



EXPEDITIONARY  
LEARNING

## **Grade 8: Module 4: Unit 1: Lesson 7**

### **Mid-Unit Assessment: Analyzing Author's Purpose in Speech and Text**



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Mid-Unit Assessment:  
Analyzing Author’s Purpose in Speech and Text

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 analyze the purpose of information presented in different media and formats. (SL.8.2)
- I can evaluate the motives behind a presentation. (SL.8.2)
- 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 describe the purpose and motives of the speech by Birke Baehr and Michael Pollan on pages 73–75 of *The Omnivore’s Dilemma*.
- I can identify the conflicting evidence and viewpoints in pages 73–75 of *The Omnivore’s Dilemma* and explain how Michael Pollan responds to them.

Ongoing Assessment

- Mid-Unit 1 Assessment



Mid-Unit Assessment:  
Analyzing Author’s Purpose in Speech and Text

Agenda	Teaching Notes
<p>1. 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"> <li>• In Part 1 of today’s assessment, students listen to a speech by 11-year-old Birke Baehr and take notes. A video of the speech can be found here : <a href="http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html#267000">http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html#267000</a>.</li> <li>• 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.</li> <li>• 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.</li> <li>• The final activity in the Closing is not part of the assessment. This activity pushes student thinking further in comparing the speech and the excerpt of text, as the two are linked in content.</li> <li>• In advance: <ul style="list-style-type: none"> <li>- Prepare the necessary technology to play Birke Baehr’s speech: “What’s Wrong with Our Food System?” (a TED Talk).</li> <li>- Create a blank Venn diagram titled “Industrial Food According to Baehr and Pollan” on chart paper or board (for a model Venn diagram, see Appendix).</li> </ul> </li> <li>• After this lesson, assess student responses on the mid-unit 1 assessment using the NYS 2-Point Rubric—Short Response.</li> </ul>



Mid-Unit Assessment:  
Analyzing Author’s Purpose in Speech and Text

Lesson Vocabulary	Materials
purpose, motives, conflicting	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Analyzing Author’s and Speaker’s Purpose (one per student)</li> <li>• Birke Baehr’s speech: “What’s Wrong with Our Food System?” (see teaching notes)</li> <li>• <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student)</li> <li>• Mid-Unit 1 Assessment: Analyzing Author’s and Speaker’s Purpose (answers, for teacher reference)</li> <li>• NYS 2-Point Rubric—Short-Response (for teacher reference)</li> <li>• Venn diagram: Industrial Food According to Baehr and Pollan (blank, with “Baehr” over left-hand circle and “Pollan” over right-hand circle)</li> <li>• Food Chain graphic organizer (from Lesson 6)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they have been studying speakers’ and authors’ points of view, and how speakers and authors respond to conflicting viewpoints. They will be using these skills to complete today’s assessment on author’s purpose.</li> <li>• Invite students to read the learning targets with you: <ul style="list-style-type: none"> <li>* “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>.”</li> <li>* “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.”</li> </ul> </li> <li>• Invite students to turn and talk to a partner about how they have been practicing these learning targets during the first half of this unit.</li> <li>• Ask students to show a thumbs-up if they feel confident about the targets, a thumb-sideways if they feel somewhat confident, or a thumbs-down if they do not feel confident. Clarify as needed.</li> </ul>	<ul style="list-style-type: none"> <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>



Mid-Unit Assessment:  
Analyzing Author’s Purpose in Speech and Text

Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit 1 Assessment, Part 1: Listening to and Analyzing Speech by Birke Baehr (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange student seating in an assessment-conducive formation to allow for independent listening, thinking, and writing. Remind students that they have already completed Author’s Purpose graphic organizers for a text passage in an earlier lesson and for a speech in yesterday’s lesson.</li> <li>• Inform students that they will be using the same graphic organizer for this assessment. Encourage students by telling them their hard work and practice with the author’s purpose will serve them on this assessment.</li> <li>• Explain that they will first watch, listen to, and take notes on a speech titled “What’s Wrong with Our Food System?”, by an 11-year-old boy named Birke Baehr. Then they will read an excerpt from pages 73–75 of <i>Omnivore’s Dilemma</i>. For both the speech and the text, they will complete an Author’s Purpose organizer.</li> <li>• Distribute <b>Mid-Unit 1 Assessment: Analyzing Author’s and Speaker’s Purpose</b>. Read the instructions for the assessment aloud as students follow along silently. Address any clarifying questions.</li> <li>• Remind students that as this is an assessment, they are not to discuss their answers with other students—they are to work independently.</li> <li>• Invite students to begin listening as you play the <b>Birke Baehr’s speech: “What’s Wrong with Our Food System?”</b>, reminding them to take notes about the gist in the box on the first page of the assessment. Once the speech has ended, ask students to wrap up their notes about the gist.</li> <li>• When students are ready, replay the video clip and instruct them to begin analyzing the author’s purpose of the speech using the organizer on the second page of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction during this study as well as the goals of the assessment.</li> <li>• For some students, this assessment may require more than the time allotted. Consider providing time over multiple days if necessary.</li> </ul>
<p><b>B. Mid-Unit 1 Assessment, Part 2: Analyzing an Excerpt from The Omnivore’s Dilemma (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on Part 2 of the assessment. Ask them to read pages 73–75 of <i>The Omnivore’s Dilemma</i> beginning at: “Can you eat more please?” Remind them that they do not need to take notes for the gist and that they can refer to the excerpt of the text as much as necessary.</li> <li>• When they have finished reading the text, ask students to fill out the Author’s Purpose section. Remind them again to look back at the text as needed.</li> <li>• Make sure students are aware that there is an additional conflicting Viewpoints and Evidence section in Part 2.</li> <li>• Collect both parts of students’ mid-unit 1 assessment and assess using the <b>Mid-Unit 1 Assessment: Analyzing Author’s and Speaker’s Purpose (answers, for teacher reference)</b> and <b>NYS 2-Point Rubric—Short-Response</b>.</li> </ul>	



Mid-Unit Assessment:  
Analyzing Author’s Purpose in Speech and Text

Closing and Assessment	Meeting Students’ Needs
<p><b>A. Venn Diagram: Comparing and Contrasting Speech and Text (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>Venn diagram: Industrial Food According to Baehr and Pollan</b>. Remind students that information in a Venn diagram is organized in circles. Information inside the Baehr circle is unique to the speech. Information inside the Pollan circle is unique to text. Information in the middle section consists of similarities between both Baehr’s speech and the excerpt from Pollan’s book.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What information about industrial food was unique to Birke Baehr’s speech?”</li> </ul> </li> <li>• Select volunteers to share their responses. Add students’ comments to the left-hand side of the Venn diagram. Responses could include:             <ul style="list-style-type: none"> <li>- Corporations convince kids to eat things that aren’t good for them/the environment.</li> <li>- Genetically modified seeds/organisms are “not intended by nature.”</li> <li>- GMO food causes health problems.</li> <li>- Most of the food we eat has been genetically modified.</li> <li>- Most industrial farms use chemical fertilizers in soil, pesticides, and herbicides, which poison our water.</li> <li>- Food is irradiated to make it last longer.</li> <li>- We have a choice: Pay the farmer or pay the hospital.</li> <li>- Kids will eat more fresh food if they are more educated.</li> <li>- Think local, choose organic; know your farm, know your food.</li> </ul> </li> <li>• Next, ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What information about food was unique to the excerpt from the text?”</li> </ul> </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>• 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> </ul>



Mid-Unit Assessment:  
Analyzing Author’s Purpose in Speech and Text

Closing and Assessment (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Select volunteers to share their responses. Add students’ comments to the right-hand side of the Venn diagram. Responses could include:               <ul style="list-style-type: none"> <li>- The government helps pay for food corporations’ raw materials.</li> <li>- Processing food makes people pay more for it.</li> <li>- Companies try to convince us their product is better.</li> <li>- Companies add nutrients to foods after taking them away.</li> <li>- Resistant starch fills up food without filling up the person.</li> </ul> </li> <li>• Finally, ask students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* What information about food was in both the speech and the text?”</li> </ul> </li> <li>• Select volunteers to share their responses. Add students’ comments to the center of the Venn diagram. Responses could include:               <ul style="list-style-type: none"> <li>- Food corporations profit at the expense of people’s health.</li> <li>- Food corporations “add value” to food by making it attractive to consumers.</li> <li>- Food corporations are persuasive.</li> </ul> </li> <li>• After completing the Venn diagram, tell students they’ve done some great noticing about the speech and the text. Give specific, positive feedback on comments that seemed particularly insightful. Tell students they will continue to study and use both speech and text to inform and persuade throughout the module.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read Chapter 14 of <i>The Omnivore’s Dilemma</i> and continue adding to your <b>Food Chain graphic organizer</b> for the local sustainable food chain.</li> </ul>	



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# Grade 8: Module 4: Unit 1: Lesson 7

## Supporting Materials



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**Mid-Unit 1 Assessment:**  
Analyzing Author's and Speaker's Purpose, Part 1 (SL.8.2)

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

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

**Directions for Part 1:**

- Listen to Birke Baehr's speech, "What's Wrong with Our Food System?", while taking notes in the space provided below. Take notes for the gist so you can remember Baehr's main points.
- After listening to the speech and finishing your notes, use information from the speech to complete the Speaker's Purpose section.

**Use the space below to take notes for the gist. Record the main claims of the speaker. This will help you when determining his point of view.**

**Speaker's Purpose**

What is the speaker's purpose or motive for saying what he or she does?



**Mid-Unit 1 Assessment:**  
Analyzing Author's and Speaker's Purpose, Part 1 (SL.8.2)

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

1.

2.

3.

What are the motives of this speech? Why was it made? (To encourage you to buy a product? To encourage you not to buy a product? To inform you about a certain type of food?)

Why do you think that? (Is it just what the speaker said? Is it a camera angle that makes you feel a certain way? Is it images or music that are playing at the same time?)

Provide two pieces of evidence from the clip to support your claim.

1.

2.

**Mid-Unit 1 Assessment:**  
Analyzing Author’s and Speaker’s Purpose, Part 2  
(L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, SL.8.2)

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**Name:**

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**Date:**

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**Directions for Part 2:**

- Read the excerpt “Can You Eat More, Please?” (pages 73–75) from Michael Pollan’s *The Omnivore’s Dilemma*.
- Answer the questions in the Finding Word Meaning section.
- Use information from the text to complete the Author’s Purpose section. Refer to the text as often as you need to.
- Once you’ve determined author’s purpose, complete the Conflicting Viewpoints and Evidence section.

**Finding Word Meaning**

1. Look at the words **inject** and **infused** in the second paragraph on page 74. What common affix do they have?

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2. What does this affix mean?

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3. What do you think “infused” means?

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4. Look in a dictionary to check your answer. What definition does the dictionary give?

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5. Were you right?      Yes      No



**Mid-Unit 1 Assessment:**  
Analyzing Author's and Speaker's Purpose, Part 2  
(L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, SL.8.2)

**Speaker's Purpose**

What is the speaker's purpose for this speech?

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

1.

2.

3.

What are the motives of this speech? Why was it made? (To encourage you to buy a product? To encourage you not to buy a product? To inform you about a certain type of food?)

What claim is the author making?



**Mid-Unit 1 Assessment:**  
Analyzing Author's and Speaker's Purpose, Part 2

Why do you think that? (Is it just what the speaker said? Is it a camera angle that makes you feel a certain way? Is it images or music that are playing at the same time?)

Provide two pieces of evidence from the clip to support your claim.

1.

2.



**Mid-Unit 1 Assessment:**

Analyzing Author's and Speaker's Purpose, Part 1 (SL.8.2) (Answers, for Teacher Reference)

**Directions for Part 1:**

- Listen to Birke Baehr's speech, "What's Wrong with Our Food System?", while taking notes in the space provided below. Take notes for the gist so you can remember Baehr's main points.
- After listening to the speech and finishing your notes, use information from the speech to complete the Speaker's Purpose section.

**Use the space below to take notes for the gist. Record the main claims of the speaker. This will help you when determining his point of view.**

*Problems with industrial food:*

- *Corporations convince kids to eat things that aren't good for them/the environment.*
- *Genetically modified seeds/organisms are "not intended by nature."*
- *GMO food causes health problems.*
- *Most of the food we eat has been genetically modified.*
- *Most industrial farms use chemical fertilizers in soil, pesticides, and herbicides, which poison our water.*
- *Food is irradiated to make it last longer.*

*Solutions:*

- *We have a choice: Pay the farmer or pay the hospital.*
- *Kids will eat more fresh food if they are more educated.*
- *Think local, choose organic; know your farm, know your food.*



Mid-Unit 1 Assessment:

Analyzing Author's and Speaker's Purpose, Part 1 (SL.8.2) (Answers, for Teacher Reference)

**Speaker's Purpose**

What is the speaker's purpose or motive for saying what he or she does?

*Birke Baehr's purpose is to inform and persuade.*

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

*I know this because Baehr brings up numerous problems with the industrial food system and then concludes with his "solution" to eat local and organic foods instead of processed food.*

- 1. To inform: Baehr states that industrial food companies persuade kids to eat their food using advertising and gimmicks.*
- 2. To inform: Baehr states that most of the food we eat is genetically modified or full of pesticides, and is harmful to our health.*
- 3. To persuade: Baehr states that we can make an impact by choosing to eat local and organic foods instead of industrial foods.*

What are the motives of this speech? Why was it made? (To encourage you to buy a product? To encourage you not to buy a product? To inform you about a certain type of food?)

*I think it was made to encourage people to think about the choices they make with the food they buy and eat.*

Why do you think that? (Is it just what the speaker said? Is it a camera angle that makes you feel a certain way? Is it images or music that are playing at the same time?)

Provide two pieces of evidence from the clip to support your claim.

- 1. The supporting visual components emphasize the content of his speech and make us want to think more carefully about the food choices we make. They show data and statistics about our health to encourage us to choose more carefully.*
- 2. What he says – the content of his speech encourages us to think about the choices we make. "It seems to me that we can pay the farmer or we can pay the hospital."*



**Mid-Unit 1 Assessment:**

Analyzing Author's and Speaker's Purpose, Part 1 (SL.8.2) (Answers, for Teacher Reference)

**Directions for Part 2:**

- Read the excerpt “Can You Eat More, Please?” (pages 73–75) from Michael Pollan’s *The Omnivore’s Dilemma*.
- Answer the questions in the Finding Word Meaning section.
- Use information from the text to complete the Author’s Purpose section. Refer to the text as often as you need to.
- Once you’ve determined author’s purpose, complete the Conflicting Viewpoints and Evidence section.

**Finding Word Meaning**

1. Look at the words *inject* and *infused* in the second paragraph on page 74. What common affix do they have?

*In*

2. What does this affix mean?

*To put inside or be inside*

3. So what do you think “infused” means?

*[Student answers will vary.]*

4. Look in a dictionary to check your answer. What definition does the dictionary give?

*[Dependent on dictionary.]*

5. Were you right?                      Yes                      No

*[Student answers will vary on whether they were right or not.]*



Mid-Unit 1 Assessment:

Analyzing Author's and Speaker's Purpose, Part 1 (SL.8.2) (Answers, for Teacher Reference)

<b>Author's Purpose</b>
<p>What is the author's purpose for this excerpt of text?</p> <p><i>Michael Pollan's purpose in this excerpt is to inform and persuade.</i></p>
<p>How do you know? Support your answer with at least three details from the text.</p> <p><i>I know this because Pollan outlines the ways the companies "add value" to products that are unhealthy and use advertising to make a lot of money off these products.</i></p> <p><i>1. To inform: Pollan states that "The U.S. government helps pay for raw materials" for food corporations, and that these corporations make more money than farmers.</i></p> <p><i>2. To persuade: Pollan says consumers "can be convinced to pay a lot more" for corn products if they have been "turned into a funny shape, sweetened, and brightly colored."</i></p> <p><i>3. To persuade: Pollan points out why companies spend so much on advertising—to "convince" people that they "really have added value to corn and soybeans."</i></p>
<b>Conflicting Viewpoints and Evidence</b>
<p>If the purpose of the text is to convince you to believe or to do something by presenting an argument ...</p>
<p>What claim is the author making?</p> <p><i>Industrial food companies make a lot of money by using different tactics to get people to buy their unhealthy food.</i></p>



Mid-Unit 1 Assessment:

Analyzing Author’s and Speaker’s Purpose, Part 1 (SL.8.2) (Answers, for Teacher Reference)

<p><b>What evidence does the author use to support the claim?</b></p>		
<p>1. <i>“Processing food allows companies to charge more for it.”</i></p>	<p>2. <i>People “can be convinced to pay a lot more for the same corn if it has been turned into a funny shape, sweetened, and brightly colored. The industry calls this ‘adding value.’”</i></p>	<p>3. <i>“That’s why food companies spend so much on advertising—to convince us they really have added value to the corn and soybeans.”</i></p>
<p><b>What conflicting viewpoints has the author put forward? Why?</b></p> <p><i>He presents a possible problem the food industry faces: the size of our stomachs.</i></p> <p><i>He says that normal apples are not good enough, and that we need apples that “fight cancer,” “orange juice with calcium,” and “cereal that keeps us from having a heart attack.”</i></p>		
<p><b>How has the author responded to the conflicting viewpoints?</b></p> <p><i>He describes the ways food companies get around the problem of the size of our stomachs by using advertising and “adding value” to their food.</i></p> <p><i>He suggests that people buy the vitamin-enriched foods because they are tricked into thinking they are really healthier.</i></p>		

**Transcript of Birke Baehr’s Speech: “What’s Wrong with Our Food System?”**

(For teacher reference; do NOT distribute to students)

Hello. My name is Birke Baehr, and I’m 11 years old.

I came here today to talk about what’s wrong with our food system. First of all, I would like to say that I’m really amazed at how easily kids are led to believe all the marketing and advertising on TV, at public schools and pretty much everywhere else you look. It seems to me like corporations are always trying to get kids, like me, to get their parents to buy stuff that really isn’t good for us or the planet. Little kids, especially, are attracted by colorful packaging and plastic toys. I must admit, I used to be one of them. I also used to think that all of our food came from these happy little farms where pigs rolled in mud and cows grazed on grass all day.

What I discovered was this is not true. I began to look into this stuff on the Internet, in books and in documentary films, in my travels with my family. I discovered the dark side of the industrialized food system. First, there’s genetically engineered seeds and organisms. That is when a seed is manipulated in a laboratory—like taking the DNA of a fish and putting it into the DNA of a tomato. Yuck. Don’t get me wrong, I like fish and tomatoes, but this is just creepy. (Laughter) The seeds are then planted, then grown. The foods they produce have been proven to cause cancer and other problems in lab animals, and people have been eating food produced this way since the 1990s. And most folks don’t even know they exist. Did you know rats that ate genetically engineered corn had developed signs of liver and kidney toxicity? These include kidney inflammation and lesions and increased kidney weight. Yet almost all the corn we eat has been altered genetically in some way. And let me tell you, corn is in everything. And don’t even get me started on the Confined Animal Feeding Operations, called CAFOS.

Conventional farmers use chemical fertilizers made from fossil fuels that they mix with the dirt to make plants grow. They do this because they’ve stripped the soil from all nutrients from growing the same crop over and over again. Next, more harmful chemicals are sprayed on fruits and vegetables, like pesticides and herbicides, to kill weeds and bugs. When it rains, these chemicals seep into the ground, or run off into our waterways, poisoning our water too. Then they irradiate our food, trying to make it last longer, so it can travel thousands of miles from where it’s grown to the supermarkets.

**Transcript of Birke Baehr’s Speech: “What’s Wrong with Our Food System?”**

(For teacher reference; do NOT distribute to students)

So I ask myself, How can I change? How can I change these things? This is what I found out. I discovered that there’s a movement for a better way. Now, a while back, I wanted to be an NFL football player. I decided that I’d rather be an organic farmer instead. (Applause) Thank you. And that way I can have a greater impact on the world. This man, Joel Salatin, they call him a lunatic farmer because he grows against the system. Since I’m home-schooled, I went to go hear him speak one day. This man, this “lunatic farmer,” doesn’t use any pesticides, herbicides, or genetically modified seeds. And so for that, he’s called crazy by the system.

I want you to know that we can all make a difference by making different choices, by buying our food directly from local farmers, or our neighbors who we know in real life. Some people say organic or local food is more expensive, but is it really? With all these things I’ve been learning about the food system, it seems to me that we can either pay the farmer, or we can pay the hospital. (Applause) Now I know definitely which one I would choose. I want you to know that there are farms out there—like Bill Keener in Sequatchie Cove Farm in Tennessee—whose cows do eat grass and whose pigs do roll in the mud, just like I thought. Sometimes I go to Bill’s farm and volunteer, so I can see up close and personal where the meat I eat comes from. I want you to know that I believe kids will eat fresh vegetables and good food if they know more about it and where it really comes from. I want you to know that there are farmers’ markets in every community popping up. I want you to know that me, my brother, and sister actually like eating baked kale chips. I try to share this everywhere I go.

Not too long ago, my uncle said that he offered my six-year-old cousin cereal. He asked him if he wanted organic Toasted O’s or the sugarcoated flakes—you know, the one with the big striped cartoon character on the front. My little cousin told his dad that he would rather have the organic Toasted O’s cereal because Birke said he shouldn’t eat sparkly cereal. And that, my friends, is how we can make a difference one kid at a time.

So next time you’re at the grocery store, think local, choose organic, know your farmer, and know your food. Thank you.

NYS 2-Point Rubric—Short-Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> <li>• Valid inferences and/or claims from the text where required by the prompt</li> <li>• Evidence of analysis of the text where required by the prompt</li> <li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li> <li>• Complete sentences where errors do not impact readability</li> </ul>
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> <li>• A mostly literal recounting of events or details from the text as required by the prompt</li> <li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Incomplete sentences or bullets</li> </ul>
0 Point	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> <li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>• No response (blank answer)</li> <li>• A response that is not written in English</li> <li>• A response that is unintelligible or indecipherable</li> </ul>

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.