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**7x7x7 Paraphrasing Method**

**Learner pages (Instructor use with PPT)**

**Skills Preview:**

**What** is paraphrasing?

**When** do we paraphrase?

**Why** do we paraphrase?

**How** do we paraphrase? (list at least 7 ways to change the words)

**Topic Preview:**

**Make a list of the social media sites you and your friends use.**

**What are some advantages of using social media?**

**What are some disadvantages of social media use?**

**FYI: Sources used in this unit** APA & MLA are two citation formats that may be used in future courses.

|  |
| --- |
| **APA**ProCon.org. (2018a, April 10). Background Social Networking ProCon.org. Retrieved from http://socialnetworking.procon.org.**MLA** ProCon.org. "Background Social Networking." *ProCon.org,*  10 April 2018, <https://socialnetworking.procon.org> |
| **APA**ProCon.org (2018b, August 17). Top Pro & Con Arguments Social Networking  **Retrieved from** <https://socialnetworking.procon.org>**MLA** ProCon.org. “Top Pro & Con Arguments Social Networking” ProCon.org, 17 August 2018.  |

**7 Steps in the Process**

**What process could you follow when you paraphrase an idea?**

* **Put these actions in order.**

|  |
| --- |
| \_\_\_\_ a) Compare the original with your paraphrase to ensure they have the same meaning. |
| \_\_\_\_ b) Recognize the source (in brackets or in the sentence). |
| \_\_1\_ c) Be sure you understand the text you are paraphrasing and that it suits your purpose  |
| \_\_\_ d) Break the sentence into meaningful thought groups ( AKA grammatical chunks : noun phrases/ noun + verb/ etc.) This helps you understand and reorganize the ideas in the sentences |
| \_\_\_\_ e) Change the wording (see 7 Common Strategies) |
| \_\_\_\_ f) Cross out unnecessary info/ details (such as repeated ideas) |
| \_\_\_\_ g) Circle the key words/ specific vocabulary for the topic.  They are necessary, so you don’t need to find synonyms |

Suggested order: \_\_\_\_\_ 🡪 \_\_\_\_\_ 🡪 \_\_\_\_ 🡪 \_\_\_\_ 🡪 \_\_\_\_ 🡪 \_\_\_\_\_ 🡪 \_\_\_\_\_\_

FYI: Concept key word forms:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Noun form** | Count or noncount? | **Verb form** | **Adjective + source** | **collocations** |
| **Citation** |  |  |  source  |  |
| **Paraphrase** |   |  | source |  |
| **Plagiarism****Plagiarist** |  |  | source |  |

**Step: Breaking the sentences into Thought Groups**

**What are thought groups?**

**How are they connected to academic writing?**

* Academic texts are usually written with complex sentence structure.
* Therefore, breaking up the sentences into phrases and thought groups can help us understand the text better.
* When we paraphrase, we can easily identify the ideas (chunks) we will change.
* **Read the sentences and put a slash / where you think each thought group ends.**

**Some of the punctuation has been deleted.**

* The first two sentences have been done for you.
* Reading aloud (quietly) can help you notice the pause.

1Around seven out of ten Americans / use social networking sites /such as Facebook/ Instagram/ Twitter/ LinkedIn/ and Pinterest/ as of 2018/ up from 26% in 2008. / 2On social media sites/ users may develop biographical profiles,/communicate with friends and strangers/ do research/ and share thoughts/ photos, music, links, and more. /  3Proponents of social networking sites say that the online communities promote increased interaction with friends and family offer teachers librarians and students valuable access to educational support and materials facilitate social and political change and disseminate useful information rapidly. 4Opponents of social networking say that the sites prevent face-to-face communication waste time on frivolous activity alter children’s brains and behavior making them more prone to ADHD expose users to predators like pedophiles and burglars and spread false and potentially dangerous information (ProCon.org, 2018a).

**Step: Cross out unnecessary info/ details**

* Imagine you are writing an opinion/ argument essay about social media.
* Which details would you keep from this source above?
	+ Which details are repeated or unnecessary?
* **Go through the paragraph and cross out the unnecessary details**

**Step: Circle the Key Words/ specific vocabulary for the topic**

* Which words or phrases are so important to this topic that you cannot paraphrase them? (include proper nouns, names, etc).
* Circle or highlight those key words.
1. **Strategies for Paraphrasing: Description**

|  |
| --- |
| **Adapted source: (**Thought Groups are color coded on the PPT)**Title**: Top Pro & Con Arguments Social Networking **Date**: August 17, 2018 **Author:** ProCon.org **URL**: <https://socialnetworking.procon.org>**NB**:Most of the data in this source is from other publications. At this stage, you will not learn about “cited in.” |

* Read the entire original sentences first (left hand column). Fold the page if it helps you focus.
* Practice noticing the thought groups by putting a slash (/) to break up the sentences. (chunks)
* The underlined words are the KEY WORDS that cannot or need not to be paraphrased.
* Then, read the original again AND the paraphrase (right column).
* NOTICE the changes.
* To practice, use colors to identify the matching thought groups. (see the first one as an example)

 **Original Paraphrase**

**Change the idea into an opposite one**

|  |  |
| --- | --- |
| “**A survey by the International Association of Chiefs of Police found that 85% of police departments use social media to solve crimes**”(ProCon.org, 2018b). (22 wds) | **Fifteen percent of police forces do not solve crimes using social media according to survey results by the** International Association of Chiefs of Police (ProCon.org, 2018b). (24 wds) |

**Change the voice (Active 🡪 Passive)**

|  |  |
| --- | --- |
| “The New York Police Department was one of the first forces to add a tracking unit and use social networking **to arrest** criminals who have bragged of their crimes online” (ProCon.org, 2018b). (31 wds) | The criminals who boasted about their crimes on the internet **were arrested by the NYPD** who had started using social media and tracking units early on (ProCon.org, 2018b). (26 wds) |

**Change the order of ideas**

* **Change the order but don’t copy 4+ sequential words (if they aren’t key vocabulary)**

|  |  |
| --- | --- |
| “People use social media to network at in-person events and **get to know people** before **personal, business,** and other meetings” (ProCon.org, 2018b). (20 wds) | In order to **learn about a stranger**, social media is used for networking before or at **work-related, private** or other events (ProCon.org, 2018b).(23 wds) |

**Change the way to express numbers**

|  |  |
| --- | --- |
| “According to a 2015 Pew Research Center study, the 65 and older age group is one of the fastest growing demographic groups on social media sites, with usage rising from 2% of seniors **in 2008** to 35% in 2015” (ProCon.org, 2018b). (39 wds) | A 2015 study by the Pew Research Center showed that the use of social media has increased the most in the oldest group of society.In 2008, 2% of senior citizens used social media, **but** **in 7 years** that number increased to 35%. (ProCon.org, 2018b) (42 wds) |

**Change Word Forms**

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| --- | --- |
| “Many social media sites are **dominated by** women: 80% of Pinterest **users**,  70% of Snapchat **users**,  68% of Instagram **users,** 64% of Twitter **users**, and 58% of Facebook **users,** are women” (ProCon.org, 2018b). (31 wds) | Females **dominate** social media sites: close to 60% **use** Facebook, almost 65% **use** Twitter, approximately 70% **use** Instragram, 70% **use** Snapchat and 80% **use** Pinterest (ProCon.org, 2018b).  (25 wds) |

**Use Different Connecting words**

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| --- | --- |
| “A mother was able to find a kidney donor for her sick child by posting a video on her Facebook page” (ProCon.org, 2018b). (21 wds) | **Because** a mother posted her sick child’s video on Facebook, she found a kidney donor (ProCon.org, 2018b). (15 wds) |

**Use Synonyms**

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| --- | --- |
| “It has **created** a new major **industry** and thousands of jobs” (ProCon.org, 2018b). (11 wds) | Thousands of new jobs exist because of the **invention of** this important internet **service and the businesses related to it** (ProCon.org, 2018b). (20 wds) |

**What do we do when the source “directly quotes” another source/ author?**

 **This is when we use the term “cited in”**

**If the author uses a quote that is not powerful (or very long) just write the main idea**

|  |  |
| --- | --- |
| **“A report by Deloitte** found that ‘Facebook added $227 billion and 4.5 million jobs to the global economy in 2014’ " (ProCon.org, 2018b). (20 wds) | In 2014, 4.5 million jobs and $227 billion were attributed to Facebook (**Deloitte, cited in** ProCon.org, 2018b). (12 wds) |

**Keep a quote from another source if it is powerful or too hard to paraphrase**

|  |  |
| --- | --- |
| “The World Health Organization (WHO) uses social media to ‘disseminate health information and counter rumours,’ which was especially helpful after the Mar. 2011 Japanese earthquake and nuclear disaster when false information spread about ingesting salt to combat radiation” (ProCon.org, 2018b). (38 wds) | False information was spread about an idea to reduce the effect of radiation in Japan after the March 2011 nuclear disaster and earthquake, so the WHO used internet media tools to “disseminate health information and counter rumours” (**cited in** ProCon.org, 2018b). (35 wds) |

**Summary 7 x 7 x 7 Paraphrasing Method**

**7 Paraphrase Steps Check list**

* Be sure you understand the part you want to paraphrase and the ideas suit your purpose
* Determine /cross out the details that don’t need to be included in your paraphrase.
* Circle the key words/ specific vocabulary for the topic
* They are necessary, so you don’t need to change them
* Break the sentence into meaningful Thought Groups (noun phrases/ noun + verb/ etc).
* AKA Grammatical Chunks. This helps you to understand and reorganize the ideas.
* Change the wording (see 7 strategies below)
* Compare the original with your paraphrase to be sure they both mean the same.
* Recognize the source (in brackets or in the sentence).

**7 Common Strategies for Paraphrasing**

* Use synonyms for the words that are not specific to the topic
* Change the order of ideas.
	+ You can put the ideas in a different order, but you can’t copy 4+ sequential words
* Change word forms
* Thus, you will likely change the overall grammar of the sentence.
* Change the idea into an opposite one (ex: negative 🡪 positive)
* Change the way to express numbers and statistics (ex: 2003 🡪 the early 2000s)
* Change the verb tense and/or voice from active to passive (or passive to active)
* Use different connecting words (transitions) to combine ideas (because 🡪 so)

**7 Important aspects to remember**

* Combine ideas from the **whole context** – not just sentence by sentence
* Keep the names of people and places (**proper nouns**) and be careful about dates.
* **Stay objective:** Do not add your own ideas or opinion.
* **Notice length:** The length of the paraphrase is usually close to the length of the original.
* **Keep Tone**: If the original is cautious (or negative), the paraphrase should be similar
* **Direct Quotes:** Sometimes an author quotes another person. Determine the quote’s MAIN POINT. Use reported speech if necessary and use “cited in” or “quoted in” in the internal citation. In this case, the paraphrased part will likely be much shorter than the original.
* **Welcome to academic life!**
* Paraphrasing is difficult for native and non-native users of English because it requires excellent reading comprehension, an extensive vocabulary and solid grammatical knowledge.
* Using reference styles such as APA, MLA, or Chicago (and in-text citations, etc.) can be considered another “foreign language” for everyone who is new to academic writing.
* Be patient. You are not alone!

**Identifying Strategies**

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| **Adapted source:** ProCon.org (2018b, August 17). *Top Pro & Con Arguments Social Networking*  **Retrieved from** <https://socialnetworking.procon.org> |

* Read the original and put slashes to identify the Thought Groups
* Read the paraphrase
* List which strategies were used in the paraphrase. (Use colors to help you notice the Thought Groups)

**Top Pro & Con Arguments**

**Example:**

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| --- |
| **Original** “**A study in the journal *Science /*  found that lies spread /six times faster than the truth on Twitter, / and “fake news” / is retweeted more often than true news”** / (ProCon.org, 2018b).**Paraphrase**  **On Twitter, true news is retweeted less than “fake news” and untrue information is distributed six times faster than true information, according to research reported in the *Science* journal** (ProCon.org, 2018 b).**Strategies used:**  |

1. **Original**  “The National Security Agency (NSA) can monitor social media activity and read the content of private social media messages simply by entering a person’s username into their system” (ProCon.org, 2018b).

**Paraphrase** When an individual’s username is put in the National Security Agency’s system, his/her social media content can be read and how often they use it can be noted (ProCon.org, 2018b).

**Strategies**

1. **Original** “Gangs use the sites to recruit younger members, coordinate violent crimes, and threaten other gangs” (ProCon.org, 2018b).

**Paraphrase** Organizing violent criminal actions, finding new gang members and making threats against other criminal groups are three ways gangs use internet sites (ProCon.org, 2018b).

**Strategies:**

1. **Original**  “From social media sites, simple algorithms can determine where you live, sexual orientation, personality traits, signs of depression, and alma maters among other information, even if users put none of those data on their social media profiles” (Procon.org, 2018b).

**Paraphrase** Some people do not put their location, former school, personality, sexual orientation or depressed feelings on their profiles, but these can be identified through by algorithms (ProCon.org, 2018b).

**Strategies:**

**Evaluating Paraphrases**

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| --- |
| Adapted Source: ProCon.org. (2018a, April 10). Background Social Networking ProCon.org. Retrieved from http://socialnetworking.procon.org. |

**What are the problems with these paraphrases?**

**Example:**

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| --- |
| **Origina**l “**Around seven out of ten Americans use social networking sites such as Facebook, Instagram, Twitter, LinkedIn, and Pinterest, as of 2018, up from 26% in 2008”** (ProCon.org, 2018a). **Paraphrase** Around seven out of ten Americans use social networking sites. The population of Americans grew 26% from 2008 – 2018.**Problems**  |

1. **Original** “On social media sites, users may develop biographical profiles, communicate with friends and strangers, do research, and share thoughts, photos, music, links, and more” (ProCon.org, 2018a).

**Paraphrase**  Users can do plenty of things on social media even communicate with strangers, share the moment, selfies, links and more (ProCon.org, 2018a).

**Problems**

1. **Original “**Proponents of social networking sites say that the online communities promote increased interaction with friends and family; offer teachers, librarians, and students valuable access to educational support and materials; facilitate social and political change; and disseminate useful information rapidly” (ProCon.org, 2018a).

**Paraphrase**  Online communities help to develop interaction with family and friends, provide educational support and materials for teachers, librarians and students, change social and political life as well as give out information quickly and easily according to the supporters of social media sites.

**Problems .**

1. **Original** “ Opponents of social networking say that the sites prevent face-to-face communication; waste time on frivolous activity; alter children’s brains and behavior making them more prone to ADHD; expose users to predators like pedophiles and burglars; and spread false and potentially dangerous information (ProCon.org, 2018 a).

**Paraphrase** “A lot of people against the popularity of social networking say that people waste time, brains and behavior is changed, the number of crimes and “fake news” increases” (ProCon.org, 2018 a).

**Problems**

**Your Turn #1 Rewrite these 4 paraphrases to make them better.**

# Your Turn #2 Option A

# Adapted Source

|  |
| --- |
| Title: Hate against Team Canada captain on social media shines light on athlete abuse online: experts**Author:**  [Jessica Vomiero](https://globalnews.ca/author/jessica-vomiero/) National Online Journalist   **Date:** Jan 4, 2019****Online news: Global News**** <https://globalnews.ca/news/4816850/social-media-hate-maxime-comtois-onilne-abuse/> [FOG 13.5 Density-57.6%]Google the link for the original and watch the videos & items that support this story. |
| What is the in-text citation for this source? |

**Hate against Team Canada captain on social media**

**shines light on athlete abuse online: experts**

**Some vocabulary to understand the basic story:**

Hockey overtime penalty shot

**Task Instructions:**

* It is unusual to paraphrase an article sentence by sentence, but this is guided practice.
* Read through the article. (The format and a few words have been changed for this task.)
* Choose 5 sets of ideas to paraphrase. Focus on using a variety of strategies
* Review the *Summary: 7x7x7 Paraphrasing Method* page frequently
* Type your paraphrases. Double Space. Indicate the set number you are paraphrasing.
1. The barrage of online hate aimed at Canadian world junior hockey team captain Maxime Comtois after he missed a penalty shot in overtime during the 2019 World Junior Ice Hockey Championships has shed light on the hyper-critical digital environment many athletes face every day.
2. Nicole Foster, an associate professor at Ryerson University, whose research centres on the psychology of sports and the factors associated with high performance, said that social media often runs contrary to the advice she gives to athletes she’s working with. Her advice is to control their environment to ensure it has a positive influence on them.
3. Secondary to the importance of the athlete’s mental health, Foster adds that social media criticism also has the potential to derail athletes’ performances as well. “Confidence is the cornerstone behind any great performance,” she stated.
4. In addition, Foster added that younger athletes may be more susceptible than more experienced professionals to the harm social media can inflict. This is simply because they’re not accustomed to the attention sports fame often brings.
5. Mark Allen, the director of sport at the sports safety advocacy group Respect Group Inc., agreed with Foster’s statement. He also claimed, “This is a societal issue. This is not just an issue with sport. People just need to understand the impact of their words and how hurtful and harmful they can be.”
6. According to Allen, hockey coaches across Canada are aware of the problem and are receiving training on helping their players through these situations.
7. After the online uproar over Comtois’ missed penalty, his representatives released a statement defending the 19-year-old player. “Maxime Comtois is the ultimate example of a Hockey Canada athlete, who has grown through the ranks to become a selfless leader. No one is prouder to wear the maple leaf on his chest and C on his jersey,” the statement read.
8. The statement also noted, “It is shameful and incomprehensible that a few cowards who can hide behind social media could make such vicious attacks on these young men’s character after they have battled their hearts out for their country.”
9. A growing number of athletes have been subjected to online abuse in recent years, and research suggests that such continued online mistreatment can have a negative impact on many parts of the player’s life.
10. In 2015, *Kick It Out,* ananti-racism in football group, looked into the social media abuse of English Premier League clubs. Players revealed that there had been approximately 134,000 discriminatory posts between August 2014 and March 2015. This equates to an average of almost 17,000 abusive posts per month. The research was published in [The Conversation.](https://theconversation.com/adoration-and-abuse-how-virtual-maltreatment-harms-athletes-40389)
11. Allen urges sports fans to treat their heroes as people too, and to remember that it’s just a game.“It’s a game. There are winners and losers, and life goes on.”

**Hate against Team Canada captain on social media**

**shines light on athlete abuse online: experts**

**Suggested Thought Groups -**

1. The barrage of online hate / aimed at Canadian world junior hockey team captain Maxime Comtois/ after he missed a penalty shot/ in overtime during the 2019 World Junior Ice Hockey Championships / has shed light on the hyper-critical digital environment / many athletes face every day.
2. Nicole Foster, an associate professor at Ryerson University, /whose research centres on the psychology of sports and the factors associated with high performance,/ said that social media often runs contrary to the advice / she gives to athletes she’s working with./ Her advice is to control their environment/ to ensure it has a positive influence on them.
3. Secondary to the importance of the athlete’s mental health,/ Foster adds that social media criticism /also has the potential to derail athletes’ performances as well. /“Confidence is the cornerstone behind any great performance,” she stated.
4. In addition, Foster added that younger athletes /may be more susceptible than more experienced professionals/ to the harm social media can inflict./ This is simply because they’re not accustomed / to the attention sports fame often brings.
5. Mark Allen,/ the director of sport at the sports safety advocacy group Respect Group Inc.,/ agreed with Foster’s statement. He also claimed, “This is a societal issue. /This is not just an issue with sport. / People just need to understand / the impact of their words /and how hurtful and harmful they can be.”
6. According to Allen, hockey coaches across Canada / are aware of the problem / and are receiving training on helping their players /through these situations.
7. After the online uproar over Comtois’ missed penalty, /his representatives released a statement /defending the 19-year-old player. “Maxime Comtois is the ultimate example of a Hockey Canada athlete, /who has grown through the ranks / to become a selfless leader. / No one is prouder to wear the maple leaf on his chest /and C on his jersey,” the statement read. [C is for Captain]
8. The statement also noted, “It is shameful and incomprehensible /that a few cowards who can hide behind social media /could make such vicious attacks /on these young men’s character /after they have battled their hearts out for their country.”
9. A growing number of athletes/ have been subjected to online abuse in recent years, /and research suggests that such continued online mistreatment /can have a negative impact on many parts of the player’s life.
10. In 2015, *Kick It Out,* an anti-racism in football group /looked into the social media abuse of English Premier League clubs./ Players revealed that there had been approximately 134,000 discriminatory posts / between August 2014 and March 2015. /This equates to an average of almost 17,000 abusive posts per month. / The research was published in [The Conversation.](https://theconversation.com/adoration-and-abuse-how-virtual-maltreatment-harms-athletes-40389)
11. Allen urges sports fans to treat their heroes as people too, / and to remember that it’s just a game. /“It’s a game./ There are winners and losers, and life goes on.”

**Your Turn #2 Option B**

|  |
| --- |
| **Headline:** How social media helped Canadians show their support for those grieving the loss of the Humboldt Broncos killed in a terrible crash**Author:** Fatima Syed (Staff Reporter) at *The Star* a news paper based in Toronto,. Ontario.**Date:** Friday, April 13, 2018 [some of the original article has been deleted for this task]<https://www.thestar.com/news/gta/2018/04/12/how-social-media-helped-canadians-show-their-support-for-those-grieving-the-loss-of-the-humboldt-broncos-killed-in-a-terrible-crash.html> [FOG Index:13.12 & Density 50%] |
| **What is the in -text citation format for this source?**  |

**#HumboldtStrong**

**Task Instructions:**

* It is unusual to paraphrase an article sentence by sentence, but this is guided practice.
* Read through the article. (The format and some changes have been made to the article).
* Choose 8 sets of ideas to paraphrase. Focus on using a variety of strategies.
* Review the *Summary: 7x7x7 Paraphrasing Method* page frequently.
* Type your paraphrases. Double Space. Indicate the set number you are paraphrasing.
1. The far-reaching response to the bus crash that killed 16 members of the Humboldt Broncos junior hockey team has left many in awe. Social media, experts say, provided a means to mourn the tragedy and support those who are grieving that Canada has never had before.
2. As of Friday night, more than $11 million had been donated to a *GoFundMe* drive. The original goal was $100,000. Among the donors were several corporations with gifts of $25,000 or $50,000.
3. Hockey sticks are still standing on front porches across Canada and countries around the world. Friday was jersey day, and the second time the colours of the Toronto sign outside City Hall turned green-and-white. Each tribute is amplified every day by social media, with the hashtag #HumboldtStrong trending strongly.
4. *The Star* spoke to social media experts, psychologists and emergency first responders about why this tragedy seems to be resonating at such an unprecedented scale.
5. They pointed to the universal fear the bus crash embodied of what could happen to a child far from home, an imagined horror that turned into unbearable grief on April 6. Social media has allowed it to be felt beyond borders in different communities and countries and supplied a forum for people to mourn together.
6. “In the past, there was little people could do with these feelings,” said Boyd Neil, a professor at Humber College’s school of Media Studies and Information Technology. “There were few ways for us to share our feelings with those who are grieving.”
7. In the age before social media, there were limited ways for someone to express their support or sadness for a tragedy, Neil said. You could send condolence cards if you knew the addresses of those affected, or, if you lived close enough, you could drop off flowers at a memorial site.
8. “But, now, there’s no geographic limitation to your ability to express that,” he said. “To express how you feel, all you need is access to a social platform and a hashtag to coalesce these feelings into a simple signal … and that signal can be amplified in a way that wasn’t possible in the past.”
9. “All those seemingly weak connections between people now become a pooled and strong signal of grief, of support” Neil continued.
10. The emotional response to the tragedy experienced by the Humboldt Broncos has surpassed the usual barriers of geography and culture, explained Steve Joordens, psychology professor at the U of T.
11. What has proved to be more powerful is the notion of the universal ritual of parents and kids, sports and bus rides. “(Everyone has) thought about this happening, potentially many times,” said Joordens. “They instantly know how that person feels because they’ve felt it. They’ve kind of been there.”
12. Social media, he added, has created a world where you can make decisions instantly based on emotions, more than reason. “It’s so easy to act right away,” Joordens said. “They see on the news their worst nightmare come true to another family, quickly feel that, sit at their computer, hop on their phone, and feel like they did something about that.”
13. “The funny thing about the modern world is we’re so connected through information that we get to connect to people we don’t know,” said Joordens. Social media gives agency to the individual and collective feeling of grief.
14. Cindy Fuchs, who has lived in Saskatchewan all her life, is a 33-year-veteran of the Canadian Red Cross. One of the first people Fuchs called was her colleague in New Brunswick, a place that had seen something like this before.
15. Three months ago, New Brunswick marked the 10th anniversary of the van crash that killed seven members of a high school basketball team and the wife of its coach. It was the deadliest bus accident involving a sports team in Canada until the Humboldt Broncos bus crash.
16. Despite occurring 10 years apart, there are similarities between the two tragedies: both took place on a small-town rural highway and involved semi-trailer transport trucks. A big difference between then and now is social media.
17. Fuchs and her team have offered to help the organizers of the Humboldt Broncos GoFundMe page. The fund is the largest campaign to date in Canada, and now one of GoFundMe’s three largest campaigns globally. It has more than 120,000 donors from over 80 countries. The money will take several months to distribute.
18. How the fund will be distributed, however, is still unknown. “This crisis will go on for years,” Fuchs said. “You have to plan out what we need, what the legacy is, and what the players and families need down the road.”

**Update1)** <https://hbmfund.com/> The GoFundMe page was started to raise money for the expenses of the families of the 29 victims (16 were killed and 13 were injured). Between April 6 and April 18, 2018 over $15 Million dollars was donated by 140,000 people.

**2)** The first Green Shirt Day, held on April 7, 2019, began a national movement to promote organ transplants. It honors Logan Boulet, a Bronco hockey player who saved 6 lives through his tragic death. <https://Greenshirtday.ca>

**Suggested Thought Groups #HumboldtStrong**

1. The far-reaching response to the bus crash/ that killed 16 members of the Humboldt Broncos junior hockey team/ has left many in awe./ Social media, /experts say/, provided a means to mourn the tragedy/ and support those who are grieving/ that Canada has never had before.
2. As of Friday night, /more than $11 million had been donated to a *GoFundMe* drive./ The original goal was $100,000. /Among the donors were several corporations /with gifts of $25,000 or $50,000.
3. Hockey sticks are still standing on front porches/ across Canada and countries around the world. / Friday was jersey day, /and the second time the colours of the Toronto sign outside City Hall/ turned green-and-white. / Each tribute is amplified every day by social media,/ with the hashtag #HumboldtStrong trending strongly.
4. *The Star* spoke to social media experts, /psychologists/ and emergency first responders/ about why this tragedy seems to be resonating/ at such an unprecedented scale.
5. They pointed to the universal fear /the bus crash embodied/ of what could happen to a child far from home, /an imagined horror that turned into unbearable grief on April 6./ Social media has allowed it to be felt beyond borders/ in different communities and countries/ and supplied a forum /for people to mourn together.
6. “In the past,/ there was little people could do with these feelings,/” said Boyd Neil, a professor at Humber College’s school of Media Studies and Information Technology. /“There were few ways/ for us to share our feelings /with those who are grieving.”
7. In the age before social media, /there were limited ways for someone to express their support or sadness for a tragedy,/ Neil said. You could send condolence cards/ if you knew the addresses of those affected, /or, / if you lived close enough, /you could drop off flowers at a memorial site.
8. “But, now, there’s no geographic limitation /to your ability to express that,” he said. / “To express how you feel,/ all you need is access to a social platform and a hashtag/ to coalesce these feelings into a simple signal /… and that signal can be amplified in a way/ that wasn’t possible in the past.”
9. “All those seemingly weak connections between people /now become a pooled and strong signal of grief, of support” Neil continued.
10. The emotional response to the tragedy/ experienced by the Humboldt Broncos/ has surpassed the usual barriers of geography and culture/, explained Steve Joordens, psychology professor at the U of T.
11. What has proved to be more powerful/is the notion of the universal ritual of parents and kids,/sports and bus rides./ “(Everyone has) thought about this happening, potentially many times,” said Joordens./ “They instantly know how that person feels/ because they’ve felt it./ They’ve kind of been there.”
12. Social media, he added, has created a world/ where you can make decisions instantly based on emotions,/ more than reason. /“It’s so easy to act right away,” Joordens said./ “They see on the news their worst nightmare come true to another family,/quickly feel that,/ sit at their computer,/ hop on their phone, /and feel like they did something about that.”
13. “The funny thing about the modern world /is we’re so connected through information /that we get to connect to people we don’t know,” said Joordens. / Social media gives agency /to the individual and collective feeling of grief.
14. Cindy Fuchs,/who has lived in Saskatchewan all her life, / is a 33-year-veteran of the Canadian Red Cross. One of the first people Fuchs called was her colleague in New Brunswick,/ a place that had seen something like this before.
15. Three months ago, New Brunswick marked the 10th anniversary /of the van crash that killed seven members /of a high school basketball team/ and the wife of its coach. It was the deadliest bus accident involving a sports team in Canada /until the Humboldt Broncos bus crash.
16. Despite occurring 10 years apart, t/here are similarities between the two tragedies: /both took place on a small-town rural highway /and involved semi-trailer transport trucks. /A big difference between then and now is social media.
17. Fuchs and her team have offered to help the organizers of the Humboldt Broncos GoFundMe page./ The fund is the largest campaign to date in Canada,/ and now one of GoFundMe’s three largest campaigns globally. /It has more than 120,000 donors from over 80 countries/. The money will take several months to distribute.
18. How the fund will be distributed, however, is still unknown. / “This crisis will go on for years,” Fuchs said./ “You have to plan out what we need,/ what the legacy is,/ and what the players and families need/ down the road.”

**Suggested Extension Tasks**

**Very Focused Sentence Practice – Self Analysis**

* Provide ELLs with a series of sentences from the same source (n = 15 – 20).
* They choose 10 to paraphrase. This gives them a context for using data from other sentences to add to the sentences they are focused on.
* In the margin, ELLs identify which strategy they used in their paraphrase.
* **Evaluation** can be simply focused on similar meaning, variety of strategies & overall sentence grammar.

**Guided Summary**

* Go through a text they have all read and identify the main points together.
* They write a summary using the main points only.
* Simple introduction sentence:
	+ Author(s) (year) + VERB + main purpose + in + title
* **Evaluation:**  focus on similar meaning, variety of strategies, overall grammar

**Guided Paragraph Development**

* This works better for a controversial issue
* Provide 2 or 3 reading(s) on a topic and draft possible topic sentence(s).
* Have ELLs carefully read to find portions that support the topic sentence.

OPTION:

A) They paraphrase the ideas first and you provide feedback.

B) They write the paragraph and integrate the sources. You provide feedback

* **Evaluation** can be based on choice of the best ideas for support and how well the paraphrase is integrated into the paragraph. Also, check the quality of the paraphrased portions.

**Other: Please share tasks that have helped your learners**

**This page is for your notes and/ or doodles**

**Thanks! *Danke! Xie Xie! Rachmet! Domo Arigato! Speziba! Merci! Salamat!***