



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit: 1: Overview



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Unit 1: Analyzing Author's Purpose and Evaluating Claims in *The Omnivore's Dilemma*

In this unit, 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.

Guiding Questions and Big Ideas

- **What journey does food take before it gets to your plate?**
- **What is the author's purpose? Why did they write that?**
- **Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?**
- *Understanding diverse points of view helps us live in an increasingly diverse society.*
- *When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.*



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|---------------------------------|---|
| <p>Mid-Unit 1 Assessment</p> | <p>Analyzing Author's Purpose in Speech and Text This assessment centers on NYSP12 ELA CCLS L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, and SL.8.2. There are two parts to this assessment. In Part 1, students analyze the speaker's purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan's purpose in a new excerpt of <i>The Omnivore's Dilemma</i>. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoints. In both Parts 1 and 2 of the assessment, students record their thinking on graphic organizers.</p> |
| <p>End of Unit 1 Assessment</p> | <p>Evaluating Claims and Advocating Persuasively This assessment centers on NYSP12 ELA CCLS RI.8.8, RI.8.9a, W.8.9b, SL.8.2, and SL.8.3. There are two parts to this assessment. In Part 1, students evaluate the claims in a speech and a new excerpt of <i>The Omnivore's Dilemma</i> for sound reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers. In Part 2 of the assessment, students advocate persuasively to answer this question in a Fishbowl: Which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why? Students prepare notes using what they have learned about each of Michael Pollan's food chains and the four meals so far to help them advocate persuasively and respond to a counterclaim made by another student as they advocate persuasively.</p> |



Content Connections

This module is designed to address English Language Arts standards as students read about the topic of food sustainability in *The Omnivore's Dilemma*. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 6–7)

- Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments); impact of human activities on the environment; interactions between regions, locations, places, people, and environments.
- Theme 9: Science, Technology, and Innovation: Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization.

Social Studies Practices, Geographic Reasoning, Grades 5–8:

- Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).
- Descriptor 3: Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5–8:

- Descriptor 1: Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Descriptor 4: Describe and analyze arguments of others.
- Descriptor 6: Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

Central Texts

1. Michael Pollan, *The Omnivore's Dilemma*, Young Readers Edition (New York: The Penguin Group, 2009), ISBN: 978-0-8037-3500-2.



This unit is approximately 3 weeks or 15 sessions of instruction.

| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|---|--|---|--|
| Lesson 1 | Building Background Knowledge: What IS the Omnivore’s Dilemma Anyway? | <ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI.8.1) I can determine a theme or the central ideas of an informational text. (RI.8.2) I can read grade-level literary texts proficiently and independently. (RI.8.10) | <ul style="list-style-type: none"> I can find the gist of pages 1–4 of <i>The Omnivore’s Dilemma</i>. I can use context clues to determine the meaning of “omnivore’s dilemma.” I can participate in discussions about the text with a partner, small group, and the whole class. | <ul style="list-style-type: none"> Gist annotated on sticky notes Answers to text-dependent questions Exit ticket | <ul style="list-style-type: none"> Things Close Readers Do Teammates Consult protocol Gallery Walk protocol |
| Lesson 2 | Reading for Gist and Answering Text-Dependent Questions: Industrial Food Chain | <ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI.8.1) 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 use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) <ul style="list-style-type: none"> b. 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). c. 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. d. 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). | <ul style="list-style-type: none"> I can find the gist of pages 22–25 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 22–25 of <i>The Omnivore’s Dilemma</i>. | <ul style="list-style-type: none"> Gist annotated on sticky notes New vocabulary on word-catcher Answers to text-dependent questions | <ul style="list-style-type: none"> Teammates Consult protocol |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|--|--|---|--|
| Lesson 3 | Analyzing Author's Purpose: Industrial Food Chain | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> I can describe Michael Pollan's purpose on page 25 of <i>The Omnivore's Dilemma</i>. I can identify the conflicting evidence and viewpoints Michael Pollan has used on page 25 and explain how he responds to them. | <ul style="list-style-type: none"> Food Chain graphic organizer Author's Purpose graphic organizer | <ul style="list-style-type: none"> Author's Purpose Teammates Consult protocol |
| Lesson 4 | Reading for Gist, Answering Text-Dependent Questions, and Determining Author's Purpose: Industrial Food Chain | <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> b. 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). c. 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. d. 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). | <ul style="list-style-type: none"> I can find the gist of pages 47–49 of <i>The Omnivore's Dilemma</i>. I can read closely to answer questions about pages 47–49 of <i>The Omnivore's Dilemma</i>. I can describe the purpose of Michael Pollan in the excerpt from <i>The Omnivore's Dilemma</i>. I can identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them. | <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 | <ul style="list-style-type: none"> Teammates Consult protocol |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|--|--|---|--|
| Lesson 5 | Reading for Gist, Answering Text-Dependent Questions, and Determining Author's Purpose: Industrial Organic Food Chain | <ul style="list-style-type: none"> 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 identify the argument and specific claims in a text. (RI.8.8) | <ul style="list-style-type: none"> I can find the gist of pages 112–115 of <i>The Omnivore's Dilemma</i>. I can read closely to answer questions about pages 112–115 of <i>The Omnivore's Dilemma</i>. I can describe the purpose of Michael Pollan in the excerpt from <i>The Omnivore's Dilemma</i>. I can identify the conflicting evidence and viewpoints Michael Pollan has used and explain how he responds to them. | <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 | <ul style="list-style-type: none"> Teammates Consult protocol |
| Lesson 6 | Analyzing a Speaker's Purpose and Motives of a Media Excerpt | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> I can describe the purpose of a speaker. I can evaluate the motives of a media presentation. | <ul style="list-style-type: none"> Food Chain graphic organizer Speaker's Purpose graphic organizer | <ul style="list-style-type: none"> Teammates Consult protocol |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|--|--|---|--|
| Lesson 7 | Mid-Unit Assessment: Analyzing Author's Purpose in Speech and Text | <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> b. 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). c. 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. d. 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). | <ul style="list-style-type: none"> I can describe the purpose and motives of the speech by Birke Bachr and Michael Pollan on pages 73–75 of <i>The Omnivore's Dilemma</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. | <ul style="list-style-type: none"> Mid-Unit 1 Assessment | |
| Lesson 8 | Reading for Gist and Answering Text-Dependent Questions: Local Sustainable Food Chain | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> I can find the gist of pages 161–166 of <i>The Omnivore's Dilemma</i>. I can read closely to answer questions about pages 161–166 of <i>The Omnivore's Dilemma</i>. | <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 | <ul style="list-style-type: none"> Teammates Consult protocol |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|--|---|---|---|
| Lesson 9 | Evaluating an Argument: The Polyface Local Sustainable Farm | <ul style="list-style-type: none"> I can determine a speaker’s argument and specific claims. (SL.8.3) I can evaluate the reasoning and evidence presented for soundness and relevance. (SL.8.3) I can identify when irrelevant evidence is introduced. (SL.8.3) I can identify the argument and specific claims in a text. (RI.8.8) I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8) I can identify when irrelevant evidence is used. (RI.8.8) | <ul style="list-style-type: none"> I can evaluate two arguments for the same claim to identify which is the strongest. 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. I can identify irrelevant evidence in a text. | <ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 161–166 | <ul style="list-style-type: none"> Teammates Consult protocol Think-Pair-Share protocol |
| Lesson 10 | Reading for the Gist and Answering Text-Dependent Questions: Hunter-Gatherer Food Chain | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> I can find the gist of pages 240–245 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 240–245 of <i>The Omnivore’s Dilemma</i>. | <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 | <ul style="list-style-type: none"> Teammates Consult protocol |
| Lesson 11 | Evaluating an Argument: The Joy of Hunting | <ul style="list-style-type: none"> I can identify the argument and specific claims in a text. (RI.8.8) I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8) I can identify when irrelevant evidence is used. (RI.8.8) | <ul style="list-style-type: none"> 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. I can identify irrelevant evidence in a text. | <ul style="list-style-type: none"> Food Chain graphic organizer Evaluating an Argument graphic organizer for pages 240–245 | <ul style="list-style-type: none"> What Makes a Strong Argument? Teammates Consult protocol |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|---|--|---|---|
| Lesson 12 | Making a Claim and Advocating Persuasively: Preparing for the Practice Fishbowl | <ul style="list-style-type: none"> I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.8.2a) I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a) | <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. I can advocate persuasively about my claim. | <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 | <ul style="list-style-type: none"> Advocating Persuasively Criteria |
| Lesson 13 | Advocating Persuasively in a Fishbowl: Practice | <ul style="list-style-type: none"> I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.8.2a) I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a) | <ul style="list-style-type: none"> I can advocate persuasively for either local sustainable or hunter-gatherer to feed my family. | <ul style="list-style-type: none"> Developing a Claim graphic organizer Advocating Persuasively Checklist | <ul style="list-style-type: none"> Advocating Persuasively Criteria Peer Critique protocol Fishbowl protocol |
| Lesson 14 | End of Unit Assessment Parts 1 and 2: Evaluating Arguments and Claims | <ul style="list-style-type: none"> I can determine a speaker's argument and specific claims. (SL.8.3) I can evaluate the reasoning and evidence presented for soundness and relevance. (SL.8.3) I can identify when irrelevant evidence is introduced. (SL.8.3) I can identify the argument and specific claims in a text. (RI.8.8) I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8) I can identify when irrelevant evidence is used. (RI.8.8) I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a) | <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. I can identify irrelevant evidence that the speaker has used in the interview clip. 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. I can identify irrelevant evidence. | <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> | |



| Lesson | Lesson Title | Long-Term Learning Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|--|---|--|---|
| Lesson 15 | Assessment Part 3: Advocating Persuasively in a Fishbowl | <ul style="list-style-type: none"> I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (SL.8.2a) I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a) | <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>. | <ul style="list-style-type: none"> End of Unit 1 Assessment, Part 3: Developing a Claim (from homework) Advocating Persuasively Checklist Rubric | <ul style="list-style-type: none"> Fishbowl protocol |



Optional: Experts, Fieldwork, and Service

Experts:

- Invite local farmers to discuss their farming methods and how the issues that Michael Pollan discusses affects their food production and their livelihood with the students.
- Invite representatives from grocery stores, including organic and health food stores, to share with students how the issues that Michael Pollan discusses affect their stores and consumers.
- Invite hunters who hunt to feed their families to share their perspective on hunting with the students.

Fieldwork:

- Arrange for a visit to a local grocery store to look at where the produce comes from and the ingredients in different foods.
- Arrange for a visit to a food processing plant to look at what happens to food in a factory.
- Arrange for a visit to farms—for example, a local sustainable farm and an industrial farm—to see how food is produced and to compare the different ways things are done.

Optional: Extensions

- Grow a class garden of basic vegetables and herbs and discuss the different ways to grow food—with or without fertilizers and chemicals. If you have the space and time available, students could grow two gardens—one with and one without fertilizers and chemicals—to compare how those things change how food grows.



Preparation and Materials

This unit includes a number of routines that involve stand-alone documents.

In Lessons 1–13, students read chapters of the text *The Omnivore’s Dilemma* for homework. As they read, they add to a Food Chain graphic organizer.

1. Reading Calendar

- Students read *The Omnivore’s Dilemma* for homework for Lessons 1–13. Each night, they read either a chapter or part of a chapter.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See stand-alone document.

2. Food Chain Graphic Organizer

Students will do a “first read” of chapters of *The Omnivore’s Dilemma* each night. They are given a Food Chain graphic organizer for each of Michael Pollan’s four food chains and each night add to the relevant sections of the relevant Food Chain graphic organizer based on the information they have read and the evidence they find.



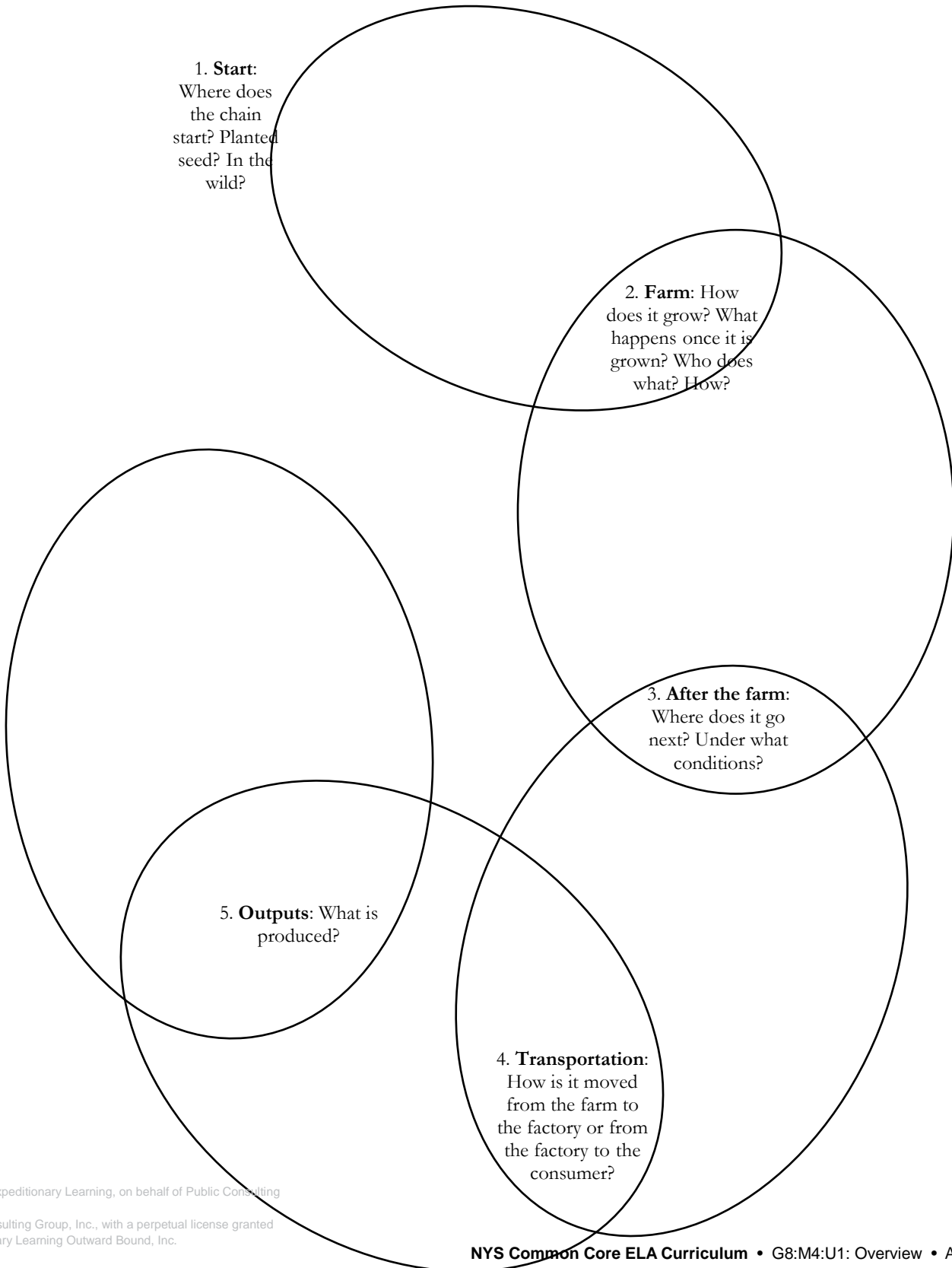
The calendar below shows what is due on each day.
You may modify this document to include dates instead of lessons.

| Due at Lesson | Read the chapter/pages below: | Homework and Vocabulary |
|---------------|-------------------------------|---|
| 2 | Pages 4–6 and 9–25 | <p>Read pages 4–6 and 9–25 (“Introducing Corn”) of <i>The Omnivore’s Dilemma</i>. Use the strongest evidence from the text to answer the questions:</p> <p>* Which of Michael Pollan’s food chains does the meal you chose at the beginning of the lesson best match?</p> <p>* Why do you think that?</p> <p>Key vocabulary: industrial, fertilizers, processed, high-fructose, molecules, carbohydrates, maize, grain, industry, agriculture, agribusiness</p> |
| 3 | Chapter 3 | <p>Read Chapter 3 of <i>The Omnivore’s Dilemma</i>. Continue filling in your Food Chain graphic organizer for the industrial food chain. Remember to record any new vocabulary on your word-catcher.</p> <p>Key vocabulary: government, chemical, pesticide, hybrid, ecological, fossil fuels, calorie, efficient, subsidies, policy</p> |
| 4 | Chapter 5 | <p>Read Chapter 5 of <i>The Omnivore’s Dilemma</i>. Continue to add to your Food Chain graphic organizer for Michael Pollan’s industrial food chain.</p> <p>Key vocabulary: feedlot, manure, steer, CAFOs (Concentrated Animal Feeding Operations), bacteria, evolved, rumen, protein, forage, antibiotics</p> |
| 5 | Pages 76–82 and Chapter 10 | <p>Read pages 76–82 and finish filling in the Food Chain graphic organizer for the industrial food chain.</p> <p>Read Chapter 10. Remember to record any new vocabulary on your word-catcher.</p> <p>Key vocabulary (pages 76–82): obese, diabetes, abundant, consume, supersized</p> <p>Key vocabulary (Chapter 10): organic, synthetic, counterculture, corrupt, immoral, environmental, ecology, corporations, principles, monoculture, additives, hippie commune, executive, cooperative, GMO (genetically modified), preservatives, conventional</p> |
| 6 | Chapter 11 | <p>Read Chapter 11 of <i>The Omnivore’s Dilemma</i> and fill in your Food Chain graphic organizer for the industrial organic food chain based on what you have read in Chapters 10 and 11. Remember to record any new vocabulary on your word-catcher.</p> <p>Key vocabulary: free-range, automated, ammonia, hormones, nutrients, polyphenols, sustainable</p> |
| 7 | Chapter 12 | <p>Read Chapter 12 of <i>The Omnivore’s Dilemma</i>. Begin filling in the Food Chain graphic organizer for Michael Pollan’s local sustainable food chain.</p> <p>Key vocabulary: sanitation, fertile, recycled</p> |

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| 8 | Chapter 14 | <p>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> <p>Key vocabulary: broiler, parasites, larvae, organism, compost, biological system</p> |
| 9 | Pages 161–166 and Chapter 16 | <p>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. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence.</p> <p>Read Chapter 16 of <i>The Omnivore's Dilemma</i> and continue to fill in your Food Chain graphic organizer for the local sustainable food chain. Remember to record any new vocabulary on your word-catcher.</p> <p>Key vocabulary: economy, society, regulations, humane, diversity</p> |
| 10 | Chapter 20 | <p>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> <p>Key vocabulary: trophy hunter, sow, sorrow, remorse, organs</p> |
| 11 | Pages 240–245 and Chapter 21 | <p>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. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence.</p> <p>Read Chapter 21 of <i>The Omnivore's Dilemma</i> and continue to fill in your Food Chain graphic organizer for the hunter-gatherer food chain. Remember to record any new vocabulary on your word-catcher.</p> <p>Key vocabulary: chanterelle, fungi, decay, morel</p> |
| 12 | None | <p>Read <i>Give (Frozen) Peas a Chance—and Carrots Too</i> by Dr. Mehmet Oz. Complete the Evaluating an Argument graphic organizer.</p> |
| 13 | None | <p>Finish your Developing a Claim ticket and be ready to advocate persuasively in the next lesson's Fishbowl.</p> |
| 14 | Pages 279-283 (Vote with Your Fork) | <p>Read the Afterword, "Vote with Your Fork" (pages 279–283). Answer this question:</p> <p>* Name one way you can you "vote with your fork."</p> <p>Key vocabulary: consumer, consciously, CSA (Community Supported Agriculture), mandatory</p> |



FOOD CHAIN FOR _____



1. **Start:**
Where does
the chain
start? Planted
seed? In the
wild?

2. **Farm:** How
does it grow? What
happens once it is
grown? Who does
what? How?

3. **After the farm:**
Where does it go
next? Under what
conditions?

5. **Outputs:** What is
produced?

4. **Transportation:**
How is it moved
from the farm to
the factory or from
the factory to the
consumer?