



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 2: Lesson 10**

## **Adding to Cascading Consequences and Stakeholders: Local Sustainable Food Chain**



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

I can conduct short research projects to answer a question (including a self-generated question). (W.8.7)

**Supporting Learning Targets**

- I can use my research to add to the Cascading Consequences chart for Michael Pollan's local sustainable food chain.
- I can determine the stakeholders affected by the consequences of Michael Pollan's local sustainable food chain.

**Ongoing Assessment**

- Team Local Sustainable Food Chain Cascading Consequences charts
- Local Sustainable Stakeholders charts



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ul> <p>2. Work Time</p> <ul style="list-style-type: none"><li>A. Creating a Team Cascading Consequences Chart (12 minutes)</li><li>B. Creating a Stakeholders Chart (18 minutes)</li><li>C. Mini Lesson: Speaking Skills (9 minutes)</li></ul> <p>3. Closing and Assessment</p> <ul style="list-style-type: none"><li>A. Generating Criteria for Effective Speaking Skills Anchor Chart (4 minutes)</li></ul> <p>4. Homework</p> <ul style="list-style-type: none"><li>A. Choose an excerpt of three to four paragraphs from <i>The Omnivore's Dilemma</i> that particularly appeals to you. Practice presenting it like a speech following the Effective Speaking Skills criteria you generated and prepare to present to another student in the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• This lesson is very similar in structure to Lessons 4 and 7. In order to gradually release them, in this lesson students are given a blank Stakeholders chart. They then work in pairs within their teams.</li><li>• In preparation for the end of the unit assessment, which requires students to give an oral presentation, students analyze and create an anchor chart for effective speaking skills. Students already touched on this briefly at the end of Unit 1 when they had to advocate persuasively. It may be a good idea to refer students to the Advocating Persuasively Criteria anchor chart (from Unit 1, Lesson 12).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
stakeholder	<ul style="list-style-type: none"><li>• Researcher’s notebooks (one per student, distributed in Lesson 3)</li><li>• Team Local Sustainable Food Chain Cascading Consequences chart (one per team, started in Lesson 8)</li><li>• Stakeholders chart (one per student; see Lesson 4)</li><li>• Local Sustainable Stakeholders chart (for teacher reference)</li><li>• Lined paper (one piece per student)</li><li>• Video: Birke Baehr—“What’s Wrong with Our Food System” <a href="http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html">http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html</a></li><li>• Effective Speaking Skills anchor chart (new; teacher-created)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask for volunteers to read the learning targets aloud:               <ul style="list-style-type: none"> <li>* “I can use my research to add to the Cascading Consequences chart for Michael Pollan’s local sustainable food chain.”</li> <li>* “I can determine the stakeholders affected by the consequences of Michael Pollan’s local sustainable food chain.”</li> </ul> </li> <li>• Remind students that a <i>stakeholder</i> is anyone who will be affected by the consequences of the local sustainable food chain.</li> </ul>	
Work Time	Meeting Students' Needs
<p><b>A. Creating a Team Cascading Consequences Chart (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to reread the focus question and the research question. Remind students that the Cascading Consequences chart will help them to answer the focus question because it gives them a greater understanding of all of the consequences of a food chain, which they will need to consider when choosing which food chain they think will best feed the United States.</li> <li>• Have the students take out their <b>researcher’s notebooks</b>. Explain that they will be sharing the new consequences that they recorded from their research to add to their <b>team Local Sustainable Food Chain Cascading Consequences charts</b>, where possible.</li> <li>• Remind students that they will take turns reading out new consequences from their reading and discuss with their research teams where to place them on the group chart. Make the suggestion that ALL students in the group read their information BEFORE anything gets added in marker. That way, they can make the best decisions about where things should go (as there will likely be some overlapping information).</li> <li>• Circulate to support teams as they add to their Cascading Consequences charts.</li> <li>• Ask students:               <ul style="list-style-type: none"> <li>* “What new consequences did you find in your research?”</li> <li>* “Where are you going to add them on your team chart? Why?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Some students might benefit from being reminded of the definition of a consequence, as well as decision-making strategies for placing the evidence on the chart.</li> <li>• Consider having students use sticky notes to flag evidence they share. Students can flag where evidence might be placed on the chart before actually adding it in marker.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Creating a Stakeholders Chart (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite teams to look over the team Cascading Consequences chart to identify the stakeholders affected by the consequences listed. If the stakeholders are listed on the chart, they can underline or circle them; if they are not listed, they can note them next to the consequences.</li> <li>• Distribute <b>Stakeholders charts</b> and invite students to pair up with someone in their team to work together to fill out the chart for the local sustainable food chain using their Cascading Consequences chart. They will be filling out their own charts, but can discuss ideas with the team as they work. Remind students that they won't necessarily agree on all of the answers, so each person should record what they think.</li> <li>• Circulate to assist students where they need it. Ask students questions to guide their thinking: <ul style="list-style-type: none"> <li>* "What stakeholders are affected by this consequence?"</li> <li>* "How are they affected?"</li> </ul> </li> <li>• Refer to the <b>Local Sustainable Stakeholders chart (for teacher reference)</b> to guide students in the stakeholders they could include on their chart. Remember that team Cascading Consequence charts may be different to the teacher reference version, so this may cause a difference in stakeholders.</li> <li>• If time allows, have students pair up with a member of another research team to compare and discuss their Local Sustainable Stakeholders chart. Invite students to adjust their own answers based on the conversation if they want to.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnering students provides a collaborative and supportive structure.</li> </ul>
<p><b>C. Mini Lesson: Review Effective Speaking Skills (9 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain to students that since they are going to be giving a presentation speech at the end of this unit to share their answer to the guiding question, it is important to start looking at what makes an effective speech.</li> <li>• Tell students that they are going to watch the Birke Baehr speech that they watched in Unit 1 again to analyze what makes it an effective speech. Remind students that they have already looked at the "what" (content of the speech) in Unit 1, which is the most important aspect of his speech. In this lesson, they are going to focus on <i>how</i> Birke Baehr effectively presents his ideas.</li> <li>• Distribute <b>lined paper</b>. Play the video: <b>Birke Baehr—"What's Wrong with Our Food System."</b> As they watch and listen, tell students to take notes about the presentation skills that made the speech effective.</li> <li>• Play it again if students require more time with the speech</li> <li>• Invite students to share their notes with their research team and to add anything they are missing based on what they learn from their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Before playing the speech a second time, consider asking probing questions that invite students to share what they notice about how the speech was effectively delivered. This provides scaffolding for students who may not have noticed the effective delivery of the speech during the first viewing.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Generating Criteria for Effective Speaking Skills Anchor Chart (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Select students to share their ideas with the whole class. Record their ideas on the <b>Effective Speaking Skills anchor chart</b>. Ideas should include:               <ul style="list-style-type: none"> <li>– Making eye contact with multiple points in the audience</li> <li>– Speaking clearly and slowly enough for everyone to hear and understand</li> <li>– Using appropriate volume</li> <li>– Pronouncing words correctly</li> </ul> </li> <li>• Invite students to record any ideas they are missing on their notes, as they will be using this at home to practice presenting part of <i>The Omnivore's Dilemma</i> for homework.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Choose an excerpt of three to four paragraphs from <i>The Omnivore's Dilemma</i> that particularly appeals to you. Practice presenting it like a speech following the Effective Speaking Skills criteria you generated and prepare to present to another student in the next lesson.</li> </ul>	<p>Some students may need additional guidance with this assignment. Consider conferring with students who may struggle to offer guidance and support in advance of this assignment.</p>



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## Supporting Materials



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Local Sustainable Stakeholders Chart  
For Teacher Reference

What is the option being considered? \_\_\_\_\_ *Local Sustainable* \_\_\_\_\_

Stakeholder	How will he/she/it be affected?	Is this a positive or negative consequence?	If the consequence is negative, do you feel it is offset by greater good elsewhere?	How important to you are the interests of this stakeholder? 1-very 2-somewhat 3-not so much
Cattle	Graze in meadows	Positive		2
Chickens	Follow cattle from pasture to pasture	Positive		2
Consumers	Eggs are rich and tasty	Positive		1
Farmers	Eggs bring a good price	Positive		1
Farmers	Work very hard to orchestrate the timing	Positive		1
Consumers	Food is more expensive	Negative	Yes	1
Consumers	People eat less processed foods	Positive		1
Environment	Intact and healthy	Positive		1