



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 2: Lesson 11

Mid-Unit Assessment: Research Simulation



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

- I can conduct short research projects to answer a question (including a self-generated question). (W.8.7)
- I can use several sources in my research. (W.8.7)
- I can generate additional research questions for further exploration. (W.8.7)
- I can gather relevant information from a variety of sources. (W.8.8)
- I can use search terms effectively. (W.8.8)
- I can evaluate the credibility and accuracy of each source. (W.8.8)
- I can quote and paraphrase others' work while avoiding plagiarism. (W.8.8)
- I can use a standard format for citation. (W.8.8)

Supporting Learning Targets

- I can devise a research question to help me focus my research.
- I can identify the relevant information in a research source to answer my research question.
- I can evaluate the credibility and accuracy of a source.
- I can choose the most effective search terms to find relevant research sources to answer my research question.
- I can quote and paraphrase others' work while avoiding plagiarism.
- I can cite sources using MLA format.

Ongoing Assessment

- Mid-Unit 2 Assessment: Research Simulation



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Practicing Speaking Skills (5 minutes)B. Unpacking Learning Targets (2 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Mid-Unit 2 Assessment: Research Simulation (35 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Pair/Share: What Have You Learned about Research? (3 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Start your Hunter-Gatherer Food Chain Cascading Consequences Chart:<ul style="list-style-type: none">– Numbered Heads 1 and 2 reread pages 231–246 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart.– Numbered Heads 3 and 4 reread pages 247–262 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart.– Be prepared to share your list of consequences with your research team to create a team Hunter-Gatherer Food Chain Cascading Consequences chart in the next lesson.	<ul style="list-style-type: none">• This lesson launches the Mid-Unit 2 Assessment, which assesses the research skills students have been practicing throughout this unit. The assessment, a research simulation, is designed to mimic the research process within the confines of an on-paper assessment. While this task is not the optimal test of students’ research skills, it creates a uniformity that allows you to assess what students have been practicing in class. Their in-class practice has been very authentic, and this assessment aims to capture this practice on paper.• Although their research skills are assessed today, students will continue their research in the next lessons for the final food chain: hunter-gatherer.• In Lesson 13, students receive feedback on this assessment. Be sure to plan enough time to grade student work and provide meaningful feedback using the Grade 8 2-Point Short Response Rubric.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Effective Speaking Skills anchor chart (from Lesson 10)• Speaking Skills Practice Directions (one for display; see supporting materials)• Correct Citations anchor chart (from Lesson 7)• Mid-Unit 2 Assessment: Research Simulation—Food Deserts (one per student)• Mid-Unit 2 Assessment: Research Simulation—Food Deserts (answers, for teacher reference)• Blank 8" x 11" paper (one piece per student)• Grade 8 2-Point Short Response Rubric (for teacher reference; see teaching notes)



Opening	Meeting Students' Needs
<p>A. Practicing Speaking Skills (5 minutes)</p> <ul style="list-style-type: none"> • Start by focusing students' attention on the Effective Speaking Skills anchor chart. Invite students to read the criteria aloud with you. • Display Speaking Skills Practice Directions and read the steps aloud with students. • Tell students that they will now follow the Speaking Skills Practice Directions to present the short passage from <i>The Omnivore's Dilemma</i> they chose and practiced for homework to a partner. Assure them that they may refer to the anchor chart as much as they need to during the activity. 	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Remind students they have been focusing on the key skills of a good researcher for the past couple of weeks. They will demonstrate their understanding of the research learning targets on the Mid-Unit 2 Assessment today. Invite students to read the learning targets aloud with you: <ul style="list-style-type: none"> * "I can devise a research question to help me focus my research." * "I can identify the relevant information in a research source to answer my research question." * "I can evaluate the credibility and accuracy of a source." * "I can choose the most effective search terms to find relevant research sources to answer my research question." * "I can quote and paraphrase others' work while avoiding plagiarism." * "I can cite sources using MLA format." • Ask students if they have any questions about the learning targets before they begin their assessment. Clarify and address questions if needed. 	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Research Simulation (35 minutes)</p> <ul style="list-style-type: none">• Post the Correct Citations anchor chart, as students may need to refer to this to record an MLA citation in their assessment.• Ask students to clear their desks of all items except a writing utensil. Distribute the Mid-Unit 2 Assessment: Research Simulation—Food Deserts.• Guide students through the assessment, giving a brief overview of each part. Ask students if they have questions about assessment in general, but remind them that, as this is an assessment, you can't answer any of the assessment questions for them.• Invite students to begin the assessment. Halfway through the assessment time, give students a time reminder. Continue to remind students when there are 10 minutes, five minutes, and one minute remaining.• Circulate to assist students who may need someone to read the questions aloud to them.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Pair/Share: What Have You Learned about Research? (3 minutes)</p> <ul style="list-style-type: none"> Recognize students' hard work today on the Mid-Unit 2 Assessment. Tell students you would like to hear about what they have learned throughout the unit so far, and would love for them to share with one another as well. Ask students to turn and talk to their research teams about the question: <ul style="list-style-type: none"> * "What have you learned about research throughout this unit?" When students have shared for about 1 minute, call on a few volunteers to share what they discussed with their partners. Invite students to return to their teams and to number each team member a number between one and four. Explain that for homework, numbers 1 and 2 will reread pages 231–246 of <i>The Omnivore's Dilemma</i> and make a Hunter-Gatherer Food Chain Cascading Consequences chart. Numbers 3 and 4 will reread pages 247–262 and make a Hunter-Gatherer Food Chain Cascading Consequences chart. Distribute blank 8" x 11" paper. 	<ul style="list-style-type: none"> The debrief after the assessment can help build a culture of achievement in your classroom.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Start your Hunter-Gatherer Food Chain Cascading Consequences Chart: <ul style="list-style-type: none"> Numbered Heads 1 and 2 reread pages 231–246 of <i>The Omnivore's Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. Numbered Heads 3 and 4 reread pages 247–262 of <i>The Omnivore's Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. Be prepared to share your list of consequences with your research team to create a team Hunter-Gatherer Food Chain Cascading Consequences chart in the next lesson. 	



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Supporting Materials



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Speaking Skills Practice
Directions

Steps:

1. Pair up with a partner.
2. Partner 1 reads the passage aloud as Partner 2 listens carefully.
3. Partner 2 gives partner 1 one star and one step based on the
4. Criteria for Effective Speaking Skills anchor chart.
5. Partner 2 reads as the first listens carefully.
6. Partner 1 gives Partner 2 one star and one step based on the
7. anchor chart.
8. When about 4 minutes have passed, remind students that
9. Partner 2 should start reading if he/she has not yet started.
10. When 8 minutes have passed, ask students to wrap up their
11. conversations.

Mid-Unit 2 Assessment:
Research Simulation—Food Deserts

Name:

Date:

Assessment Description

In the following assessment, you will simulate the research process. Below, you will find a research question related to food deserts. You will read an excerpt of a text about food deserts to answer the research question. You will also complete some selected responses and constructed responses about the research process. Much of the practice you have done in your researcher’s notebook will be helpful in completing this assessment.

Research Question

WHAT ARE THE CONSEQUENCES OF A FOOD DESERT?

Text: “Food deserts (and no, we don’t mean desserts). Is your ’hood pushing unhealthy food?”

Author: Betsy Dru Tecco

Journal Name and Volume: *Current Health Teens*, A Weekly Reader Publication

Issue: 38.4

Year: 2011

Page: 16

Growing up in a poor section of Santa Cruz, Calif., Maya Salsedo spent a lot of time at the local teen center. It’s a place where people can play games, do homework, and eat. The food is especially important because, as Salsedo says, “It might be the only meal kids are getting outside of school.” Yet what she remembers eating there is prepackaged muffins or chips and dip. Nutrition took a backseat to price and convenience.

Now 18 and attending college, Salsedo recognizes that the teen center is located in what she calls “a micro food desert.” A food desert is an area without easy access to affordable, nutritious foods such as fruits, vegetables, whole grains, and low-fat milk. That’s the neighborhood Salsedo knows. “There’s only a liquor store and a fast-food restaurant within walking distance,” she says.

Mid-Unit 2 Assessment:
Research Simulation—Food Deserts

Environmental Influences

Most people in the United States are able to buy groceries at supermarkets that are stocked with a wide variety of healthy options. Yet according to a recent study by the U.S. Department of Agriculture, 2.3 million households (that's 2.2 percent of the country) live more than a mile from a supermarket and don't have access to a car. And 3.4 million more households live half a mile to a mile from a supermarket and don't have a vehicle. Relying on public transportation (or foot power) to get back and forth from stores with fresh, healthy foods can be a problem for those 6 million households.

Lower-income and urban neighborhoods, especially those with a large minority population, tend to have many small corner stores and very few supermarkets, points out Dr. Manuel Franco, a food environment researcher. He's an adjunct assistant professor at Johns Hopkins Bloomberg School of Public Health in Baltimore. Unlike supermarkets, corner stores sell mostly beer, soft drinks, and snack foods that are high in fat, sugar, and sodium.

Research shows that those who live in a neighborhood with a greater availability of small corner stores are more likely to be obese, which raises the risk of diabetes and other diet-related diseases. Other studies find that residents with greater access to supermarkets or plenty of healthy foods in neighborhood stores consume more fresh produce and other nutritious options.

Glossary:

Convenience: quick and easy

Urban: in a city

Part I: Paraphrasing

Instructions:

1. Read the text: "Food deserts (and no, we don't mean desserts). Is your 'hood pushing unhealthy food?"
2. Code the text for consequences of a food desert.
3. In the space below, paraphrase the consequences of a food desert.



Mid-Unit 2 Assessment:
Research Simulation—Food Deserts

Part II: Using Search Terms

1. Now that you have read the article, imagine you want to find out more about food deserts and want to conduct an internet research project. In the bank below, write two or three search terms you would use to find articles that might answer the question.

2. On the lines below, explain why the terms you chose would give the best results.

Part III: Citing Sources

1. In the space below, write an MLA style citation for the text.

Mid-Unit 2 Assessment:
Research Simulation—Food Deserts

Part IV: Determining Credibility and Accuracy

1. Imagine you are looking for information on where food deserts exist in the United States. Which source would be the most credible place to begin your search?

- a. Online database—for example, a university database—of articles written by academic researchers and experts on the subject
- b. A book on food and health written by a professor of nutrition and dietetics
- c. A United States atlas
- d. Newspaper article on food deserts from The New York Times

2. Which of the following questions should a researcher ask to determine whether or not a text is credible and accurate? Circle all that apply.

- a. How current is the information on the topic?
- b. Is the author an expert on the topic?
- c. Has the information from the text been made into a documentary?
- d. Does the text have specific facts and details to support the ideas?

Mid-Unit 2 Assessment:
Research Simulation—Food Deserts
Answers, For Teacher Reference

Assessment Description

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Research Question
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Instructions:

1. Read the text: "Food deserts (and no, we don't mean desserts). Is your 'hood pushing unhealthy food?"
2. Code the text for consequences of a food desert.
3. In the space below, paraphrase the consequences of a food desert.

Food deserts cause obesity, which causes diseases like diabetes.



Mid-Unit 2 Assessment:
Research Simulation—Food Deserts
Answers, For Teacher Reference

Part II: Using Search Terms

1. Now that you have read the article, imagine you want to find out more about food deserts and want to conduct an internet research project. In the bank below, write two or three search terms you would use to find articles that might answer the question.

Food desert	consequences
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2. On the lines below, explain why the terms you chose would give the best results.

Those are the key words in my question.

Mid-Unit 2 Assessment:
Research Simulation—Food Deserts
Answers, For Teacher Reference

Part III: Citing Sources

1. In the space below, write an MLA style citation for the text.

Tecco, Betsy D. “Food deserts (and no, we don’t mean desserts). Is your ’hood pushing unhealthy food?” *Current Health Teens*, a Weekly Reader Publication. 38.4 (2011): 16

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2-Point Short Response Rubric
(for Teacher Reference)

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• The response is accurate, complete, and fulfills all the requirements of the task.• Necessary support and/or examples are included and the information given is clearly text-based.• Any inferences from the text are relevant to the task.
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• The response is partially accurate and fulfills some requirements of the task.• Some information may be either too general, overly specific, inaccurate, confused and/or irrelevant.• Some of the support and/or examples may be incomplete or omitted.
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• The response is completely inaccurate and fulfills none of the requirements of the task, or the student failed to respond to the task.

Excerpted from the 2011 New York State Testing Program Grades 3–8 Scoring Guide