and of the people, should not cease to exist.



**NOTICE:** The summary is considerably shorter than the original text. That is one of the main differences between summarizing and paraphrasing the text.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## PARAPHRASING, QUOTING, AND SUMMARIZING

**Directions:** In the spaces provided, paraphrase, quote, and summarize the text.

## PARAPHRASE

[illegible]

## QUOTE

[illegible]

## SUMMARIZE

[illegible]

# PARAPHRASING, QUOTING, AND SUMMARIZING

## Opening Excerpt From Barack Obama's First Inaugural Address

Tuesday, January 20, 2009

My fellow citizens:

I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.

Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because We the People have remained faithful to the ideals of our forbearers, and true to our founding documents.

So it has been. So it must be with this generation of Americans.

That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost; jobs shed; businesses shuttered. Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land—a nagging fear that America's decline is inevitable, that the next generation must lower its sights.

Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this, America—they will be met.

On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord.

On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn-out dogmas that for far too long have strangled our politics.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Per: \_\_\_\_\_

## PARAPHRASING, QUOTING, AND SUMMARIZING

**Directions:** In the space provided below, write a page explaining the informational text you read. In your explanation, be sure to include and label paraphrased, quoted, and summarized information that is all properly cited.

[illegible]

# PARAPHRASING, QUOTING, AND SUMMARIZING

## Introducing Quotations

**Directions:** In the spaces provided below, paraphrase, quote, and summarize the text.

- I** – introduce the idea  
**C** – cite the source (paraphrase, quote, summarize)  
**E** – explain its relevance

**Transition + Indicator + Verb + Quote + Citation**



TRANSITION	INDICATOR	VERB	QUOTE	CITATION
For example,	Author name	writes,	"....."	(page number).
For instance,	Character name	explains,	"....."	(author, pg #).
To illustrate,	Subject name	argues,	"....."	(cite).
Moreover,	the author	states,	"....."	(cite).
Furthermore,	the character	says,	"....."	(cite).
To prove (XYZ),	(character's name)	verb	"....."	(cite).
Additionally,	the speaker	declares	"....."	(cite).

### EXAMPLE:

The novel Of Mice and Men by John Steinbeck begins in the picturesque Salinas Valley

INDICATOR                      QUOTE

in central California. To illustrate, *Steinbeck* describes a river that “*is lined with trees-*

TRANSITION                      VERB

*willows fresh and green with every spring*” (3).

CITATION



# PARAPHRASING, QUOTING, AND SUMMARIZING

## Transition Words for ICE

Transition words add cohesiveness to your writing. They are the glue that holds your writing together, makes your writing sound better, and makes your writing have more impact. Use these, and other, transition words in your writing when you are introducing ideas and examples in your writing.

### EXAMPLES

Explain and introduce your ideas using examples

for example	for instance
to illustrate	thus
in other words	as an illustration
in particular	to demonstrate
to explain	to clarify
accordingly	in other words

### CONTRAST

Show an opposition between ideas

on the contrary	notwithstanding
on the one hand	on the other hand
but	however
nonetheless	in contrast
although	despite
instead	whereas
yet	while
even if	though

### EMPHASIS

Highlight the importance of an idea

above all	even more
more importantly	to emphasize
most of all	certainly
essentially	primarily
notably	particularly

### SIMILARITY

Show the similarity between two ideas

similarly	on the same hand
likewise	in addition
furthermore	additionally
in the same way	also

### ADDITION

Add information to a previous idea

and	in addition to
additionally	furthermore
equally important	likewise
also	again

### SEQUENCE

Provide an order for ideas

first	second
third	since
consequently	subsequently

### ADDITIONAL TRANSITION WORDS

Use the space provided below to write in new transition words you encounter

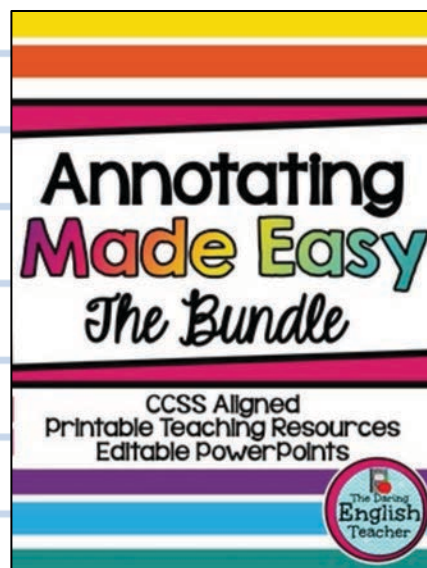
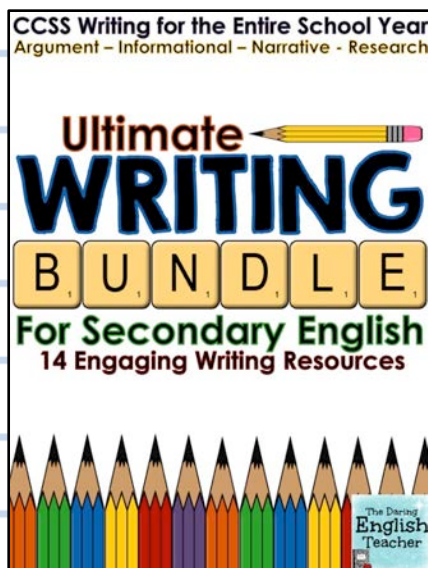
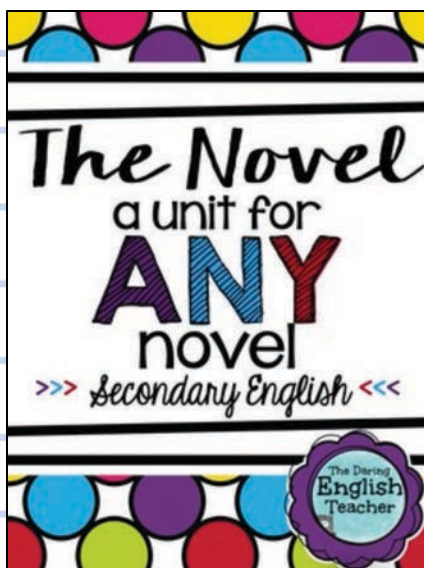
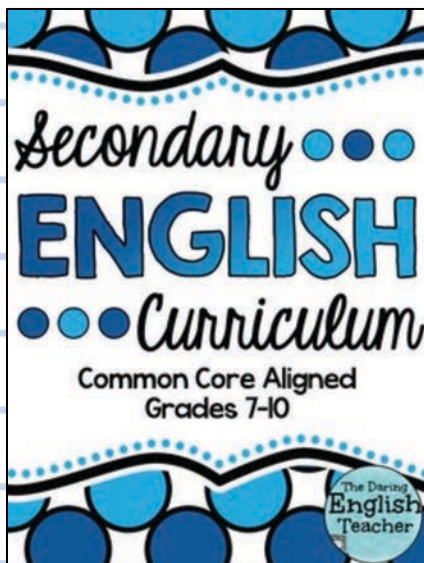
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# Introducing Digital, Google-Based Lessons for Technology Driven Classrooms

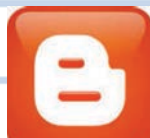
# SMARTePlans

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