



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 1: Lesson 3**

## **Analyzing Author's Purpose: Industrial Food Chain**



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Analyzing Author’s Purpose:  
Industrial Food Chain

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine an author’s point of view or purpose in informational text. (RI.8.6)  
 I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)  
 I can identify the argument and specific claims in a text. (RI.8.8)

Supporting Learning Targets	Ongoing Assessment
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- I can describe Michael Pollan’s purpose on page 25 of *The Omnivore’s Dilemma*.
- I can identify the conflicting evidence and viewpoints Michael Pollan has used on page 25 and explain how he responds to them.

- Food Chain graphic organizer
- Author’s Purpose graphic organizer

Agenda	Teaching Notes
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1. Opening
  - A. Engaging the Reader: Chapter 3 of *The Omnivore’s Dilemma* (6 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Mini Lesson: Introduction to Author’s Purpose (8 minutes)
  - B. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (22 minutes)
3. Closing and Assessment
  - A. Sharing: Author’s Purpose Graphic Organizer (7 minutes)
4. Homework
  - A. Read Chapter 5 of *The Omnivore’s Dilemma*.
  - B. Continue to add to your Food Chain graphic organizer for Michael Pollan’s industrial food chain.

- 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.
- 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. In subsequent lessons, students will gradually become more independent at filling out this organizer in preparation for the mid-unit assessment. Please note that as this is the first lesson in which students use this organizer, they may need additional time to fill it out. Please adjust the time accordingly.
- For homework, students read a chapter of the text. Note that as this is a long and quite complex text, students will not read every chapter. The most engaging chapters that are the most relevant to the standards have been selected for the students to read.
- In advance: Read page 25 and the answer key for the Author’s Purpose graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials).
- Post: Learning targets



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Lesson Vocabulary	Materials
purpose, conflicting	<ul style="list-style-type: none"><li>• <i>The Omnivore's Dilemma</i>, Young Readers Edition (book; one per student)</li><li>• Food Chain graphic organizer (begun in Lesson 2; one per student and one to display)</li><li>• Industrial Food Chain graphic organizer (answers, for teacher reference)</li><li>• 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)</li><li>• Author's Purpose anchor chart (new; teacher-created)</li><li>• Page 25: Author's Purpose graphic organizer (one per student)</li><li>• Page 25: Author's Purpose graphic organizer (answers, for teacher reference)</li></ul>



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Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Chapter 3 of <i>The Omnivore’s Dilemma</i> (6 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their text <i>The Omnivore’s Dilemma</i>. Remind students that for part of their homework they were to read Chapter 3 and continue filling out their <b>Food Chain graphic organizer</b> for Michael Pollan’s industrial food chain.</li> <li>• Select students to share what they recorded on their organizers. Add student ideas to the Food Chain graphic organizer that you began filling out with the class in the previous lesson. See the <b>Industrial Food Chain graphic organizer (answers, for teacher reference)</b> to guide students toward the information their notes should include. Invite students to add to and revise their organizers where they think necessary based on what they hear from other people in their triad.</li> </ul> <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:           <ul style="list-style-type: none"> <li>* “I can describe Michael Pollan’s purpose on page 25 of <i>The Omnivore’s Dilemma</i>.”</li> <li>* “I can identify the conflicting evidence and viewpoints Michael Pollan has used on page 25 and explain how he responds to them.”</li> </ul> </li> <li>• Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>* “What does ‘Michael Pollan’s <i>purpose</i>’ mean? What do you think you are you going to be doing to achieve that learning target?”</li> </ul> </li> <li>• Listen for students to explain that they are going to determine why he wrote that page in the book.           <ul style="list-style-type: none"> <li>* “What does <i>conflicting</i> mean?”</li> <li>* “What is ‘conflicting evidence and viewpoints’?”</li> </ul> </li> <li>• Listen for students to explain that conflicting means it goes against, and that it is evidence and viewpoints that go against Michael Pollan’s.</li> </ul>	<ul style="list-style-type: none"> <li>• Opening the lesson by asking students to share their homework makes students accountable for completing homework. It also gives you the opportunity to monitor which students have not been completing their homework.</li> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Reviewing academic vocabulary words benefits all students developing academic language.</li> </ul>



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Work Time	Meeting Students’ Needs
<p><b>A. Mini Lesson: Introduction to Author’s Purpose (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students you will be displaying several <b>different types of text</b>. First, show them a novel. Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>* “Why does an author usually write a novel like this? What is the purpose of the text?”</li> </ul> </li> <li>• Listen for them to explain that novels are usually to entertain the reader and to help them escape into other worlds away from their own. Ensure that students recognize that they may also inform/teach the reader something at the same time as entertaining them. For example, a novel set at a certain time in history, like the Civil War, may inform the reader of real facts and information about that time/event in history. Start an <b>Author’s Purpose anchor chart</b> and add:           <ul style="list-style-type: none"> <li>– To entertain/help the reader to escape</li> <li>– To inform/teach</li> </ul> </li> <li>• Show students an informational text (for example, an encyclopedia). Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>* “Why does an author write an informational text like this? What is the purpose of the text? What is the author trying to do?”</li> </ul> </li> <li>• Listen for students to explain that an informational text informs and teaches the reader about the topic of the book. Some students may suggest that informational texts can be entertaining as well as informative. If so, ask them to provide an example that has led them to suggest that. As “inform/teach” has already been added to the anchor chart, it doesn’t need to be added again.</li> <li>• Next, show students song lyrics, a poetry book, or a journal. Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>* “Why does an author write song lyrics/a poetry book/a journal like this?”</li> </ul> </li> <li>• Listen for students to explain that an author writes it to express his or her feelings. Record on the Author’s Purpose anchor chart:           <ul style="list-style-type: none"> <li>– To express themselves/their feelings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> <li>• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Finally, show students <i>The Omnivore’s Dilemma</i>. Ask them to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “What about this book? Why did Michael Pollan write this book?”</li> </ul> </li> <li>• Listen for students to explain that it is an informational text, so Pollan wrote it to inform and teach people, but also to persuade them to think carefully about the foods they buy, by presenting arguments. Record on the Author’s Purpose anchor chart:               <ul style="list-style-type: none"> <li>– To persuade the reader.</li> </ul> </li> <li>• Ask students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “So what is the difference between an informational text and a text to persuade the reader by arguing a point? How do you know whether a text is purely informational to inform and teach or whether it is trying to persuade you by presenting an argument? If you were writing an argument to persuade someone of something, what would it look like?”</li> </ul> </li> <li>• Listen for students to explain that a purely informational text contains just facts that don’t persuade you to believe anything in particular, whereas a persuasive argument contains a claim supported by evidence. Make it clear that sometimes the evidence to support a claim can be facts, but those facts are presented with a claim so we know it is an argument.</li> <li>• Add details to the Author’s Purpose anchor chart:               <ul style="list-style-type: none"> <li>– To inform/teach with facts and information</li> <li>– To persuade the reader by presenting arguments with a claim and evidence and reasoning to support the claim; this evidence is sometimes facts</li> </ul> </li> </ul> <p><b>B. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (22 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get into triads. Remind them that as they just discussed, some parts of <i>The Omnivore’s Dilemma</i> contain facts and information to inform/teach you about where your food comes from and what happens to it, some parts try to persuade you to eat a certain way or to not eat certain foods, and some parts do both at once. Explain that today they will analyze an excerpt on page 25 to determine the author’s purpose.</li> <li>• Display and distribute <b>Page 25: Author’s Purpose graphic organizer</b>. Invite students to spend 2 minutes reading the graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Ask students:               <ul style="list-style-type: none"> <li>* “What do you notice?”</li> <li>* “What do you wonder?”</li> </ul> </li> <li>• Focus the class on Part 2 of the organizer. Ask students to discuss in triads:               <ul style="list-style-type: none"> <li>* “What is a conflicting viewpoint or conflicting evidence?”</li> </ul> </li> <li>• Listen for students to explain that a conflicting viewpoint or evidence goes against what Michael Pollan believes.               <ul style="list-style-type: none"> <li>* “Why might Michael Pollan present viewpoints or evidence that goes against his own in his writing?”</li> </ul> </li> <li>• Students may struggle with this and may need guiding toward the idea that he would use conflicting viewpoints and evidence to have something to argue against, so that we understand what the other points of view are and why we shouldn’t believe/trust them. Guide students to understand that a claim with evidence is a result of careful critical thinking and deep knowledge about something that is complicated, and that a good writer researches his subject carefully and learns a lot about it. He does not make a claim until he has real, true evidence to support it. Part of that is recognizing differing opinions and reasoning from them.</li> <li>• Ask students to read page 25 with the questions on the Page 25: Author’s Purpose graphic organizer in mind.</li> <li>• Ask them to discuss in their triads:               <ul style="list-style-type: none"> <li>* “What is the author’s purpose on page 25? Is it to entertain? Is it to inform? It is to persuade? Is it more than one of those things?”</li> <li>* “How do you know? Is Michael Pollan giving us just facts? Or is he making a claim and supporting it with evidence? Or is he doing both?”</li> <li>* “What is he saying about seed companies here? Does he make you think they are good or bad? How?”</li> <li>* “Which details from the text can you use to support your claim?”</li> </ul> </li> <li>• Invite students to help you to partially fill out the first three boxes of the Page 25: Author’s Purpose graphic organizer. Model filling out only one detail from the text in the How Do You Know? box. See the <b>Page 25: Author’s Purpose graphic organizer (answers, for teacher reference)</b> for a suggestion of how to model filling it out. Invite students to work in triads to finish filling out the first three boxes on their graphic organizer using the model as a starting point. Remind them of the Teammates Consult protocol in which they discuss and come to an agreement about what to write before they all pick up their pens to write at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li> <li>• Providing models of expected work supports all students, especially challenged learners.</li> <li>• Use of protocols (like Teammates Consult) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Focus students’ attention on Part 2 of the organizer. Ask students to discuss in their triads:               <ul style="list-style-type: none"> <li>* “What claim is Michael Pollan making here?”</li> <li>* “What evidence does he use to support his claim?”</li> </ul> </li> <li>• Use student responses and the answer key to model how to partially fill out the first two boxes of Part 2. Model filling out only one of the evidence boxes. Point out that some of the details they took from the text in Part 1 could be used again here. Invite students to work in triads to finish filling out the first two boxes of Part 2 on their graphic organizer using the model as a starting point.</li> <li>• Ask students to discuss in triads:               <ul style="list-style-type: none"> <li>* “What conflicting viewpoint or evidence does Pollan use? Remember that <i>conflicting</i> means a viewpoint that goes against his claim and the argument he is making.”</li> </ul> </li> <li>• Students may struggle with this and may need guiding toward the idea that one conflicting viewpoint that Michael Pollan touches on is that GMO corn promises even higher yields and opens up a world of possibilities for the plant. This is a conflicting viewpoint because it implies that the GMO seeds the seed companies are creating produce higher yields, which could mean benefits for the farmer in terms of the amount of corn they can produce, and the higher profit they can make.</li> <li>• Use student responses and the answer key to model how to fill out the box about conflicting viewpoint and evidence. Invite students to work in triads to fill out that box on their graphic organizer using the model as a starting point.</li> <li>• Ask students to discuss in their triads:               <ul style="list-style-type: none"> <li>* “How has Michael Pollan responded to the conflicting viewpoint or evidence? Has he argued against it? Or has he mentioned it briefly but without many details?”</li> </ul> <p>Use student responses and the answer key to model how to fill out the box about how Michael Pollan responds to conflicting viewpoint and evidence. Invite students to work in triads to fill out that box on their graphic organizer using the model as a starting point.</p> </li> </ul>	





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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Sharing: Author’s Purpose Graphic Organizer (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to pair up with someone else from another triad to share their completed Page 25: Author’s Purpose graphic organizer. Invite them to revise their organizer based on what they see on the other person’s organizer where they think necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• . Having students pair up with someone else to compare their work can give students the opportunity to gain a deeper understanding, to learn from peers, and to improve their own work as a result.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read Chapter 5 of <i>The Omnivore’s Dilemma</i>.</li> <li>• Continue to add to your Food Chain graphic organizer for Michael Pollan’s industrial food chain.</li> </ul>	



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# Grade 8: Module 4: Unit 1: Lesson 3

## Supporting Materials



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Industrial Food Chain Graphic Organizer:  
Answers for Teacher's Reference

**Additional Information**

- The same businesses that create new seed, also sell tools and fertilizer. They also make processed food and other products using cheap corn. (Ch. 3)
- Government is also involved in the chain. It helps keep prices of corn low. (Ch. 3)
- Not an ecological/natural loop in which nitrogen is recycled. That is how it used to be. (Ch. 3)
- Raw materials are turned into a finished product. (Ch. 3)

**1. Inputs:**

**What resources are used to grow the food (crops and animals)?**

- Pioneer Hi-Bred 34H31 seed from agribusiness company (Ch. 2)
- Genetically modified seeds (Ch. 2)
- Weed killer (Ch. 2)
- Ammonium nitrate fertilizer (Ch. 3)
- Pesticide (Ch. 3)
- Fossil fuels for pesticides, tractors, harvesting, drying and transporting (Ch. 3)
- Corn for cattle feed (Ch. 5)
- Liquefied fat, protein supplement, liquid vitamins, antibiotic drugs, alfalfa hay and stems and leaves of corn plants (Ch. 5)
- Mill to grind the corn for cattle feed (Ch. 5)

**2. Growing**

**(crops and animals):**

**Describe where the food grows. What does it look like? What happens to make the food grow?**

**How is the food harvested?**

- Corn grows close together; 30,000 plants per acre (Ch. 2)
- Harvested with large machines (Ch. 2)
- Corn farms are very big (Ch. 2)
- First stage in production of hamburgers: cattle spend first 6 months in a pasture with mother eating a "salad bar of grasses" (Ch. 5)
- Densely packed animal cities (Ch. 5)
- Feed mill is in center
- Dusty from dried up manure

**3. After the Harvest:**

**Where does it go next?**

**How is it processed?**

- Grain elevator buys corn and soybeans (Ch. 3)
- Farmer brings corn to grain elevator ; it is weighed, graded and he is paid (Ch. 4)
- Some goes to feed lots where it is ground up into animal feed by the feed mill (Ch. 5)
- *We don't read the chapter on processing corn (ch. 4) and the text doesn't really talk about processing the meat*

- Extra nitrogen fertilizer (Ch. 3)
- Manure from feed lots ("toxic waste") (Ch. 5)
- Bacteria from feed lots (Ch. 5)

**6. Unintended Outputs:**

**Besides the actual food, what else is produced?**

- Corn (Ch. 2)
- Meat (Ch. 5)
- People get to eat more meat because it's cheaper (Ch. 5)
- High-fructose corn syrup, soda , snack foods, ketchup, mustard, bread, cereal, relishes, crackers, hot dogs, ham (Ch. 7)
- *Does it look like this link goes with number 6? It's supposed to be for #5*

**5. Consumers:**

**What is the product they get? How does it impact them?**

*Not described in the assigned chapters*

**4. Transportation:**

**How is it moved from the farm to the factory or from the factory to the consumer?**



Page 25: Author's Purpose Graphic Organizer

Name:

Date:

**Part 1: Author's Purpose**

Food chain:

Page numbers:

What is the author's purpose for this excerpt of text?

How do you know? Support your answer with at least three details from the text.

1.

2.

3.



**Part 2: Conflicting Viewpoints and Evidence**

If the purpose of the text is to **persuade** you to believe or to do something by presenting an argument:

What claim is the author making?

What evidence does the author use to support the claim?

1.

2.

3.

What conflicting viewpoints has the author put forward? Why?

How has the author responded to the conflicting viewpoints?



**Part 1: Author's Purpose**

Food chain: *Industrial*

Page numbers: 25

What is the author's purpose for this excerpt of text?

*To inform and persuade.*

How do you know? Support your answer with at least three details from the text.

*He tries to persuade us that the seed companies make life difficult for farmers by making farmers pay a lot of money each year for hybrid and GMO seeds, even when they are facing hard times. He uses the facts about GMO corn to both inform us about what GMO means and as part of his argument about how seed companies are making life difficult for farmers.*

- 1. To inform: "It is created in a laboratory by adding genes to corn DNA. The new genes don't come from corn plants. They might come from a bacteria or some other organism."*
- 2. To persuade: "Soon the only way for a farmer to compete was to buy hybrid seed from seed companies. Even if farmers face hard times, the seed companies continue to make money year after year, selling farmers something they used to grow themselves."*
- 3. To persuade: "When Monsanto, or some other corporation, invents a new type of corn, it belongs to them and they can charge farmers for the right to grow it."*



**Part 2: Conflicting Viewpoints and Evidence**

If the purpose of the text is to **persuade** you to believe or to do something by presenting an argument:

What claim is the author making?

*Seed companies make life difficult for farmers by making farmers pay a lot of money each year for hybrid and GMO seeds, even when they are facing hard times.*

What evidence does the author use to support the claim?

1. *“Soon the only way for a farmer to compete was to buy hybrid seed from seed companies. Even if farmers face hard times, the seed companies continue to make money year after year, selling farmers something they used to grow themselves.”*

*“These new GMO seeds could be a bonanza for the seed companies.”*

3. *“When Monsanto, or some other corporation, invents a new type of corn, it belongs to them and they can charge farmers for the right to grow it.”*

What conflicting viewpoints has the author put forward? Why?

*Michael Pollan uses GMO corn to provide another reason for why the seed companies are bad, but he also mentions the good things about GMO corn that we can infer would be positive for farmers. He says, “Genetically modified corn seed (or GMO, for genetically modified organism) promises even higher yields than hybrid seed.... This opens up a whole new world of possibilities for the plant and its breeders.”*

How has the author responded to the conflicting viewpoints?

*He has mentioned a few good things about GMO corn, but rather than elaborating and providing details about how this could be positive for the farmers, he leads into continuing to explain why the seed companies are bad.*