

Eighth Grade	Quarter 4: EL Curriculum Map	Module 4
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, <i>Destination 2025</i>.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. Each module provides eight weeks of instruction constituting three units. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.</p> <p>Each module is designed to be adapted to a group’s specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students’ needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources**. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Accelerated learners
- Students with Disabilities (SWD)
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
 - Selected response (multiple-choice questions)
 - Short constructed response
 - Extended response, either on demand or supported
 - Speaking and listening (discussion or oral presentation)
 - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are “on-demand” (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
 - Selected response (multiple-choice questions)
 - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Eighth Grade	Quarter 4: EL Curriculum Map	Weeks 1-9
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide
The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.
The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

Resource Toolkit	
The Tennessee ELA Standards & TNReady Blueprints	
The Tennessee State ELA Standards: https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf	Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.
TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tready_blueprints_ela_grade_9-12.pdf	This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint "is not intended to be used solely as an instructional resource or as a pacing guide," instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarify about how the Standards will be assessment this year.
Shift 1: Regular Practice with Complex Text and its Academic Language	
Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.
Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text	
Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.
Shift 3: Building Knowledge through Content-Rich Non-Fiction	
Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

Module Overview: Sustainability of the US Food Supply Chain

In this module, students analyze arguments and the evidence used to support arguments to determine whether sufficient evidence has been used and whether the evidence is relevant in support of the claim an author or speaker is making. They then research to gather evidence to make their own spoken and written arguments. Students will read Michael Pollan's *The Omnivore's Dilemma* (930L), a literary non-fiction text about where food comes from and about making decisions about what food to buy and eat. They build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food while analyzing Michael Pollan's arguments and the evidence he uses to support his claims.

Guiding Questions and Big Ideas

- **Which of Michael Pollan's food supply chains would best feed the US?**
- **How do we make decisions about what we eat?**
- **What journey does food take before it gets to your plate?**
- **Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?**
- *The food we buy comes to us from various different routes and processes. We can make more informed decisions about what food to buy when we understand those processes and the stakeholders affected by the food choices we make.*

Performance Task

In Unit 2, students engage in a robust research project in which they further investigate the consequences of each of the food chains and the stakeholders affected in those food chains. To help students grapple with this issue, they use a decision-making process called "Stakeholder Consequences Decision-Making" (see the end of this document for details). This process will help students understand the implications of various choices, and will scaffold their ability to determine, based on evidence and their own values, to take a position on which food chain they would choose if they were trying to feed everyone in the US. Students finish the module by writing a position paper explaining which of Michael Pollan's food chain they would choose to feed the US and why, and creating a poster stating their position. This task addresses ELA Standards 8.RI.KID.1 (*RI.8.1*), 8.W.TTP.1 (*W.8.1*), and 8.W.RBPK.9 (*W.8.9*).

Social Emotional Learning in the Middle School (6-8) ELA Curriculum

This document explains how SEL has been highlighted in the Middle School ELA curriculum.

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning: *Fostering Character in a Collaborative Classroom*** Please click link below:

<https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyyplAbJ-poE/view?usp=sharing>

Note: You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.



Eighth Grade Module 4: Sustainability of the US Food Supply Chain

Analyzing Author's Purpose and Evaluating Claims in *The Omnivore's Dilemma*

Module 4 Unit 1 Overview

In Unit 1, students analyze authors' and speakers' purposes and evaluate the claims they make. Students begin reading the Young Readers Edition of Michael Pollan's *The Omnivore's Dilemma* (930L), a high-interest literary nonfiction text about where food comes from and how it gets to our plate. As they read the text, they are involved in a study of the author's purpose and how to determine what that is. At the same time, they analyze videos of speeches and interviews on the same topic of food and how it gets to our plate in order to analyze a speaker's purpose. In the second half of the unit, students move on to analyze authors' and speakers' claims and whether they use relevant and sufficient evidence and sound reasoning to support their claims. They also read and listen for the use of irrelevant evidence.

Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"

This reading assessment centers on standards ELA CCSS RI.8.2, RI.8.5, and RI.8.6. Students will read the excerpts from the speech "The Great Society" by Lyndon B. Johnson, determine the central idea, and analyze its development through the speech. Specifically, they first will complete a graphic organizer in which they analyze the speech's structure by completing information about parts of the speech. Students will identify the main supporting idea of each part, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea. After completing the graphic organizer, students then will state the central idea and explain how the parts of the speech developed this theme. They will conclude the assessment by answering several short questions related to perspective, including students' understanding of how Johnson acknowledges opposing viewpoints, and their ability to explain what role Johnson's series of questions that begin "Will you join in the battle ..." play in developing and refining the central idea.

End of Unit Assessment: Analyzing Author's Craft in *To Kill a Mockingbird* and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language

This reading assessment centers on standards ELA CCSS RL.8.4, RL.8.5, RL.8.9, and L.8.5a. In order to demonstrate their understanding of different text structures and how these structures contribute to the meaning of the texts, students will analyze the meaning and structure of Chapter 11 of *To Kill a Mockingbird* and contrast it to the poem "Solitude" by Ella Wheeler Wilcox. Specifically, students will read "Solitude" and two passages from Chapter 11 and then complete a graphic organizer in which they analyze the meaning and structure of each text and identify how these two texts connect to the traditional theme of the Golden Rule (RL.8.5 and RL.8.9). They will also answer selected-response and short-answer questions regarding the allusion to Ivanhoe in Chapter 11, and how this allusion enhances the understanding of the text.

Unit Lesson	Agenda	Learning Targets	Prioritized Task
<p><u>Module 4 Unit 1 Lesson 1</u></p> <p>Building Background Knowledge: What IS the Omnivore’s Dilemma Anyway?</p> <p><u>Lesson Vocabulary</u> gist; omnivore, dilemma, modern, food chain (1), feedlot, bellying, trough (3)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Entrance Ticket: Please Place Your Order (one per student) Specials Board for the Gallery Walk (new; teacher-created; see supporting materials) <i>The Omnivore’s Dilemma</i>, Young Readers Edition by Michael Pollan (book; one per student) Things Close Readers Do anchor chart (from Module 1, Unit 1, Lesson 14; or create a new copy if needed) Sticky notes (at least 10 	<p>Opening</p> <p>A. Entrance Ticket: Please Place Your Order (5 minutes)</p> <p>B. Unpacking Learning Targets and Reviewing Things Close Readers Do Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Discussion: What Was Your Meal Decision Based On? (5 minutes)</p> <p>B. Reading for Gist: Introduction of <i>The Omnivore’s Dilemma</i> (Pages 1-4) (10 minutes)</p> <p>C. Answering Text-Dependent Questions: Introduction of <i>The Omnivore’s Dilemma</i> (Pages 1-4) (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: What Is the Omnivore’s Dilemma Anyway? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> I can find the gist of pages 1–4 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.2 (RI.8.2) I can use context clues to determine the meaning of “omnivore’s dilemma.” 8.RI.CS.4 (RI.8.4) I can participate in discussions about the text with a partner, small group, and the whole class. 8.SL.CC.1 (SL.8.1) <p><u>Ongoing assessment</u></p> <ul style="list-style-type: none"> Gist annotated on sticky notes Answers to text-dependent questions Exit ticket <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time A. Discussion: What Was Your Meal Decision Based On?</p> <p>Reason: This first lesson is designed to hook students into the book <i>The Omnivore’s Dilemma</i>.</p> <p>B. Reading for Gist: Introduction of <i>The Omnivore’s Dilemma</i> (Pages 1-4)</p> <p>Reason: Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page.</p> <p>C. Answering Text-Dependent Questions: Introduction of <i>The Omnivore’s Dilemma</i> (Pages 1-4)</p>

<p>per student)</p> <ul style="list-style-type: none"> • Text-Dependent Questions: Pages 1–4 of <i>The Omnivore’s Dilemma</i> (one per student) • Text-Dependent Questions: Pages 1–4 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) • Teammates Consult protocol (for teacher reference) • Exit Ticket: What Is The Omnivore’s Dilemma Anyway? (one per student) 	<p>A. Read pages 4–6 and 9–25 (“Introducing Corn”) of <i>The Omnivore’s Dilemma</i>.</p>		<p>Reason: Answering text dependent questions is a way for the students to dig deeper into the lesson, in order to fully understand it.</p>
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<p><u>Module 4 Unit 1 Lesson 2</u></p> <p>Reading for Gist and Answering Text-Dependent Questions: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>gist; regular, quadrupled, kernels, Pioneer Hi-Bred 34H31, agribusiness, hybrid, traits, disease-resistant, bushel, quadrupled, yields, genetically, organism, genes, DNA, bonanza, patent, corporation, reckless</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Specials Board meal charts (from Lesson 1) • Entrance Ticket: Meal and Food Chain Match (one per student) • Reading Closely: Guiding Questions handout (one for display) • Sticky notes (at least 10 per student) • Word-catcher (one per 	<p>Opening</p> <p>A. Engaging the Reader: Page 5 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 22–25 of <i>The Omnivore’s Dilemma</i> (15 minutes)</p> <p>B. Text-Dependent Questions: Pages 22–25 (12 minutes)</p> <p>C. Introducing Food Chain Graphic Organizer (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Continue Filling Out Food Chain Graphic Organizer (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 3 of <i>The Omnivore’s Dilemma</i>. Continue filling out your Food Chain graphic organizer for the industrial food chain. Remember to record any</p>	<ul style="list-style-type: none"> • I can find the gist of pages 22–25 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.2 (RI.8.2) • I can read closely to answer questions about pages 22–25 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.1 (RI.8.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Gist annotated on sticky notes • New vocabulary on word-catcher • Answers to text-dependent questions <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time A. Reading for Gist and Unfamiliar Vocabulary: Pages 22–25 of <i>The Omnivore’s Dilemma</i></p> <p>Reason: In this lesson, students begin to study the industrial food chain suggested by Michael Pollan. Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page.</p> <p>B. Text-Dependent Questions: Pages 22–25</p> <p>Reason: Answering text dependent questions is a way for the students to dig deeper into the lesson, in order to fully understand it.</p> <p>C. Introducing Food Chain Graphic Organizer</p> <p>Reason: Students are introduced</p>
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<p>student and one for display; double sided)</p> <ul style="list-style-type: none"> • Dictionaries (enough for students to be able to reference them quickly while reading) • Text-Dependent Questions: Pages 22–25 of <i>The Omnivore’s Dilemma</i> (one per student) • Text-Dependent Questions: Pages 22–25 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) • Food Chain graphic organizer (one per student and one for display) 	<p>new vocabulary on your word-catcher</p>		<p>to a Food Chain graphic organizer that they will be using throughout the unit to organize their thinking on where the food begins in the chain and how it gets to us at the end of the chain. Model how to fill out these organizers, as students will be organizing their thinking on these at home as they read <i>The Omnivore’s Dilemma</i>.</p>
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<p><u>Module 4 Unit 1 Lesson 3</u></p> <p>Analyzing Author’s Purpose: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>purpose, conflicting</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Food Chain graphic organizer (begun in Lesson 2; one per student and one to display) • Industrial Food Chain graphic organizer (answers, for teacher reference) • Different types of text: a novel; an informational text (for example, an encyclopedia); song lyrics, a poetry book, or a journal; and <i>The Omnivore’s Dilemma</i> (one of each type of text) • Author’s Purpose anchor chart (new; teacher-created) • Page 25: Author’s Purpose 	<p>Opening</p> <p>A. Engaging the Reader: Chapter 3 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Introduction to Author’s Purpose (8 minutes)</p> <p>B. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (22 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing: Author’s Purpose Graphic Organizer (7 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 5 of <i>The Omnivore’s Dilemma</i>.</p> <p>B. Continue to add to your Food Chain graphic organizer for Michael Pollan’s industrial food chain.</p>	<ul style="list-style-type: none"> • I can describe Michael Pollan’s purpose on page 25 of <i>The Omnivore’s Dilemma</i>. 8.RI.CS.6 (RI.8.6) • I can identify the conflicting evidence and viewpoints Michael Pollan has used on page 25 and explain how he responds to them. 8.RI.CS.6 (RI.8.6) <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Food Chain graphic organizer • Author’s Purpose graphic organizer <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time A. Mini Lesson: Introduction to Author’s Purpose</p> <p>Reason: In this lesson, students are introduced to the idea of author’s purpose by considering the purpose of different kinds of text. Ensure that students recognize that some texts have more than one purpose and that different parts of the same text can have different purposes too.</p> <p>B. Determining Author’s Purpose and Conflicting Evidence or Viewpoints</p> <p>Closing and Assessment A. Sharing: Author’s Purpose Graphic Organizer</p> <p>Reason: Students are introduced to the Author’s Purpose graphic organizer, which will be used in the mid-unit assessment. In this lesson, you partially fill it out as a model and students finish filling it out in their triad. Students will gradually become more independent at filling out this organizer in preparation for the mid-unit assessment</p>
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<p>graphic organizer (one per student)</p> <ul style="list-style-type: none">• Page 25: Author's Purpose graphic organizer (answers, for teacher reference)			
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<p><u>Module 4 Unit 1 Lesson 4</u></p> <p>Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>gist, author’s purpose, conflicting evidence and viewpoints; ramrod-straight, prairie, feedlot, manure, steer, government subsidies, subsidizing, fertilizer, resident, densely</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Food Chain graphic organizer (begun in Lesson 2; one per student and one to display) • Industrial Food Chain graphic organizer (answers, for teacher reference; from Lesson 3) • Reading Closely: Guiding Questions handout (one for display) 	<p>Opening</p> <p>A. Engaging the Reader: Chapter 5 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 47–49 of <i>The Omnivore’s Dilemma</i> (12 minutes)</p> <p>B. Text-Dependent Questions, Pages 47–49 (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (15 minutes)</p> <p>4. Homework</p> <p>A. Read pages 76–82 and finish filling out the Food Chain graphic organizer for the industrial food chain.</p> <p>B. Read Chapter 10. Remember to record any new vocabulary on your</p>	<ul style="list-style-type: none"> • I can find the gist of pages 47–49 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.2 (RI.8.2) • I can read closely to answer questions about pages 47–49 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.1 (RI.8.1) • I can describe the purpose of Michael Pollan in the excerpt from <i>The Omnivore’s Dilemma</i>. 8.RI.CS.6 (RI.8.6) • I can identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them. 8.RI.CS.6 (RI.8.6) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Gist annotated on sticky notes • New vocabulary on word-catcher • Answers to text-dependent questions • Author’s Purpose graphic organizer <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time A. Reading for Gist and Unfamiliar Vocabulary: Pages 47–49 of <i>The Omnivore’s Dilemma</i></p> <p>Reason: In this lesson, students work in pairs and triads with less teacher modeling and input to find the gist, answer text-dependent questions, and to determine the author’s purpose and identify conflicting viewpoints and evidence. This is to prepare them for the mid-unit assessment in which they will do this independently.</p> <p>B. Text-Dependent Questions, Pages 47–49</p> <p>Reason: Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for</p>
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<ul style="list-style-type: none"> • Word-catcher (from Lesson 2; students may need a new copy if they filled out the one they have) • Dictionaries (enough for students to be able to reference them quickly while reading) • Text-Dependent Questions: Pages 47–49 of <i>The Omnivore’s Dilemma</i> (one per student) • Text-Dependent Questions: Pages 47–49 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) • Pages 47–49: Author’s Purpose graphic organizer (one per student) 	<p>word-catcher.</p>		
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<p><u>Module 4 Unit 1 Lesson 5</u></p> <p>Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose: Industrial Organic Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>gist, author’s purpose, conflicting evidence and viewpoints; fossil fuels, pesticides, synthetic, corrupt, immoral, DDT, principles, additives</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Food Chain graphic organizer (begun in Lesson 2; one per student and one to display) • Industrial Food Chain graphic organizer (answers, for teacher reference; from Lesson 4) • Reading Closely: Guiding Questions handout (one for display) • Word-catcher (from Lesson 2; students may 	<p>Opening</p> <p>A. Engaging the Reader: Pages 76–82 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 112–115 of <i>The Omnivore’s Dilemma</i> (7 minutes)</p> <p>B. Text-Dependent Questions, Pages 112–115 (10 minutes)</p> <p>C. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing Author’s Purpose Graphic Organizers (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 11 of <i>The Omnivore’s Dilemma</i> and fill out your Food Chain graphic organizer for the industrial organic food</p>	<ul style="list-style-type: none"> • I can find the gist of pages 112–115 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.2 (RI.8.2) • I can read closely to answer questions about pages 112–115 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.1 (RI.8.1) • I can describe the purpose of Michael Pollan in the excerpt from <i>The Omnivore’s Dilemma</i>. 8.RI.CS.6 (RI.8.6) • I can identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them. 8.RI.CS.6 (RI.8.6) <p style="text-align: center;"><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Gist annotated on sticky notes • New vocabulary on word-catcher • Answers to text-dependent questions • Author’s Purpose graphic organizer <p style="text-align: center;"><u>Protocols</u></p> <p style="text-align: center;">Teammates Consult</p>	<p>Work Time A. Reading for Gist and Unfamiliar Vocabulary: Pages 112–115 of <i>The Omnivore’s Dilemma</i></p> <p>B. Text-Dependent Questions, Pages 112–115</p> <p>C. Determining Author’s Purpose and Conflicting Evidence or Viewpoints</p> <p>Reason: This is the first in the two-lesson cycle in which students build background knowledge about Michael Pollan’s industrial organic food chain.</p> <p>In order to gradually be released to work independently in preparation for the mid-unit assessment, students work in pairs without teacher modeling to find the gist and to answer text-dependent questions.</p> <p>In advance: Read pages 112–115 (from “The Birth of Organic Food” to “Hippie Food”) considering the gist of each paragraph, the answers to the text-dependent questions students are asked, and the author’s purpose and conflicting evidence and</p>
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<p>need a new copy if they filled out the one they have)</p> <ul style="list-style-type: none"> • Dictionaries (enough for students to be able to reference them quickly while reading) • Text-Dependent Questions: Pages 112–115 of <i>The Omnivore’s Dilemma</i> (one per student) • Text-Dependent Questions: Pages 112–115 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) • Pages 112–115 Author’s Purpose graphic organizer (one per student) • Pages 112–115 Author’s Purpose graphic organizer (answers, for teacher reference) • Food Chain graphic organizer (new; one per student) 	<p>chain based on what you have read in Chapters 10 and 11.</p>		<p>viewpoints.</p>
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<p><u>Module 4 Unit 1 Lesson 6</u></p> <p>Analyzing a Speaker’s Purpose and Motives of a Media Excerpt</p> <p><u>Lesson Vocabulary</u></p> <p>speaker’s purpose, motives</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Food Chain graphic organizer (from Lesson 5) • Industrial Organic Food Chain graphic organizer (answers, for teacher reference) • Media excerpt and the technology to the play the excerpt to the whole group (media source containing a speaker with a purpose; see Teaching Note) • Speaker’s Purpose graphic organizer (one per student and one to display) 	<p>Opening</p> <p>A. Engaging the Reader: Chapter 11 of <i>The Omnivore’s Dilemma</i> (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Listening to a Speech (20 minutes)</p> <p>B. Analyzing the Speech for Speaker’s Purpose and Evaluating Motives (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing Author’s Purpose Graphic Organizers (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 12 of <i>The Omnivore’s Dilemma</i>. Begin filling out the Food Chain graphic organizer for Michael Pollan’s local sustainable food chain.</p>	<ul style="list-style-type: none"> • I can describe the purpose of a speaker. 8.SL.CC.2 (SL.8.2) • I can evaluate the motives of a media presentation. 8.SL.CC.2 (SL.8.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Food Chain graphic organizer • Speaker’s Purpose graphic organizer • <p><u>Protocols</u></p> <p>Teammates Consult</p> <ul style="list-style-type: none"> • 	<p>Work Time</p> <p>A. Listening to a Speech</p> <p>B. Analyzing the Speech for Speaker’s Purpose and Evaluating Motives</p> <p>Reason: In this lesson, students consider a speaker’s purpose in order to practice SL.8.2 in preparation for the mid-unit assessment in Lesson 7. They watch/listen to a media clip of a speaker and analyze the speaker’s purpose and evaluate the motives of the media.</p> <p>Students watch/listen to the media multiple times to ensure they understand what the speaker is talking about and to take adequate notes to be able to analyze the speaker’s purpose and evaluate the motives of the media</p>
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<ul style="list-style-type: none">• Food Chain graphic organizer (from Lesson 2; new blank copy; one per student)			
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<p><u>Module 4 Unit 1 Lesson 7</u></p> <p>Mid-Unit Assessment: Analyzing Author’s Purpose in Speech and Text</p> <p><u>Lesson Vocabulary</u></p> <p>purpose, motives, conflicting</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Analyzing Author’s and Speaker’s Purpose Parts 1 and 2 (one per student) • Birke Baehr’s speech: “What’s Wrong with Our Food System?” (see teaching notes) • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Mid-Unit 1 Assessment: Analyzing Author’s and Speaker’s Purpose (answers, for teacher reference) • NYS 2-Point Rubric—Short-Response (for teacher 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 1 Assessment, Part 1: Listening to and Analyzing Speech by Birke Baehr (20 minutes)</p> <p>B. Mid-Unit 1 Assessment, Part 2: Analyzing an Excerpt from <i>The Omnivore’s Dilemma</i> (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Comparing and Contrasting Speech and Text (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 14 of <i>The Omnivore’s Dilemma</i> and continue adding to your Food Chain graphic organizer for the local sustainable food chain.</p>	<ul style="list-style-type: none"> • I can describe the purpose and motives of the speech by Birke Baehr and Michael Pollan on pages 73–75 of <i>The Omnivore’s Dilemma</i>. 8.SL.CC.2 (<i>SL.8.2</i>) • I can identify the conflicting evidence and viewpoints in pages 73–75 of <i>The Omnivore’s Dilemma</i> and explain how Michael Pollan responds to them. 8.RI.CS.6 (<i>RI.8.6</i>) <p><u>Ongoing Assessment</u></p> <p>Mid-Unit 1 Assessment</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Mid-Unit 1 Assessment, Part 1: Listening to and Analyzing Speech by Birke Baehr</p> <p>Reason: In Part 1 of today’s assessment, students listen to a speech by 11-year-old Birke Baehr and take notes.</p> <p>Since Birke Baehr is a child, students likely will find his speech relevant and compelling. After listening to the speech, students complete the Author’s Purpose graphic organizer they practiced in previous lessons in this unit.</p> <p>B. Mid-Unit 1 Assessment, Part 2: Analyzing an Excerpt from <i>The Omnivore’s Dilemma</i></p> <p>Reason: In Part 2 of the assessment, students read a related short excerpt beginning at, “Can you eat more, please?” from pages 73–75 of <i>The Omnivore’s Dilemma</i> and take notes. They complete the same Author’s Purpose graphic organizer for this text.</p>
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<p>reference)</p> <ul style="list-style-type: none">• Venn diagram: Industrial Food According to Baehr and Pollan (blank, with “Baehr” over left-hand circle and “Pollan” over right-hand circle)• Food Chain graphic organizer (from Lesson 6)			
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<p><u>Module 4 Unit 1 Lesson 8</u></p> <p>Reading for Gist and Answering Text-Dependent Questions: Local Sustainable Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>gist; interns, restoring, broiled, innovations, hitch, bison, egrets, larvae, sanitation, organism.</p> <p>Materials</p> <ul style="list-style-type: none"> • Food Chain graphic organizer (for the local sustainable food chain first distributed in Lesson 6) • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Reading Closely: Guiding Questions handout (one for display) • Sticky notes (at least 10 per student) • Word-catcher (from Lesson 2; students may need a new copy if they filled in the one they have) • Dictionaries (enough for students to reference) 	<p>Opening</p> <p>A. Engaging the Reader: Chapter 14 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading for the Gist: Pages 161–166 of <i>The Omnivore’s Dilemma</i> (20 minutes))</p> <p>B. Text-Dependent Questions, Pages 161–166 (14 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Determining the Author’s Claim (3 minutes)</p> <p>4. Homework</p> <p>A. Reread pages 161–166 of <i>The Omnivore’s Dilemma</i> and identify the claim Michael Pollan makes and the evidence he uses to support his claim.</p> <p>B. Read Chapter 16 of <i>The Omnivore’s Dilemma</i> and continue</p>	<ul style="list-style-type: none"> • I can find the gist of pages 161–166 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.2 (RI.8.2) • I can read closely to answer questions about pages 161–166 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.1 (RI.8.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Food Chain graphic organizer • Gist annotated on sticky notes • New vocabulary on word-catcher • Answers to text-dependent questions <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time</p> <p>A. Reading for the Gist: Pages 161–166 of <i>The Omnivore’s Dilemma</i></p> <p>B. Text-Dependent Questions, Pages 161–166</p> <p>Reason: This is the first in the two-lesson cycle in which students build background knowledge about Michael Pollan’s local sustainable food chain.</p> <p>In this lesson, to gradually release students to work independently in preparation for the end of unit assessment, they work in pairs without any teacher modeling to find the gist and to answer text-dependent questions.</p>
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<p>them quickly while reading)</p> <ul style="list-style-type: none">• Text-Dependent Questions: Pages 161–166 of <i>The Omnivore’s Dilemma</i> (one per student)• Text-Dependent Questions: Pages 161–166 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)	<p>to fill out your Food Chain graphic organizer for the local sustainable food chain.</p>		
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<p><u>Module 4 Unit 1 Lesson 9</u></p> <p>Evaluating an Argument: The Polyface Local Sustainable Farm</p> <p><u>Lesson Vocabulary</u></p> <p>evaluate, argument, claim, relevant, irrelevant, sound, sufficient</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Example of Strong and Flawed Arguments (one per student and one for display) • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Evaluating an Argument graphic organizer for pages 161–166 (one per student; one for display) • Evaluating an Argument graphic organizer for pages 161–166 (answers, for teacher reference) • Example of Irrelevant Evidence: Page 162 of <i>The Omnivore’s</i> 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Comparing Two Arguments (10 minutes)</p> <p>B. Identifying the Claim and Relevant Evidence (10 minutes)</p> <p>C. Evaluating an Argument: Sufficient Evidence and Sound Reasoning (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Identifying Irrelevant Evidence (8 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 20 of <i>The Omnivore’s Dilemma</i>. Begin filling in the Food Chain graphic organizer for Michael Pollan’s hunter-gatherer food chain.</p>	<ul style="list-style-type: none"> • I can evaluate two arguments for the same claim to identify which is the strongest. 8.SL.CC.3 (SL.8.3) • I can evaluate Michael Pollan’s argument on pages 161–166 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim. 8.SL.CC.3 (SL.8.3) • I can identify irrelevant evidence in a text. 8.SL.8.3 (SL.8.3) <p><u>Ongoing Assessment</u></p> <p>Evaluating an Argument graphic organizer for pages 161–166</p> <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Teammates Consult • Fishbowl 	<p>Work Time A. Comparing Two Arguments</p> <p>B. Identifying the Claim and Relevant Evidence</p> <p>C. Evaluating an Argument: Sufficient Evidence and Sound Reasoning</p> <p>Reason: In this lesson, students are introduced to the Evaluating an Argument graphic organizer, which will be used in the end of unit assessment. Fill in the graphic organizer to evaluate the argument Michael Pollan puts forth on pages 161–166 of <i>The Omnivore’s Dilemma</i> together with the class to serve as a model for students. In subsequent lessons, students will gradually become more independent at filling in this organizer in preparation for the end of unit assessment.</p>
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<p><i>Dilemma</i> Rewritten (one per student; one for display)</p> <ul style="list-style-type: none">• Food Chain graphic organizer (from Lesson 2; one new blank copy per student)			
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<p><u>Module 4 Unit 1 Lesson 10</u></p> <p>Reading for the Gist and Answering Text-Dependent Questions: Hunter-Gatherer Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>gist; flank, embankment, prosciutto, wholly, crest, remorse, carcass, rig, hide</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Food Chain graphic organizer (from Lesson 9; for the hunter-gatherer food chain) • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Reading Closely: Guiding Questions handout (one for display) • Sticky notes (at least 10 per student) • Word-catcher (from Lesson 2; students may need a new copy of this word-catcher if they have filled the one they have) 	<p>Opening</p> <p>A. Engaging the Reader: Chapter 20 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading for the Gist: Pages 240–245 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <p>B. Text-Dependent Questions, Pages 240–245 (14 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Determining the Author’s Claim (3 minutes)</p> <p>4. Homework</p> <p>A. Reread pages 240–245 of <i>The Omnivore’s Dilemma</i> and identify a claim Michael Pollan makes and any relevant evidence he uses to support his claim.</p> <p>B. Read Chapter 21 of <i>The Omnivore’s Dilemma</i> and continue</p>	<ul style="list-style-type: none"> • I can find the gist of pages 240–245 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.2 (RI.8.2) • I can read closely to answer questions about pages 240–245 of <i>The Omnivore’s Dilemma</i>. 8.RI.KID.1 (RI.8.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Food Chain graphic organizer • Gist annotated on sticky notes • New vocabulary on word-catcher • Answers to text-dependent questions <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time A. Reading for the Gist: Pages 240–245 of <i>The Omnivore’s Dilemma</i></p> <p>B. Text-Dependent Questions, Pages 240–245</p> <p>Reason: This is the first in the two-lesson cycle in which students build background knowledge about Michael Pollan’s hunter-gatherer food chain.</p> <p>In this lesson, to gradually release students to work independently in preparation for the end of unit assessment, students work in pairs without any teacher modeling to find the gist and to answer text-dependent questions.</p>
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<ul style="list-style-type: none">• Dictionaries (enough for students to reference quickly while reading)• Text-Dependent Questions: Pages 240–245 of <i>The Omnivore’s Dilemma</i> (one per student)• Text-Dependent Questions: Pages 240–245 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)	<p>to fill in your Food Chain graphic organizer for the hunter-gatherer food chain.</p>		
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<p><u>Module 4 Unit 1 Lesson 11</u></p> <p>Evaluating an Argument: The Joy of Hunting</p> <p><u>Lesson Vocabulary</u></p> <p>evaluate, argument, claim, relevant, irrelevant, sound, sufficient</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Interview with an Organic Farmer (for teacher reference) • Lined paper (one piece per student) • Evaluating an Argument graphic organizer for pages 240–245 (one per student) • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Evaluating an Argument task card (one per student) • Evaluating an Argument graphic organizer for pages 240–245 (one per student) • Example of Irrelevant Evidence: Page 245 of <i>The Omnivore’s</i> 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Evaluating an Argument in an Interview (13 minutes)</p> <p>B. Evaluating an Argument: Pages 240–245 of <i>The Omnivore’s Dilemma</i> (15 minutes)</p> <p>C. Identifying Irrelevant Evidence (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Synthesizing Learning (5 minutes)</p> <p>4. Homework</p> <p>A. None for this lesson.</p>	<ul style="list-style-type: none"> • I can evaluate a spoken argument for sound reasoning, and sufficient relevant evidence to support the claim. 8.SL.CC.3 (RI.8.3) • I can evaluate Michael Pollan’s argument on pages 240–245 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim. 8.SL.CC.3 (RI.8.3) • I can identify irrelevant evidence in a text. 8.SL.CC.3 (RI.8.3) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Food Chain graphic organizer • Evaluating an Argument graphic organizer for pages 240–245 <p><u>Protocols</u></p> <p>Teammates Consult</p>	<p>Work Time A. Evaluating an Argument in an Interview</p> <p>B. Evaluating an Argument: Pages 240–245 of <i>The Omnivore’s Dilemma</i></p> <p>Reason: This lesson is very similar in structure to Lesson 9. In this lesson, students build on the learning from Lesson 9 about evaluating an argument</p>
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<p><i>Dilemma</i> Rewritten (one per student and one for display)</p>			
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<p><u>Module 4 Unit 1 Lesson 12</u></p> <p>Making a Claim and Advocating Persuasively: Preparing for the Practice Fishbowl</p> <p><u>Lesson Vocabulary</u></p> <p>advocate, persuasively</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Excerpt of <i>Give (Frozen) Peas a Chance—and Carrots Too</i> by Dr. Mehmet Oz (from Lesson 11) • Evaluating an Argument graphic organizer for excerpt of <i>Give (Frozen) Peas a Chance—and Carrots Too</i> by Dr. Mehmet Oz (one per student, from Lesson 11 and filled in for homework; one for display) • Equity stick Evaluating an Argument graphic organizer for excerpt of <i>Give (Frozen) Peas a Chance—and Carrots</i> 	<p>Opening</p> <p>A. Review Homework: Evaluating an Argument Graphic Organizer for Excerpt of <i>Give (Frozen) Peas a Chance—and Carrots Too</i> by Dr. Mehmet Oz (7 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Modeling Developing a Claim (13 minutes)</p> <p>B. Independent Work: Developing a Claim to Answer the Question: “Which food chain would you choose to feed your family—the local sustainable food chain or the hunter-gatherer food chain?” (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Partner Share (5 minutes)</p> <p>4. Homework</p> <p>A. Finish your Developing a Claim ticket and be ready to advocate persuasively in the next lesson’s Fishbowl.</p>	<ul style="list-style-type: none"> • I can develop a claim about which food chain I would choose to feed my family—local sustainable or hunter-gatherer—and support it with evidence. 8.SL.CC.2 (SL.8.2) • I can advocate persuasively about my claim. 8.SL.PKI.4 (SL.8.4) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Evaluating an Argument graphic organizer for excerpt of <i>Give (Frozen) Peas a Chance—and Carrots Too</i> • Students’ comments regarding how to develop a claim • Developing a Claim graphic organizer <p><u>Protocols</u></p> <p>None</p> <ul style="list-style-type: none"> • 	<p>Work Time A. Mini Lesson: Modeling Developing a Claim</p> <p>B. Independent Work: Developing a Claim to Answer the Question: “Which food chain would you choose to feed your family—the local sustainable food chain or the hunter-gatherer food chain?”</p> <p>Reason: This lesson introduces students to what it means to advocate persuasively and how to prepare to advocate persuasively by outlining a claim, points, and evidence. The lesson is designed to prepare students for a practice Fishbowl discussion and a Fishbowl assessment (Part 2 of the end of unit assessment).</p>
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<p><i>Too</i> by Dr. Mehmet Oz (answers, for teacher reference; see supporting materials)</p> <ul style="list-style-type: none"> • Developing a Claim: Model (one for display) • Model Fishbowl Script (for teacher reference) • Advocating Persuasively Criteria anchor chart (new; teacher-created; see Work Time A) • Developing a Claim (one per student) • <i>The Omnivore's Dilemma</i>, Young Readers Edition (book; one per student) • Developing a Claim: Sample Student Response 			
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<p><u>Module 4 Unit Lesson 13</u></p> <p>Advocating Persuasively in a Fishbowl: Practice</p> <p><u>Lesson Vocabulary</u></p> <p>advocate, persuade, convince</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Advocating Persuasively Criteria anchor chart (from Lesson 12) • Developing a Claim: Model (from Lesson 12) • Model Fishbowl Script (from Lesson 12) • Advocating Persuasively Checklist (one per student; one for display) • The Omnivore’s Dilemma, Young Readers Edition (book; one per student) • Fishbowl protocol (one for display; see supporting materials) • Peer Critique protocol (one for display; see Appendix) • Homework: Vote with Your Fork (one per student) 	<p>Opening</p> <p>A. Unpacking the Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: How to Advocate Persuasively (8 minutes)</p> <p>B. Students Prepare to Advocate Persuasively (8 minutes)</p> <p>C. Practice Advocating Persuasively Fishbowls (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Peer Feedback (7 minutes)</p> <p>4. Homework</p> <p>A. Read the Afterword, “Vote with Your Fork” (pages 279–283). Answer this: “Name one way you can ‘vote with your fork.’”</p>	<ul style="list-style-type: none"> • I can advocate persuasively for either local sustainable or hunter-gatherer to feed my family. 8.SL.CC.2 (SL.8.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Developing a Claim graphic organizer • Advocating Persuasively Checklist <p><u>Protocols</u></p> <ul style="list-style-type: none"> • Fishbowl • Peer Critique 	<p>Work Time A. Mini Lesson: How to Advocate Persuasively</p> <p>B. Students Prepare to Advocate Persuasively</p> <p>C. Practice Advocating Persuasively Fishbowls</p> <p>Reason: The Fishbowl in this lesson and the subsequent self-assessment prepare students for the end of unit assessment in Lesson 15, when they are graded on their ability to advocate persuasively in another Fishbowl.</p>
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<p><u>Module 4 Unit 1 Lesson 14</u></p> <p>End of Unit Assessment Parts 1 and 2: Evaluating Arguments and Claims</p> <p><u>Lesson Vocabulary</u></p> <p>None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • End of Unit 1 Assessment, Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech (one per student) • “Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, & Ethical Animal Treatment Vital Farms” interview clip 0:36-3:00, and the technology to play it to the whole group • End of Unit 1 Assessment, Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt of <i>The Omnivore’s Dilemma</i> (one per student) • End of Unit 1 Assessment Part 1: Evaluating the 	<p>Opening</p> <p>A. Reviewing Homework: Voting with Your Fork (3 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech (17 minutes)</p> <p>B. End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt from <i>The Omnivore’s Dilemma</i> (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Developing a Claim (5 minutes)</p> <p>4. Homework</p> <p>A. Finish filling in the End of Unit 1 Assessment Part 3: Developing a Claim and practice using it to advocate persuasively to be ready for the assessed Fishbowl discussion in the next lesson. Refer</p>	<ul style="list-style-type: none"> • I can determine the speaker’s argument and claims and evaluate the reasoning and evidence she has used to support her claim in the interview clip. 8.SL.CC.3 (SL.8.3) • I can identify irrelevant evidence that the speaker has used in the interview clip. 8.SL.CC.3 (SL.8.3) • I can evaluate Michael Pollan’s argument on pages 73–75 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient, relevant evidence to support the claim. 8.SL.CC.3 (SL.8.3) • I can identify irrelevant evidence. 8.SL.CC.3 (SL.8.3) <p style="text-align: center;"><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech • End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt of <i>The Omnivore’s Dilemma</i> 	<p>Work Time A. End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech</p> <p>B. End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt from <i>The Omnivore’s Dilemma</i></p> <p>Note: <i>In preparation for this assessment, make sure you’ve watched the video clip and read the excerpt from pages 73–75 of <i>The Omnivore’s Dilemma</i>. The portion of the clip for Part 1 of the assessment is 0:36–3:00.</i></p> <p>Reason: End of Unit Assessment</p>
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<p>Argument, Reasoning, and Evidence in a Speech (answers, for teacher reference)</p> <ul style="list-style-type: none"> • End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt of <i>The Omnivore's Dilemma</i> (answers, for teacher reference) • <i>The Omnivore's Dilemma</i>, Young Readers Edition (book; one per student) • End of Unit 1 Assessment Part 3: Developing a Claim (one per student) 	<p>to the Advocating Persuasively Checklist filled in by your peer in Lesson 13 to help you improve the way you advocate persuasively.</p>	<p><u>Protocols</u></p> <p>None</p>	
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<p><u>Module 4 Unit 1 Lesson 15</u></p> <p>Assessment Part 3: Advocating Persuasively in a Fishbowl</p> <p><u>Lesson Vocabulary</u></p> <p>advocate, persuade, convince</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student) • Fishbowl protocol (from Lesson 13) • Advocating Persuasively Checklist (from Lesson 13) • Advocating Persuasively Checklist Rubric (one per student) • Exit Ticket: Which Meal Would You Choose to Feed Your Family? Why? (one per student) • Homework: Tips for Eating (one per student) 	<p>Opening</p> <p>A. Unpacking the Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 1 Assessment, Part 3: Advocating Persuasively in a Fishbowl (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Which Meal Would You Choose to Feed Your Family? (8 minutes)</p> <p>4. Homework</p> <p>A. Read “The Omnivore’s Solution: Some Tips for Eating” on pages 287–290 of <i>The Omnivore’s Dilemma</i> and answer this question:</p> <p>* What three tips would you give to people about eating now that you have read most of The Omnivore’s Dilemma?.</p>	<ul style="list-style-type: none"> • I can advocate persuasively for one of the four meals Michael Pollan introduces in <i>The Omnivore’s Dilemma</i>. 8.SL.CC.2 (SL.8.2) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • End of Unit 1 Assessment, Part 3: Developing a Claim (from homework) • Advocating Persuasively Checklist Rubric <p><u>Protocols</u></p> <p>Fishbowl</p>	<p>Work Time A. End of Unit 1 Assessment, Part 3: Advocating Persuasively in a Fishbowl</p> <p>Reason: During this assessment, students advocate persuasively in a Fishbowl using the End of Unit 1 Assessment, Part 3: Developing a Claim they started in Lesson 14 and completed for homework.</p>
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Eighth Grade Module 4: Sustainability of the US Food Supply Chain

Researching Consequences and Stakeholders of Michael Pollan's Four Food Chains

Module 4 Unit 2 Overview

In Unit 2, students research in order to help them make a decision to answer this question: Which of Michael Pollan's four food chains would best feed the United States? They make a decision to answer this question by researching the consequences and stakeholders of each food chain. Students use *The Omnivore's Dilemma* as a starting point to identify the consequences of each of the food chains. They work in research teams to create a Cascading Consequences chart for each food chain that begins with consequences listed in the text; then they expand their research and consequences by searching for appropriate articles and resources through a child-safe search engine. Teams then use their cascading consequences to identify the stakeholders who will be affected by the consequences, and from there determine which food chain they would choose to feed the United States. At the end of the unit, students present a position speech answering the question.

Mid-Unit 2 Assessment: Research Simulation

This assessment centers on CCSS ELA W.8.7 and W.8.8. In this assessment, students apply the research skills they have been learning throughout the unit to answer research questions about two new research texts. They paraphrase research, choose search terms, cite sources, and determine the credibility and accuracy of research sources.

End of Unit 2 Assessment: Position Speech: Which of Michael Pollan's four food chains would best feed the United States?

This assessment centers on CCSS ELA SL.8.4, SL.8.5, and SL.8.6. Students present a position speech to answer the question: Which of Michael Pollan's four food chains would best feed the United States? They state a claim and provide two reasons for making that claim based on the consequences and affected stakeholders they have identified for each food chain throughout the unit. They select evidence to support their reasons, and they provide a counterclaim and respond to it.

Unit Lesson	Agenda	Learning Targets	Prioritized Task
<p><u>Module 4 Unit 2 Lesson 1</u></p> <p>Determining Cascading Consequences Using The Omnivore’s Dilemma: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>cascading, consequence</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Article: “Learning to Make Systematic Decisions” (for teacher reference) • Image of a waterfall (one for display; see Teaching Notes) • Getting a Dog Cascading Consequences sample chart (one per student) • <i>The Omnivore’s Dilemma</i> (book; distributed to each student in Unit 1) • Industrial Food Chain Cascading Consequences chart 	<p>Opening</p> <p>A. Unpacking the Learning Target (4 minutes)</p> <p>B. Thinking about How We Make Decisions (8 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Modeling Creating a Cascading Consequences Chart Using Pages 48 and 49 (12 minutes)</p> <p>B. Guided Practice: Partner Work to Add to the Cascading Consequences Chart Using Pages 55 and 56 (10 minutes)</p> <p>C. Application: Partner Work to Add to the Cascading Consequences Chart Using a New Excerpt (6 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p> <p>A. Finish adding to your Industrial Food Chain</p>	<ul style="list-style-type: none"> • I can analyze <i>The Omnivore’s Dilemma</i> to determine the cascading consequences of the industrial food chain 8.RI.KID.1 (RI.8.1) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Industrial Food Chain Cascading Consequences chart <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Mini Lesson: Modeling Creating a Cascading Consequences Chart Using Pages 48 and 49</p> <p>B. Guided Practice: Partner Work to Add to the Cascading Consequences Chart Using Pages 55 and 56</p> <p>C. Application: Partner Work to Add to the Cascading Consequences Chart Using a New Excerpt</p> <p>Reason: This first lesson of Unit 2 introduces students to a specific decision-making process they will use throughout the unit to answer the question: Which of Michael Pollan’s four food chains would best feed all the people in the United States? Their answer to this question will be based on evidence from Pollan’s <i>The Omnivore’s Dilemma</i> and further research they do throughout the unit.</p> <p>In this lesson, students learn how to create a Cascading Consequences chart, which</p>

<p>(new; teacher-created; for display; you may want to transcribe it onto chart paper to hang in the room throughout the unit)</p> <ul style="list-style-type: none"> • Chart paper (optional) • Blank 8" x 11" paper (one per student) • Industrial Food Chain Cascading Consequences chart using pages 48 and 49 (for teacher reference) • Industrial Food Chain Cascading Consequences chart with additions from pages 55 and 56 (for teacher reference) • Industrial Food Chain graphic organizer (from Unit 1; one per student) 	<p>Cascading Consequences chart using your text excerpt.</p>		<p>they will do several times throughout the unit to organize their evidence. Creating a Cascading Consequences chart is the first step in the decision-making process that students use in this unit. Once the chart is completed, they will be able to clearly see all the consequences (positive, negative, and neutral) of the industrial food chain. This will help them answer the question about which food chain would best feed all the people in the United States. Throughout the unit, students will create Cascading Consequences charts for each of Pollan’s four food chains.</p> <p>In this lesson, the class begins a Cascading Consequences chart specifically for the industrial food chain. Since this is the first time students work with this type of chart, their work is highly scaffolded at first with the teacher modeling using an excerpt of <i>The Omnivore’s Dilemma</i>. After the modeling, students have a chance to practice with</p>
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			<p>another short excerpt and get immediate feedback from the teacher. Then they have time to work with a partner to add to the chart using a longer piece of text.</p>
<p><u>Module 2 Unit 2 Lesson 2</u></p> <p>Preparing for Further Research: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>See research resource glossaries in Supporting Materials.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Industrial Food Chain Cascading Consequences chart (students’ own developed on blank paper as well as one to display; from 	<p>Opening</p> <p>A. Whole Group Share (10 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Criteria of a Supporting Research Question (10 minutes)</p> <p>B. Guided Practice: Developing a Supporting Research Question (8 minutes)</p> <p>C. Evaluate Resources in Research Folders (8 minutes)</p>	<ul style="list-style-type: none"> I can develop a supporting research question to help me focus my research. 8.W.RBPK.7 (W.8.7) I can evaluate research sources to choose the most appropriate one to answer my supporting research question. 8.W.RBPK.7 (W.8.7) <p><u>Ongoing Assessment</u></p> <p>None</p>	<p>Work Time A. Mini Lesson: Criteria of a Supporting Research Question</p> <p>B. Guided Practice: Developing a Supporting Research Question</p> <p>C. Evaluate Resources in Research Folders</p> <p>Reason: This lesson gives students an introduction to the research process they will use throughout the unit. Once students have an overall picture of the research process, the lesson focuses on the skill of writing supporting research questions. Students are given a chance to think about what makes a good</p>

<p>Lesson 1)</p> <ul style="list-style-type: none"> Industrial Food Chain Cascading Consequences chart with additional text excerpts (for teacher reference) <i>The Omnivore’s Dilemma</i> (book; distributed to each student in Unit 1) Researcher’s roadmap (one per student and a larger version to display) Question Set A (one for half of the students) Question Set B (one for the other half of the students) Good Supporting Research Questions Are ... anchor chart (one for display; see supporting materials) List of supporting research questions (one per student) Research folder (one per research team and one for display; put together by 	<p>3. Closing and Assessment</p> <p>A. Debrief (4 minutes)</p> <p>4. Homework</p> <p>A. Read your resource for the gist in preparation for the next lesson.</p>	<p><u>Protocols</u></p> <p>None</p>	<p>supporting research question before seeing the criteria. They also have a chance to practice writing a question and to decide whether questions meet the criteria. For this food chain (industrial), students are given research folders containing research resources to choose from. There are two reasons for this. First, it allows students to work with high-quality supporting research questions before they write their own to use with the next food chain. And secondly, it ensures that the supporting research questions match the resources provided in the research folders. In the three other food chains, students will find their own resources on the internet to answer their own supporting research question.</p>
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<p>teacher) containing:</p>			
<p><u>Module 4 Unit 2 Lesson 3</u></p> <p>Further Research: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>Paraphrase, consequence</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Research article on the industrial food chain (selected by students from research folders in Lesson 2, one per student) • Article: “Nitrogen 	<p>Opening</p> <p>A. Share the Gist in Research Teams (6 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Determine Consequences in Research Article (15 minutes)</p> <p>B. Mini Research Lesson: Review Paraphrasing (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Filling Out the Rest of the Researcher’s Notebook (4</p>	<ul style="list-style-type: none"> • I can use research skills to determine the consequences of the industrial organic food chain. 8.W.RBPK.7 (W.8.7) • I can devise a supporting research question to help me focus my research. 8.W.RBPK.7 (W.8.7) • I can identify the relevant information in a research source to answer my supporting research question. 8.W.RBPK.8 (W.8.8) • I can evaluate the credibility and accuracy of a source. 8.W.RBPK.8 (W.8.8) • I can quote and 	<p>Work Time A. Determine Consequences in Research Article</p> <p>B. Mini Research Lesson: Review Paraphrasing</p> <p>Reason: In this lesson, students extend their research on Pollan’s industrial food chain and review paraphrasing. Students will use the article selected in Lesson 2 in their research groups (read for homework) to determine additional consequences of the food chain. These additional consequences, tracked</p>

<p>Fertilizer Is Bad Stuff—and Not Just Because It Could Blow Up Your Town” (one for display)</p> <ul style="list-style-type: none"> Paraphrasing anchor chart (new; teacher-created; see supporting materials) Researcher’s notebook (one per student and one for display) 	<p>minutes)</p> <p>4. Homework</p> <p>A. Finish filling out the researcher’s notebook for your article, including the bibliographic information under Gathering Sources.</p>	<p>paraphrase others’ work while avoiding plagiarism.</p> <p>8.W.RBPK.8 (W.8.8)</p> <p><u>Ongoing assessment</u></p> <p>Researcher’s notebook</p> <p><u>Protocols</u></p> <p>None</p> <ul style="list-style-type: none"> 	<p>through text coding, will help students add to the Industrial Food Chain Cascading Consequences chart in Lesson 4. The addition of other perspectives on Pollan’s food chains will round out students’ research and prepare them to craft their own arguments for the end of unit assessment, as well as in Unit 3.</p>
<p><u>Module 4 Unit2 Lesson 4</u></p> <p>Adding to Cascading Consequences and Stakeholders: Industrial Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>Stakeholder, greater good</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Research article on 	<p>Opening</p> <p>A. Unpacking Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Creating a Class Cascading Consequences Chart (19 minutes)</p> <p>B. Introduce Stakeholders Chart (18 minutes)</p> <p>3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can use my research to add to the Cascading Consequences chart for Michael Pollan’s industrial food chain. 8.W.RBPK.7 (W.8.7) I can determine the stakeholders affected by the consequences of Michael Pollan’s industrial food chain. 8.W.RBPK.7 (W.8.7) 	<p>Work Time A. Creating a Class Cascading Consequences Chart</p> <p>B. Introduce Stakeholders Chart</p> <p>Reason: In this lesson, students create a class Cascading Consequences chart to collect as many consequences as possible so that students can see the big picture of the consequences</p>

<p>the industrial food chain (selected by students from research folders in Lesson 2, one per student)</p> <ul style="list-style-type: none"> • Article: “Nitrogen Fertilizer Is Bad Stuff—and Not Just Because It Could Blow Up Your Town” (one for display) • Paraphrasing anchor chart (new; teacher-created; see supporting materials) • Researcher’s notebook (one per student and one for display) 	<p>A. Share Industrial Food Chain Stakeholders Chart (5 minutes)</p> <p>4. Homework</p> <p>A. Start the Industrial Organic Food Chain Cascading Consequences chart</p>	<p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Cascading Consequences chart • Stakeholders chart <p><u>Protocols</u></p> <p>None</p>	<p>of this food chain.</p> <p>Students are introduced to the idea of stakeholders who are affected by the consequences. They need to be aware that the consequences and the stakeholders should play an important role in the positions they take as they begin to think about how to answer the focus question: Which of Michael Pollan’s four food chains would best feed all the people in the United States?</p>
<p><u>Module 4 Unit 2 Lesson 5</u></p> <p>Determining Cascading Consequences Using The Omnivore’s Dilemma: Industrial Organic Food Chain</p> <p><u>Lesson Vocabulary</u></p>	<p>Opening</p> <p>A. Unpacking Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Modeling How to Create a Team Industrial Organic Cascading Consequences Chart (8</p>	<ul style="list-style-type: none"> • I can determine the cascading consequences of the industrial organic food chain using <i>The Omnivore’s Dilemma</i>. 8.RI.KID.1 (RI.8.1) • I can develop a supporting research 	<p>Work Time A: Mini Lesson: Modeling How to Create a Team Industrial Organic Cascading Consequence Chart and B. Research Teams Create Industrial Organic Cascading Consequences Charts.</p> <p>Reason: This is the first of three lessons focused on the industrial organic food chain.</p>

<p>Cascading, consequence</p> <p>Materials</p> <ul style="list-style-type: none"> • Script for modeling the creation of the team Cascading Consequences chart (three copies, for teacher and two students who help with mini lesson) • Industrial Organic Food Chain Cascading Consequences chart for mini lesson (three copies, for teacher and two students who help with mini lesson) • Chart paper (one per research team) • Markers (four different colors per research team) • Consequences Conversation task card (one per student) • Industrial Organic Food Chain graphic organizer (completed by students in Unit 1) • Industrial Organic Food Chain Cascading 	<p>minutes)</p> <p>B. Research Teams Create Industrial Organic Cascading Consequences Charts (14 minutes)</p> <p>C. Team Share (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Developing a Supporting Research Question (10 minutes)</p> <p>4. Homework</p> <p>A. Read the Assessing Sources handout. Put a check mark next to questions you already ask yourself when you do research. Put a star next to a question that is new to you. Be prepared to share in the next class.</p>	<p>question to help me focus my research. 8.W.RBPK.7 (W.8.7)</p> <p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Industrial Organic Food Chain Cascading Consequences team charts • Exit Ticket: Developing a Supporting Research Question: Consequences of Industrial Organic Food Chain <p>Protocols</p> <p>None</p>	<p>In this lesson, students work in research teams to create an Industrial Organic Food Chain Cascading Consequences team chart. At the end of this lesson, they write a supporting research question to guide their research in Lesson 6. Then in Lesson 7, they will use their research to add to their Cascading Consequences chart and to create a Stakeholders chart. This cycle of lessons will be repeated for the local sustainable and hunter-gatherer food chains.</p> <p>Work Time C. Team Share</p> <p>Reason: Taking what you hear from teams during this share and scripting it on the board, a chart, or an interactive white board will help some students capture what they need on their own charts.</p>
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<p>Consequences chart (for teacher reference)</p> <ul style="list-style-type: none"> • Researcher’s roadmap (one per student, distributed in Lesson 2) • Good Supporting Research Questions Are ... anchor chart (created in Lesson 2) • Exit Ticket: Developing a Supporting Research Question: Consequences of Industrial Organic Food Chain (one per student) • Assessing Sources (one per student) 			
<p><u>Module 4 Unit 2 lesson 6</u></p> <p>Using Search Terms for Further Research: Industrial Organic Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>None</p>	<p>Opening</p> <p>A. Discuss Homework Article (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson and Shared Reading: Using Search Terms</p>	<ul style="list-style-type: none"> • I can use research skills to determine consequences of the industrial organic food chain. 8.W.RBPK.7 (W.8.7) • I can list the criteria of credible research sources. 8.W.RBPK.7 (W.8.7) • I can choose the most effective search terms to 	<p>Work Time A. Mini Lesson and Shared Reading: Using Search Terms Effectively</p> <p>Reason: In this lesson, students extend their research on the consequences of Pollan’s industrial organic food chain through independent research. Students will discuss the information they find in their</p>

<p>Materials</p> <ul style="list-style-type: none"> • What Makes a Source Accurate and Credible? anchor chart (new; teacher-created; see supporting materials) • Researcher’s notebook (one per student, and the one that was displayed and filled out as a model in Lesson 3) • “Lunch or Junk” article (one per student) • Effective Search Terms Are ... anchor chart (new; teacher-created; see supporting materials) • Exit Ticket: Developing a Supporting Research Question: Consequences of Industrial Organic Food Chain (from Lesson 5) • Research task card (one per student) 	<p>Effectively (10 minutes)</p> <p>B. Research, Read, and Record (23 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Refining the Research Question (5 minutes)</p> <p>4. Homework</p> <p>A. Finish filling out the researcher’s notebook for your article (if necessary).</p> <p>B. Use the consequences you recorded from your research article to add to your personal Industrial Organic Food Chain Cascading Consequences chart. Add new consequences in a different color so they are easy to see. Remember that some of the consequences might be new and some might be cascading consequences from consequences you have already listed.</p>	<p>find relevant research sources to answer my research question.</p> <p>8.W.RBPK.8 (W.8.8)</p> <ul style="list-style-type: none"> • I can identify the relevant information in a research source to answer my research question. 8.W.RBPK.8 (W.8.8) <p><u>Ongoing Assessment</u></p> <p>None</p> <p><u>Protocols</u></p> <p>None</p>	<p>research teams and add to their team Cascading Consequences charts for this food chain. The addition of other perspectives on Pollan’s food chains will round out students’ research and prepare them to craft their own arguments for the end of unit assessment, as well as in Unit 3.</p> <p>Work Time B. Research, Read, and Record</p> <p>Reason: Students practice determining credibility, accuracy, and effective search terms, using these skills to conduct independent research on the consequences of the industrial organic food chain.</p>
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<p><u>Module 4 Unit 2 Lesson 7</u></p> <p>Adding to Cascading Consequences and Stakeholders: Industrial Organic Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>stakeholder, citation</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Researcher’s notebook (one per student, distributed in Lesson 3) • Team Industrial Organic Food Chain Cascading Consequences chart (started in Lesson 5) • Sticky notes (at least eight per student) • Industrial Organic Food Chain Cascading Consequences chart (for teacher reference, from Lesson 5) • Research articles (from Lesson 6) • Stakeholders chart 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Creating a Team Cascading Consequences Chart (17 minutes)</p> <p>B. Creating a Stakeholders Chart (15 minutes)</p> <p>C. Mini Lesson Reviewing Citations (6 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Citing Research in MLA (5 minutes)</p> <p>4. Homework</p> <p>A. Start your Local Sustainable Food Chain Cascading Consequences chart.</p> <p>– Numbered Heads 1 and 2 reread pages 143–150 and 161–166 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain</p>	<ul style="list-style-type: none"> • I can use my research to add to the Cascading Consequences chart for Michael Pollan’s industrial organic food chain. 8.W.RBPK.7 (W.8.7) • I can determine the stakeholders affected by the consequences of Michael Pollan’s industrial organic food chain. 8.W.RBPK.7 (W.8.7) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Cascading Consequences charts • Stakeholders charts • MLA citations in researcher’s notebooks <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Creating a Team Cascading Consequences Chart</p> <p>B. Creating a Stakeholders Chart</p> <p>Reason: This lesson is very similar in structure to Lesson 3. In order to gradually release students, in this lesson students are given a blank Stakeholders chart and you model how to fill it out by adding just a couple of stakeholders with student input before students finish it in teams.</p> <p>Students will have done citations in other grades and modules; however, this lesson contains a refresher of when to use citations and the proper format. This will be a good reminder to students that, as they begin to think about answering the guiding question, they will need to use text-based evidence to support their claims—and that citing that evidence properly is very important.</p>
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<p>(one per student and one for display; see Lesson 4)</p> <ul style="list-style-type: none"> • Industrial Organic Stakeholders chart (answers, for teacher reference) • Correct Citations anchor chart (new; teacher-created; see supporting materials) • Blank 8" x 11" paper (one piece per student) 	<p>Cascading Consequences chart.</p> <ul style="list-style-type: none"> – Numbered Heads 3 and 4 reread pages 166–170 and 182–192 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. 		
<p>Module 4 Unit 2 Lesson 8</p> <p>Determining Cascading Consequences Using The Omnivore’s Dilemma: Local Sustainable Food Chain</p> <p>Lesson Vocabulary</p> <p>cascading, consequence</p> <p>Materials</p> <ul style="list-style-type: none"> • Chart paper (one per research team) • Markers (four different colors per 	<p>Opening</p> <p>A. Unpacking Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Research Teams Create Local Sustainable Cascading Consequences Charts (20 minutes)</p> <p>B. Team Share (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Developing a Supporting Research Question</p>	<ul style="list-style-type: none"> • I can determine the cascading consequences of the local sustainable food chain using <i>The Omnivore’s Dilemma</i>. 8.RI.CS.5 (RI.8.5) • I can develop a supporting research question to help me focus my research. 8.W.RBPK.7 (W.8.7) <p>Ongoing Assessment</p>	<p>Work Time A. Research Teams Create Local Sustainable Cascading Consequences Chart</p> <p>Reason: This is the first of three lessons focused on the local sustainable food chain. The lesson is very similar to Lesson 5, although in order to gradually release students to work more independently, in this lesson there is no teacher modeling. Teams go straight into creating their team Cascading Consequences charts; however, if you have students or teams struggling</p>

<p>research team)</p> <ul style="list-style-type: none"> Consequences Conversation task cards (one per student, from Lesson 5) Local Sustainable Food Chain Cascading Consequences chart (for teacher reference) Researcher’s roadmap (one per student, from Lesson 2) Good Supporting Research Questions Are ... anchor chart (from Lesson 2) Exit Ticket: Developing a Supporting Research Question: Consequences of Local Sustainable Food Chain (one per student) 	<p>(10 minutes)</p> <p>4. Homework</p> <p>A. In your researcher’s notebook, record some search terms you might use in an internet search engine to find articles that will help to answer your research question.</p>	<ul style="list-style-type: none"> Team Local Sustainable Food Chain Cascading Consequences chart Exit Ticket: Developing a Supporting Research Question: Consequences of Local Sustainable Food Chain <p><u>Protocols</u></p> <p>None</p>	<p>with this process, consider creating a mini lesson to address the problems and/or reteaching the skill to a group of students.</p>
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<p><u>Module 4 Unit 2 Lesson 9</u></p> <p>Further Research: Local Sustainable Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Effective Search Terms Are ... anchor chart (created in Lesson 6) • Researcher’s notebooks (one per student, started in Lesson 3) • What Makes a Source Credible and Accurate? anchor chart (created in Lesson 3) • Paraphrasing anchor chart (created in Lesson 3) • Correct Citations anchor chart (created in Lesson 7) • Exit Ticket: Developing a Supporting Research Question: Consequences of Local Sustainable Food Chain (completed in Lesson 8) 	<p>Opening</p> <p>A. Reviewing Homework (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Review Researcher’s Notebook and Research Anchor Charts (5 minutes)</p> <p>B. Research, Read, and Record (28 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Popcorn Sharing (5 minutes)</p> <p>4. Homework</p> <p>A. Finish filling out the researcher’s notebook for your research articles from this lesson.</p>	<ul style="list-style-type: none"> • I can use research skills to determine consequences of the local sustainable food chain. 8.W.RBPK.7 (W.8.7) • I can cite sources using MLA format. 8.W.RBPK.8 (W.8.8) • I can choose the most effective search terms to find relevant research sources to answer my research question. 8.W.RBPK.8 (W.8.8) • I can evaluate the credibility and accuracy of a source. 8.W.RBPK.8 (W.8.8) • I can quote and paraphrase others’ work while avoiding plagiarism. 8.W.RBPK.8 (W.8.8) • I can identify the relevant information in a research source to answer my research question. 8.W.RBPK.8 (W.8.8) <p><u>Ongoing Assessment</u></p> <p>Researcher’s notebook</p> <p><u>Protocols</u></p>	<p>Work Time B. Research, Read, and Record</p> <p>Reason: This lesson is very similar in structure to Lessons 3 and 6. By this lesson, the research process and use of the Researcher’s Notebook should be more familiar to students and, as a result, they should require less modeling and support. Keep in mind that this is the last lesson in which students practice research skills before the mid-unit assessment, so anything that students are struggling with should be reviewed in this lesson to ensure students are successful in the mid-unit assessment.</p>
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<ul style="list-style-type: none"> Research task cards (distributed in Lesson 6) 		None	
<p><u>Module 4 Unit 2 Lesson 10</u></p> <p>Adding to Cascading Consequences and Stakeholders: Local Sustainable Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>Stakeholder</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Researcher’s notebooks (one per student, distributed in Lesson 3) Team Local Sustainable Food Chain Cascading Consequences chart (one per team, started 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Creating a Team Cascading Consequences Chart (12 minutes)</p> <p>B. Creating a Stakeholders Chart (18 minutes)</p> <p>C. Mini Lesson: Speaking Skills (9 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Generating Criteria for Effective Speaking Skills</p>	<ul style="list-style-type: none"> I can use my research to add to the Cascading Consequences chart for Michael Pollan’s local sustainable food chain. 8.W.RBPK.7 (W.8.7) I can determine the stakeholders affected by the consequences of Michael Pollan’s local sustainable food chain. 8.W.RBPK.7 (W.8.7) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Team Local Sustainable Food Chain Cascading 	<p>Work Time A. Creating a Team Cascading Consequences Chart</p> <p>B. Creating a Stakeholders Chart</p> <p>C. Mini Lesson: Speaking Skills</p> <p>Reason: This lesson is very similar in structure to Lessons 4 and 7. In order to gradually release them, in this lesson students are given a blank Stakeholders chart. They then work in pairs within their teams.</p> <p>In preparation for the end of</p>

<p>in Lesson 8)</p> <ul style="list-style-type: none"> Stakeholders chart (one per student; see Lesson 4) Local Sustainable Stakeholders chart (for teacher reference) Lined paper (one piece per student) Video: Birke Baehr—“What’s Wrong with Our Food System” Effective Speaking Skills anchor chart (new; teacher-created) 	<p>Anchor Chart (4 minutes)</p> <p>4. Homework</p> <p>A. Choose an excerpt of three to four paragraphs from <i>The Omnivore’s Dilemma</i> that particularly appeals to you. Practice presenting it like a speech following the Effective Speaking Skills criteria you generated and prepare to present to another student in the next lesson.</p>	<p>Consequences charts</p> <ul style="list-style-type: none"> Local Sustainable Stakeholders charts <p><u>Protocols</u></p> <p>None</p>	<p>the unit assessment, which requires students to give an oral presentation, students analyze and create an anchor chart for effective speaking skills. Students already touched on this briefly at the end of Unit 1 when they had to advocate persuasively. It may be a good idea to refer students to the Advocating Persuasively Criteria anchor chart (from Unit 1, Lesson 12).</p>
<p><u>Module 4 Unit 2 Lesson 11</u></p> <p>Mid-Unit Assessment: Research Simulation</p> <p><u>Lesson Vocabulary</u></p> <p>None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> Effective Speaking Skills anchor chart (from Lesson 10) Speaking Skills Practice Directions (one for display; see supporting 	<p>Opening</p> <p>A. Practicing Speaking Skills (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 2 Assessment: Research Simulation (35 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Pair/Share: What Have You Learned about Research? (3</p>	<ul style="list-style-type: none"> I can devise a research question to help me focus my research. 8.W.RBPK.7 (W.8.7) I can identify the relevant information in a research source to answer my research question. 8.W.RBPK.8 (W.8.8) I can evaluate the credibility and accuracy of a source. 8.W.RBPK.8 (W.8.8) I can choose the most effective search terms to find relevant 	<p>Work Time A. Mid-Unit 2 Assessment: Research Simulation</p> <p>Reason: This lesson launches the Mid-Unit 2 Assessment, which assesses the research skills students have been practicing throughout this unit. The assessment, a research simulation, is designed to mimic the research process within the confines of an on-paper assessment. While this task is not the optimal test of students’ research skills, it creates a uniformity that</p>

<p>materials)</p> <ul style="list-style-type: none"> • Correct Citations anchor chart (from Lesson 7) • Mid-Unit 2 Assessment: Research Simulation—Food Deserts (one per student) • Mid-Unit 2 Assessment: Research Simulation—Food Deserts (answers, for teacher reference) • Blank 8" x 11" paper (one piece per student) • Grade 8 2-Point Short Response Rubric (for teacher reference; see teaching notes) 	<p>minutes)</p> <p>4. Homework</p> <p>A. Start your Hunter-Gatherer Food Chain Cascading Consequences Chart</p>	<p>research sources to answer my research question. 8.W.RBPK.8 (W.8.8)</p> <ul style="list-style-type: none"> • I can quote and paraphrase others' work while avoiding plagiarism. 8.W.RBPK.8 (W.8.8) • I can cite sources using MLA format. 8.W.RBPK.8 (W.8.8) <p><u>Ongoing Assessment</u></p> <p>Mid-Unit 2 Assessment: Research Simulation</p> <p><u>Protocols</u></p> <p>None</p>	<p>allows you to assess what students have been practicing in class. Their in-class practice has been very authentic, and this assessment aims to capture this practice on paper.</p>
<p><u>Module 4 Unit 2 Lesson 12</u></p> <p>Determining Cascading Consequences Using The Omnivore's Dilemma: Hunter-Gatherer Food Chain</p> <p><u>Lesson Vocabulary</u></p>	<p>Opening</p> <p>A. Unpacking Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Research Teams Create Hunter-Gatherer Cascading Consequences Chart (20 minutes)</p>	<ul style="list-style-type: none"> • I can determine the cascading consequences of the hunter-gatherer food chain using <i>The Omnivore's Dilemma</i>. 8.W.RBPK.7 (W.8.7) • I can develop a supporting research question to help me focus my research. 8.W.RBPK.7 (W.8.7) 	<p>Work Time A. Research Teams Create Hunter-Gatherer Cascading Consequences Chart</p> <p>Reason: This lesson is very similar in structure to Lessons 1, 5, and 8. Teams create a</p>

<p>Cascading, consequence</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Chart paper (one per research team) • Markers (four different colors per research team) • Consequences Conversation task card (one per student, from Lesson 5) • Hunter-Gatherer Food Chain Cascading Consequences chart (for teacher reference) • Researcher’s roadmap (one per student, from Lesson 2) • Good Supporting Research Questions Are ... anchor chart (from Lesson 2) • Exit Ticket: Developing a Supporting Research Question: Consequences of Hunter-Gatherer Food Chain (one per student) 	<p>B. Team Share (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Develop a Research Question (10 minutes)</p> <p>4. Homework</p> <p>A. In your researcher’s notebook, record some search terms you might use in an internet search engine to find articles that will help to answer your research question.</p>	<p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Team Hunter-Gatherer Food Chain Cascading Consequences chart • Exit Ticket: Developing a Supporting Research Question: Consequences of Hunter-Gatherer Food Chain <p><u>Protocols</u></p> <p>None</p>	<p>team Hunter-Gatherer Food Chain Cascading Consequences chart.</p>
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<p><u>Module 4 Unit 2 Lesson 13</u></p> <p>Further Research: Hunter-Gatherer Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Feedback from the mid-unit assessment (one per student, completed in Lesson 11) • Researcher’s notebook (one per student, started in Lesson 3) • Effective Search Terms Are ... anchor chart (created in Lesson 6) 	<p>Opening</p> <p>A. Feedback from the Mid-Unit Assessment (5 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Research, Read, and Record (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Reflection (5 minutes)</p> <p>4. Homework</p> <p>A. Finish filling out the</p>	<ul style="list-style-type: none"> • I can use research skills to determine consequences of the hunter-gatherer food chain. 8.W.RBPK.7 (W.8.7) • I can devise a research question to help me focus my research. 8.W.RBPK.7 (W.8.7) • I can identify the relevant information in a research source to answer my research question. 8.W.RBPK.8 (W.8.8) • I can evaluate the credibility and accuracy of a source. 8.W.RBPK.8 (W.8.8) • I can choose the most effective search terms to 	<p>Work Time A. Research, Read, and Record</p> <p>Reason: This lesson is very similar in structure to Lessons 3, 6, and 9. At this point, students have completed the process of gradual release and have learned the research skills outlined in the standards for this module. Thus, this lesson provides students a final opportunity to practice researching, and does not introduce any new skills. Students get about five minutes more of research time, and should be comfortable with the researcher’s notebook and task card. As a result, students will have more time to search</p>

<ul style="list-style-type: none"> Exit Ticket: Developing a Supporting Research Question: Consequences of the Hunter-Gatherer Food Chain (completed in Lesson 12) Research task cards (one per student, started in Lesson 12) Exit Ticket: Reflection Questions (one per student) 	<p>researcher’s notebook for your article.</p>	<p>find relevant research sources to answer my research question. 8.W.RBPK.8 (W.8.8)</p> <ul style="list-style-type: none"> I can quote and paraphrase others’ work while avoiding plagiarism. 8.W.RBPK.8 (W.8.8) I can cite sources using MLA format. 8.W.RBPK.8 (W.8.8) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Researcher’s notebook Exit Ticket: Reflection Questions <p><u>Protocols</u></p> <p>None</p>	<p>for articles relevant to the hunter-gatherer food chain, which may prove more difficult than for the previous food chains.</p>
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<p><u>Module 4 Unit 2 Lesson 14</u></p> <p>Adding to Cascading Consequences and Stakeholders: Hunter-Gatherer Food Chain</p> <p><u>Lesson Vocabulary</u></p> <p>Taking a position</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Researcher’s notebook (one per student, distributed in Lesson 3) • Team Hunter-Gatherer Food Chain Cascading Consequences chart (one per team, started in Lesson 12) • Hunter-Gatherer Food Chain Cascading Consequences chart (for teacher reference, from Lesson 12) • Stakeholders chart (one per student; see Lesson 4) • Hunter-Gatherer Stakeholders chart (for 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Creating a Team Cascading Consequences Chart (13 minutes)</p> <p>B. Creating a Stakeholders Chart (18 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Considering a Position (12 minutes)</p> <p>4. Homework</p> <p>A. Familiarize yourself with the Taking a Position graphic organizer and be ready to begin work on it in the next class period.</p>	<ul style="list-style-type: none"> • I can use my research to add to the Cascading Consequences chart for Michael Pollan’s hunter-gatherer food chain. . 8.W.RBPK.7 (W.8.7) • I can determine the stakeholders affected by the consequences of Michael Pollan’s hunter-gatherer food chain. 8.W.RBPK.7 (W.8.7) <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> • Team Hunter-Gatherer Food Chain Cascading Consequences charts • Hunter-Gatherer Stakeholders charts <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Creating a Team Cascading Consequences Chart</p> <p>B. Creating a Stakeholders Chart</p> <p>Reason: This is the final lesson in which teams create a Stakeholders chart, so students work on their own to complete their Hunter-Gatherer Stakeholders charts in this lesson.</p> <p>This is the last lesson in which students consider consequences and stakeholders of food chains. In the next three lessons, students will be writing a presentation speech to answer the question: Which of Michael Pollan’s four food chains would best feed the United States?</p>
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<p>teacher reference)</p> <ul style="list-style-type: none"> All four of the Cascading Consequences charts and all four of the Stakeholders charts (from Lessons 1–14) Taking a Position graphic organizer (one per student) 			
<p><u>Module 4 Unit 2 Lesson 15</u></p> <p>Writing a Position Speech: Which Food Chain Would Be Best?</p> <p><u>Lesson Vocabulary</u></p> <p>Counterclaim</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> End of Unit 2 Assessment: Position Speech Prompt and Steps (one per student) Position Speech Rubric (one per student) Video: Birke Baehr—“What’s Wrong with 	<p>Opening</p> <p>A. Unpacking Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing a Position Speech (12 minutes)</p> <p>B. Completing Position Speech Graphic Organizer (28 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Partner Share (3 minutes)</p> <p>4. Homework</p> <p>A. Finish your Position Speech</p>	<ul style="list-style-type: none"> I can make a claim supported by reasons and evidence from research. 8.SL.PKI.4 <i>(SL.8.4)</i> <p><u>Ongoing Assessment</u></p> <ul style="list-style-type: none"> Position Speech Rubric (content section only for Birke Baehr speech) Completed Position Speech graphic organizer <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Analyzing a Position Speech (12 minutes)</p> <p>B. Completing Position Speech Graphic Organizer (28 minutes)</p> <p>Reason: This is the first of three lessons dedicated fully to the End of Unit 2 Assessment. In this lesson, students watch the Birke Baehr speech once more.</p> <p>To fully understand how to organize their own speeches, students outline Birke Baehr’s argument on the same graphic organizer they will use. Then, in Work Time B, they complete the Position Speech graphic organizer for</p>

<p>Our Food System”</p> <ul style="list-style-type: none"> • Position Speech graphic organizer (one per student) • Class Industrial Food Chain Cascading Consequences chart (from Lessons 1–4) • Sticky notes (10 per student) 	<p>graphic organizer.</p> <p>B. Use your Position Speech graphic organizer to write your position speech. Remember to use relevant evidence, sound reasoning, and well-chosen details.</p>		<p>their own speeches.</p> <p>The Position Speech graphic organizer lays the foundation for the position paper students will write in Unit 3. It is essentially a first draft of their outline for their paper.</p>
<p><u>Module 4 Unit 2 Lesson 16</u></p> <p>Creating a Visual Component for the Speech: End of Unit Assessment Preparation and Practice</p> <p><u>Lesson Vocabulary</u></p> <p>visual component, clarify, emphasis</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Position Speech Rubric (from Lesson 15; plus fresh copies, one per student) • Class Industrial Food Chain Cascading Consequences chart 	<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson—Using a Visual Component in a Speech (8 minutes)</p> <p>B. Choosing Visual Components for Presentation and Practicing (8 minutes)</p> <p>C. Speech Practice (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Peer Feedback (7 minutes)</p>	<ul style="list-style-type: none"> • I can demonstrate effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation). 8.SL.PKI.4 (SL.8.4) • I can appropriately use a visual component to clarify, support, and emphasize the content of my speech. 8.SL.PKI.4 (SL.8.4) <p><u>Ongoing Assessment</u></p>	<p>Work Time A. Mini Lesson—Using a Visual Component in a Speech</p> <p>B. Choosing Visual Components for Presentation and Practicing</p> <p>C. Speech Practice</p> <p>Reason: In this lesson, students comb through their personal and team Cascading Consequences charts for information to choose a visual component to support their end of unit speech. The task requires them the think about how to best support their speeches with a visual cue, and how to best integrate a visual element into their</p>

<p>(from Lessons 1–4)</p> <ul style="list-style-type: none"> Effective Speaking Skills anchor chart (from Lesson 10) 	<p>4. Homework</p> <p>A. Use the suggestions from peer feedback to practice your presentation for the end of unit assessment tomorrow.</p>	<p>None</p> <p>Protocols</p> <p>None</p>	<p>presentations. The use of the visual component during the presentation will provide a higher level of engagement for both the speaker and the audience.</p>
<p>Module 4 Unit 2 Lesson 17</p> <p>End of Unit 2 Assessment: Presentation of Position</p> <p>Lesson Vocabulary</p> <p>Adapt, formal</p> <p>Materials</p> <ul style="list-style-type: none"> End of Unit 2 Assessment: Presentation of Position Adapting a Speech anchor chart (new; teacher-created) Formal and Informal Speech excerpt examples (one for display) Position Speech Rubric 	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Adapting a Speech (10 minutes)</p> <p>B. End of Unit 3 Assessment: Presenting Position Speeches and Adapting Speeches (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Partner Share (3 minutes)</p> <p>4. Homework</p> <p>A. Finish adapting your</p>	<ul style="list-style-type: none"> I can present my claim about which food chain would best feed all the people in the United States using relevant evidence, sound reasoning, and well-chosen details. 8.SL.PKI.4 (SL.8.4) I can adapt my speech for an audience of adults. 8.SL.PKI.4 (SL.8.4) <p><u>Ongoing Assessment</u></p> <p>End of Unit 2 Assessment:</p>	<p>Work Time A. Mini Lesson: Adapting a Speech</p> <p>B. End of Unit 3 Assessment: Presenting Position Speeches and Adapting Speeches</p> <p>Reason: In this lesson, students present their position speeches to answer the question: Which of Michael Pollan’s four food chains would best feed the United States? Students present in their groups and you will circulate to each group, listening to each student present and assessing them using the Position Speech Rubric (for teacher reference). Please note that, depending on the size of your</p>

<p>(from Lesson 15)</p> <ul style="list-style-type: none"> • Lined paper (one piece per student) • Position Speech Rubric (for teacher reference; enough copies to assess each student) 	<p>speech for an adult audience if you didn't finish it in the lesson.</p>	<p>Position Speech</p> <p><u>Protocols</u></p> <p>None</p>	<p>class, it may take more than one lesson to assess every student.</p>
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Eighth Grade Module 4: Sustainability of the US Food Supply Chain

Position Paper: Which of Michael Pollan's Four Food Chains Would You Choose to Feed the United States?

Module 4 Unit 3 Overview

In Unit 3, students use their research and their position speech from Unit 2 to write a position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States? The paper must include a claim to answer the question, two reasons for making that claim, and evidence to support each of the reasons. There must also be a counterclaim and response. Students analyze a model position paper to guide them in the writing process and plan their essay one paragraph at a time. For the performance task at the end of the unit, students create a visual representation of their position paper.

Mid-Unit 3 Assessment: Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States?

This assessment centers on CCSS ELA W.8.1, W.8.1a, W.8.1b, and W.8.1e. Students draft a position paper to answer the question: Which of Michael Pollan's four food chain would you choose to feed the United States? Their position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons. It should also include a counterclaim and a response to that counterclaim. Students use their position speech from the End of Unit 2 Assessment as a basis for their position paper.

End of Unit 3 Assessment: Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States?

This assessment centers on CCSS ELA RI.8.1, W.8.1, W.8.1c, W.8.1d, and W.8.9. Students write a final draft of their position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States?

Unit Lesson	Agenda	Learning Targets	Prioritized Task
<p><u>Module 4 Unit 3 Lesson 1</u></p> <p>Analyzing a Model Position Paper</p> <p><u>Lesson Vocabulary</u></p> <p>gist, structure, stakeholders, consequences</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • End of Unit 3 Assessment: Position Paper Prompt (one per student and one to display) • Equity sticks • Position Paper Rubric (one per student and one to display) • Model position paper (one per student and one to display) • Chart paper • Qualities of a Strong Position Paper anchor chart (new; teacher-created; see Work Time C) <p>Quote Sandwich organizers (two per student)</p>	<p>Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Unpacking the Prompt and Introducing the Rubric (8 minutes)</p> <p>B. Reading the Model Position Paper for Gist and Analyzing the Content (15 minutes)</p> <p>C. Analyzing the Structure of the Model Position Paper (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Assessing the Model against the Rubric (10 minutes)</p> <p>4. Homework</p> <p>A. Quote Sandwich organizers: To prepare to draft the first body paragraph of your position paper (in which you are going to provide evidence to support one of your reasons for making your choice of food chain), use the evidence on your Position Speech graphic organizer and in your position</p>	<ul style="list-style-type: none"> • I can find the gist of the model position paper. 8.W.TTP.1 (W.8.1) • I can determine the main ideas of a model position paper. 8.W.TTP.1 (W.8.1) • I can analyze the structure of a model literary essay. 8.W.TTP.1 (W.8.1) <p><u>Ongoing Assessment</u></p> <p>Gist annotations on model position paper</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Unpacking the Prompt and Introducing the Rubric</p> <p>B. Reading the Model Position Paper for Gist and Analyzing the Content</p> <p>C. Analyzing the Structure of the Model Position Paper</p> <p>Reason: This lesson launches the end of unit assessment, in which students will write a position paper to answer the question: Which of Michael Pollan’s four food chains would you choose to feed the United States? Students have already done a lot of the thinking for this paper when writing their position speeches for the End of Unit 2 Assessment, so the focus of this unit is turning that speech into a position paper.</p> <p>In this lesson, students are asked to consider the difference between a position speech and a position paper and to analyze a model position paper to help them understand that difference. Students will use the evidence they gathered in Unit 2 to write their position paper.</p>

	<p>speech from Unit 2 to fill out two Quote Sandwich organizers.</p>		
<p><u>Module 4 Unit 3 Lesson 2</u></p> <p>Planning Body Paragraphs of Position Paper and Beginning Mid-Unit 3 Assessment</p> <p><u>Lesson Vocabulary</u></p> <p>gist, structure, stakeholders, consequences</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Document camera • Correct Citations anchor chart (from Unit 2) • End of Unit 2 Assessment: Position Paper Prompt (from Lesson 1) • Model position paper (from Lesson 1) • Quote Sandwich organizers (from Lesson 1; three per student and one to display) • Position Speech graphic organizer (from Unit 2) • Position speech (from Unit 	<p>1. Opening</p> <p>A. Unpacking Learning Targets (1 minute)</p> <p>B. Reviewing MLA Citation (3 minutes)</p> <p>2. Work Time</p> <p>A. Planning Body Paragraph 2 (17 minutes)</p> <p>B. Planning Body Paragraph 3 (17 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Begin Mid-Unit 3 Assessment: Drafting Body Paragraphs in Position Paper (7 minutes)</p> <p>4. Homework</p> <p>A. Finish drafting the body paragraphs of your position paper.</p>	<ul style="list-style-type: none"> • I can organize my evidence for each body paragraph into a Quote Sandwich. 8.W.TTP.1 (W.8.1) • I can use my Quote Sandwiches to draft the body paragraphs of my position paper. 8.W.TTP.1 (W.8.1) <p><u>Ongoing Assessment</u></p> <p>Quote Sandwich organizers for Body Paragraphs 1, 2, and 3.</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Planning Body Paragraph 2</p> <p>B. Planning Body Paragraph 3</p> <p>3. Closing and Assessment</p> <p>A. Begin Mid-Unit 3 Assessment: Drafting Body Paragraphs in Position Paper</p> <p>Reason: In this lesson, students use the Quote Sandwich organizer to plan Body Paragraphs 2 and 3 of their position paper. As students fill out their organizer, circulate to check they are filling it out in a way that will be useful to them when drafting their body paragraphs.</p> <p>At the end of the lesson, students begin the Mid-Unit 3 assessment as they begin drafting their body paragraphs. As this draft will be assessed, ensure students do this independently.</p>

<p>2)</p> <ul style="list-style-type: none"> Qualities of a Strong Position Paper anchor chart (from Lesson 1) Position Paper Rubric (from Lesson 1; one per student and one to display) Mid-Unit 3 Assessment: Draft Position Paper: Which of Michael Pollan’s four food chains would best feed the United States? (one per student) Lined paper (two pieces per student) 			
<p><u>Module 4 Unit 3 Lesson 3</u></p> <p>Mid-Unit Assessment: Draft of Position Paper</p> <p><u>Lesson Vocabulary</u></p> <p>introduction, conclusion, clause, peer critique</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> End of Unit 3 Assessment: Position Paper Prompt (from Lesson 1) Adapting a Speech anchor chart (from Unit 2, Lesson 	<p>1. Opening</p> <p>A. Unpacking Learning Targets (3 minutes)</p> <p>B. Language Mini Lesson: Formal Style and Words, Phrases, and Clauses to Connect Ideas (8 minutes)</p> <p>2. Work Time</p> <p>A. Studying the Model and Drafting an Introductory Paragraph (17 minutes)</p> <p>B. Studying the Model and Drafting a Concluding Paragraph (15</p>	<ul style="list-style-type: none"> I can draft the introductory and concluding paragraphs of my position paper. 8.W.TTP.1 (W.8.1) I can use words, phrases, and clauses to show the relationship between the ideas in my position paper. 8.W.TTP.1 (W.8.1) I can maintain a formal style in my position paper. 8.W.TTP.1 (W.8.1) 	<p>Work Time A. Studying the Model and Drafting an Introductory Paragraph</p> <p>B. Studying the Model and Drafting a Concluding Paragraph</p> <p>Reason: This lesson provides a mini lesson on language use to meet the expectations of W.8.1c and d. Students will be encouraged to keep this learning in mind as they draft their essays.</p> <p>In this lesson, students draft the introductory and concluding paragraphs of their End of Unit 3 Assessment position paper. They</p>

<p>17)</p> <ul style="list-style-type: none"> • Model position paper (from Lesson 1) • Equity sticks • Qualities of a Strong Position Paper anchor chart (from Lesson 1) • Mid-Unit 3 Assessment: Position Paper Draft: Which of Michael Pollan’s four food chains would best feed the United States? (from Lesson 2) • Lined paper (one piece per student) 	<p>minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reviewing Learning Targets (2 minutes)</p> <p>4. Homework</p> <p>A. None</p>	<p><u>Ongoing Assessment</u></p> <p>Mid-Unit 3 Assessment: Draft Position Paper</p> <p><u>Protocols</u></p> <p>None</p>	<p>revisit the model to get a firm grounding in what their introduction and conclusion should include. Thinking through the content deeply is critical. Students have already written their body paragraphs.</p> <p>By the end of this lesson, students should have finished their draft position paper for their end of unit assessment.</p>
<p><u>Module 4 Unit 3 Lesson 4</u></p> <p>Introducing the Performance Task Prompt and Beginning a Visual Representation</p> <p><u>Lesson Vocabulary</u></p> <p>Visual representation</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Performance Task description (one per student) 	<p>Opening</p> <p>A. Reviewing the Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. Introducing the Performance Task (15 minutes)</p> <p>B. Producing a Visual Representation (23 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Pair Share (5 minutes)</p>	<ul style="list-style-type: none"> • I can produce a visual representation of my position paper. 8.W.PDW.4 (W.8.4) <p><u>Ongoing Assessment</u></p> <p>Performance task: visual representations</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Introducing the Performance Task</p> <p>B. Producing a Visual Representation</p> <p>Reason: In this lesson, you introduce the performance task. Encourage students to be creative and use the sample provided only as a guide. If your class has computers easily accessible, students may want to create their performance tasks on them; if not, have large paper and markers readily available.</p>

<ul style="list-style-type: none"> • Performance Task sample (one per student) • Chart paper • Effective Visual Representation anchor chart (new; teacher-created; see Work Time A) • Photocopy of Mid-Unit 3 Assessment: Draft Position Paper (one photocopy of each student’s first draft, for them to reference during this lesson) • Computers (optional) • Markers (optional) • Chart paper (optional; one per student) 	<p>4. Homework</p> <p>A. Continue working on your visual representation.</p>		
<p><u>Module 4 Unit 3 Lesson 5</u></p> <p>End of Unit Assessment: Final Position Paper</p> <p><u>Lesson Vocabulary</u></p> <p>Formal style</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Draft Position Paper (from 	<p>Opening</p> <p>A. Reviewing the Learning Target (4 minutes)</p> <p>B. Receiving Feedback (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit Assessment: Final Draft of Position Paper (31 minutes)</p> <p>3. Closing and Assessment</p>	<ul style="list-style-type: none"> • I can write the final draft of my position paper. 8.W.TTP.1 (W.8.1) <p><u>Ongoing Assessment</u></p> <p>End of Unit 3 Assessment: Final Draft of Position Paper</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. End of Unit Assessment: Final Draft of Position Paper</p> <p>Reason: Be prepared to return students’ Mid-Unit 3 Assessment: Draft Position Paper from Lesson 2 to students with star and step feedback based on Row 2 of the Position Paper Rubric.</p> <p>Some students may not finish their final draft during this lesson. Consider whether or not to allow them to finish their essays at a later time, but before the next lesson.</p>

<p>Lesson 2; with teacher feedback)</p> <ul style="list-style-type: none"> • End of Unit 3 Assessment: Position Paper Prompt (from Lesson 1) • Lined paper (two pieces per student) • Position Paper Rubric (from Lesson 1) 	<p>A. Pair Share (5 minutes)</p> <p>4. Homework</p> <p>A. Continue working on the visual representation of your position paper.</p>		<p>Assess final position papers using the Position Paper Rubric.</p>
<p><u>Module 4 Unit 3 Lesson 6</u></p> <p>Final Performance Task: Sharing Visual Representations of Position Papers</p> <p><u>Lesson Vocabulary</u></p> <p>None</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Performance Task Prompt: Visual Representation of Position Paper (from Lesson 4) • Performance Task: Visual Representations (from Lesson 4) • Sticky notes (10–15 per student) 	<p>Opening</p> <p>A. Reviewing the Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. Finishing Visual Representations of Position Papers (10 minutes)</p> <p>B. Gallery Walk of Performance Task: Visual Representations of Position Papers (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. One-Word Whip-around (8 minutes)</p> <p>4. Homework</p> <p>None.</p>	<ul style="list-style-type: none"> • I can share my visual representation of my position paper with my class. 8.W.PDW.4 (W.8.4) <p><u>Ongoing Assessment</u></p> <p>Performance task: visual representations</p> <p><u>Protocols</u></p> <p>None</p>	<p>Work Time A. Finishing Visual Representations of Position Papers</p> <p>B. Gallery Walk of Performance Task: Visual Representations of Position Papers</p> <p>Reason: Today is a celebration of all the hard work students have put in throughout the module. Offer your congratulations and consider ways in which you may want to make today’s Gallery Walk feel like a party.</p> <p>In advance: Review Gallery Walk protocol (see Appendix).</p>

