



EXPEDITIONARY  
LEARNING

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

## **Reading for Gist, Answering Text-Dependent Questions, and Determining Author's Purpose: Industrial Food Chain**



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Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose:  
Industrial Food Chain

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

- I can determine a theme or the central ideas of an informational text. (RI.8.2)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)
- 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 use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
  - I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - I can consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - I can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Supporting Learning Targets

- I can find the gist of pages 47–49 of *The Omnivore’s Dilemma*.
- I can read closely to answer questions about pages 47–49 of *The Omnivore’s Dilemma*.
- I can describe the purpose of Michael Pollan in the excerpt from *The Omnivore’s Dilemma*.
- I can identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them.

Ongoing Assessment

- Gist annotated on sticky notes
- New vocabulary on word-catcher
- Answers to text-dependent questions
- Author’s Purpose graphic organizer



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Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Chapter 5 of <i>The Omnivore's Dilemma</i> (6 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reading for Gist and Unfamiliar Vocabulary: Pages 47–49 of <i>The Omnivore's Dilemma</i> (12 minutes)</li><li>B. Text-Dependent Questions, Pages 47–49 (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Determining Author's Purpose and Conflicting Evidence or Viewpoints (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read pages 76–82 and finish filling out the Food Chain graphic organizer for the industrial food chain.</li><li>B. Read Chapter 10. Remember to record any new vocabulary on your word-catcher.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• Based on the needs of your class, consider adding extra time to work with vocabulary.</li><li>• Students may still require a lot of support identifying the conflicting viewpoint or evidence and determining how Michael Pollan has responded to it, as it isn't obvious.</li><li>• In advance: Read pages 47–49 (up to "Steer Number 534") considering the gist of each paragraph, the answers to the text-dependent questions students will be asked, and the author's purpose and conflicting evidence and viewpoints (see the answer key for the text-dependent questions and Author's Purpose graphic organizer in supporting materials).</li><li>• Post: Learning targets</li></ul>



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Lesson Vocabulary	Materials
<p>gist, author's purpose, conflicting evidence and viewpoints; ramrod-straight, prairie, feedlot, manure, steer, government subsidies, subsidizing, fertilizer, resident, densely</p>	<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; from Lesson 3)</li><li>• Reading Closely: Guiding Questions handout (one for display)</li><li>• Sticky notes (at least 10 per student)</li><li>• Word-catcher (from Lesson 2; students may need a new copy if they filled out the one they have)</li><li>• Dictionaries (enough for students to be able to reference them quickly while reading)</li><li>• Text-Dependent Questions: Pages 47–49 of <i>The Omnivore's Dilemma</i> (one per student)</li><li>• Text-Dependent Questions: Pages 47–49 of <i>The Omnivore's Dilemma</i> (answers, for teacher reference)</li><li>• Pages 47–49: Author's Purpose graphic organizer (one per student)</li><li>• Pages 47–49: Author's Purpose graphic organizer (answers, for teacher reference)</li></ul>



Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose:

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Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Chapter 5 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 5 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. Use student ideas to add to the displayed 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> (from Lesson 3) 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 the class model.</li> </ul> <p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite the class to read the learning targets with you:           <ul style="list-style-type: none"> <li>* “I can find the gist of pages 47–49 of <i>The Omnivore’s Dilemma</i>.”</li> <li>* “I can read closely to answer questions about pages 47–49 of <i>The Omnivore’s Dilemma</i>.”</li> <li>* “I can describe the purpose of Michael Pollan in the excerpt from <i>The Omnivore’s Dilemma</i>.”</li> <li>* “I can identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them.”</li> </ul> </li> <li>• Remind students that they have already seen these learning targets in the previous lessons and of what <i>gist</i>, <i>author’s purpose</i>, and <i>conflicting evidence and viewpoints</i> mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Opening the lesson by asking students to share their homework makes them accountable for completing the 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>



Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose:  
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Work Time	Meeting Students’ Needs
<p><b>A. Reading for Gist and Unfamiliar Vocabulary: Pages 47–49 of <i>The Omnivore’s Dilemma</i> (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students on the description of the industrial food chain on page 5. Invite students to read that food chain again to refresh their memory of what it is about.</li> <li>• Tell students they are going to read pages 47–49 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages for homework.</li> <li>• Remind students of Topic, Information, and Ideas on the Questioning Texts row of the <b>Reading Closely: Guiding Questions</b> <b>handout</b>.</li> <li>• Tell students that they are going to reread from the beginning of Chapter 5 up to “Steer Number 534” on page 49 for the gist.</li> <li>• Remind students to write their annotations of the gist of each paragraph on <b>sticky notes</b> to stick in the margin of the book. Ask them to use their <b>word-catcher</b> to record any new vocabulary. Remind students that if they still aren’t sure what the word means after looking for context clues, they are to look in a <b>dictionary</b>, and if they can’t find the definition there, they should leave the Definition column blank to be discussed with the whole group later.</li> <li>• Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for pages 47–49.</li> <li>• Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it in the margin.</li> <li>• Invite students to pair up with a different student to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven’t been able to figure out the meaning of.</li> <li>• Refocus the whole group and invite students to share any unfamiliar vocabulary words they found on pages 47–49 along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. Ensure that a student verifies the meaning for the whole class in a dictionary. To keep things moving, if no one else knows what the word means, tell students what it means.</li> <li>• Students may struggle with the following words, so be sure to address them here: ramrod-straight, prairie, feedlot, manure, steer, government subsidies, subsidizing, fertilizer.</li> <li>• Remind class members to record new words on their word-catcher.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing academic vocabulary words benefits all students developing academic language. Consider allowing students to grapple with a complex text before explicit teaching of vocabulary. After students have read for the gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.</li> <li>• Inviting students to say the gist aloud to a partner or the teacher before writing can give them the confidence to record their ideas and ensure they know what to write.</li> <li>•</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Explain that many words we use today have Greek and Latin origins, either in the root of the word and/or in the affixes, and that becoming familiar with some of these can help us figure out the meaning of unfamiliar words.</li> <li>• Focus students on the word <i>resident</i>, specifically the “sid” part of this word, on page 48. Ask:               <ul style="list-style-type: none"> <li>* “What word does ‘sid’ sound like?”</li> </ul> </li> <li>• Select volunteers to share their responses. Listen for them to explain that “sid” sounds like “sit.” Tell students that “sid” is Latin and means sit or live. Ask:               <ul style="list-style-type: none"> <li>* “So what is a <i>resident</i>?”</li> </ul> </li> <li>• Cold call students to share their responses. Listen for them to say that it means someone who lives there.</li> <li>• Focus students on <i>densely</i>, specifically the “dens” part of this word, on page 49. Explain that “dens” is Latin for thick, so <i>densely</i> means thickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from having access to “hint cards,” small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Check back in the third paragraph on page 2.”</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>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Text-Dependent Questions, Pages 47–49 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get into the triads they have been working with since the beginning of the unit. Tell them that now they are going to dig deeper into this section of the text to understand it fully.</li><li>• Distribute <b>Text-Dependent Questions: Pages 47–49 of <i>The Omnivore's Dilemma</i></b>.</li><li>• Tell students they are going to work through the questions on this handout. Remind them of the Teammates Consult protocol in which they discuss the answer and come to an agreement before they all pick up their pens at the same time to write the answer on their recording form.</li><li>• Circulate to assist students in answering the questions. Ask questions to encourage students to refer to the text: * “How did you come to that answer? Can you use a detail from the text to support your answer? Can you point out to that answer in the text?”</li></ul> <p>Invite students to pair up with someone else from another triad to discuss and compare their answers. Invite students to revise their answers if they think necessary based on what they see in the answers of the person they are working with.</p>	<ul style="list-style-type: none"><li>• 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 a deeper understanding.</li><li>• Some students may benefit from having access to “hint cards,” small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Check back in the third paragraph on page 2.”</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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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that as they discussed in the previous lesson, different kinds of texts have different purposes. Remind them that 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, students are going to analyze pages 47–49 to determine the author’s purpose.</li> <li>• Distribute <b>Pages 47–49: Author’s Purpose graphic organizer</b>. Ask students to reread pages 47–49 keeping the questions on this graphic organizer in mind.</li> <li>• Ask students to discuss in triads:               <ul style="list-style-type: none"> <li>* “What is the author’s purpose on pages 47–49? 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 CAFOs here?”</li> <li>* “Which details from the text can you use to support your claim?”</li> </ul> </li> <li>• Invite students to work in triads to discuss and fill out the first three boxes of Part 1 of their Pages 47–49: Author’s Purpose graphic organizer.</li> <li>• Move on to focus students’ attention on Part 2 of the organizer. Ask students to discuss in 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>• Invite students to continue working in triads to discuss and fill out the first two boxes of Part 2 of their Pages 47–49: Author’s Purpose 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> <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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Closing and Assessment (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Ask students to Think-Pair-Share:               <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> </li> <li>• Students may struggle with this and may need guiding toward the idea that although Michael Pollan is giving a positive outcome of CAFOs, he is explaining that it comes at a cost.</li> <li>• Invite students to continue working in triads to fill out that box on their graphic organizer.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read pages 76–82 and finish filling out the Food Chain graphic organizer for the industrial food chain.</li> <li>• Read Chapter 10. Remember to record any new vocabulary on your word-catcher.</li> </ul>	



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

## Supporting Materials



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Text-Dependent Questions

Pages 47-49 of *The Omnivore's Dilemma*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
1. Why had “the stench of the place been rising for more than a mile?”	
2. How often does the corn mill run?	
3. What does the corn mill do?	
4. What does CAFO stand for?	
5. What is the difference between the “old-fashioned” way of raising cattle on small family farms and raising cattle in CAFOs?	
6. According to Michael Pollan, what is bad about raising cattle in CAFOs?	



Text-Dependent Questions

Pages 47-49 of *The Omnivore's Dilemma* (Answers, for Teacher Reference)

Questions	Notes
1. Why had “the stench of the place been rising for more than a mile?”	<i>The cattle were standing or lying in manure.</i>
2. How often does the corn mill run?	<i>It runs 12 hours a day, seven days a week.</i>
3. What does the corn mill do?	<i>It turns the corn into cattle feed.</i>
4. What does CAFO stand for?	<i>Concentrated Animal Feeding Operation</i>
5. What is the difference between the “old-fashioned” way of raising cattle on small family farms and raising cattle in CAFOs?	<i>On small family farms, cattle were raised in pastures, eating grass and hay. Cattle that are raised in CAFOs live in densely packed “animal cities” and eat corn.</i>
6. According to Michael Pollan, what is bad about raising cattle in CAFOs?	<i>The waste from CAFOs causes toxic pollution. The feedlots are breeding grounds for deadly bacteria, which get into our food. Because the animals are forced to eat corn, they are not very healthy and they make us unhealthy.</i>



Pages 47-49: 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.



Pages 47-49: Author's Purpose Graphic Organizer

**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?



Pages 47-49: Author's Purpose Graphic Organizer  
Answers for Teacher's Reference

**Part 1: Author's Purpose**

Food chain: *Industrial*

Page numbers: *47-49*

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 old-fashioned, small family farm way of raising cattle in pastures was better than CAFOs because it caused less pollution and fewer health concerns. In doing so, he also informs us of some facts about CAFOs.*

- 1. To inform: "Twelve hours a day, seven days a week, the mill noisily turns America's river of corn into cattle feed."*
- 2. To persuade: "The waste from CAFOs is a huge source of very toxic pollution. Tons of animal manure are produced with no good way of disposing of it."*
- 3. To persuade: "The feedlots are also breeding grounds for new and deadly bacteria. Some of these bacteria are finding their way into our food."*





Pages 47-49: Author's Purpose Graphic Organizer  
Answers for Teacher's Reference

**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?

*The old-fashioned, small family farm way of raising cattle in pastures was better than CAFOs because it caused less pollution and fewer health concerns.*

What evidence does the author use to support the claim?

1. *"The old-fashioned way of raising cattle, like the old-fashioned way of growing corn, was on the small family farm. Cattle were raised in pastures, eating grass and hay—the food they naturally eat."*

2. *"The waste from CAFOs is a huge source of very toxic pollution. Tons of animal manure are produced with no good way of disposing of it."*

3. *"The feedlots are also breeding grounds for new and deadly bacteria. Some of these bacteria are finding their way into our food."*

What conflicting viewpoints has the author put forward? Why?

*Michael Pollan provides us with a positive outcome of CAFOs by explaining that because of them, meat is now cheap enough for many of us to eat it three times a day, rather than it being a special treat as it used to be. He says, "Eating meat used to be a special occasion in most American homes. Thanks to CAFOs, meat is now so cheap that many of us eat it three times a day."*

How has the author responded to the conflicting viewpoints?

*Although Michael Pollan is giving a positive outcome of CAFOs, he does so with a sarcastic tone. The "Thanks" at the beginning of the sentence suggests a sarcastic tone, as does the negative sentence after it, "Of course, the American taxpayers have already paid part of the cost by subsidizing corn."*