



EXPEDITIONARY  
LEARNING

## **Grade 8: Module 4: Unit 2: Lesson 12**

# **Determining Cascading Consequences Using *The Omnivore's Dilemma*: Hunter-Gatherer Food Chain**



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

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
I can conduct short research projects to answer a question (including a self-generated question). (W.8.7)  
I can generate additional research questions for further exploration. (W.8.7)

**Supporting Learning Targets**

- I can determine the cascading consequences of the hunter-gatherer food chain using *The Omnivore's Dilemma*.
- I can develop a supporting research question to help me focus my research.

**Ongoing Assessment**

- Team Hunter-Gatherer Food Chain Cascading Consequences chart
- Exit Ticket: Developing a Supporting Research Question: Consequences of Hunter-Gatherer Food Chain



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Research Teams Create Hunter-Gatherer Cascading Consequences Chart (20 minutes)</li> <li>B. Team Share (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: Develop a Research Question (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. In your researcher’s notebook, record some search terms you might use in an internet search engine to find articles that will help to answer your research question.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson is very similar in structure to Lessons 1, 5, and 8. Teams create a team Hunter-Gatherer Food Chain Cascading Consequences chart.</li> <li>• In advance: Review the Hunter-Gatherer Food Chain Cascading Consequences chart (for teacher reference) to help you while you are circulating during Work Time.</li> <li>• Review: Fist to Five in Checking for Understanding Techniques (see Appendix).</li> </ul>

Lesson Vocabulary	Materials
<p>cascading, consequence</p>	<ul style="list-style-type: none"> <li>• Chart paper (one per research team)</li> <li>• Markers (four different colors per research team)</li> <li>• Consequences Conversation task card (one per student, from Lesson 5)</li> <li>• Hunter-Gatherer Food Chain Cascading Consequences chart (for teacher reference)</li> <li>• Researcher’s roadmap (one per student, from Lesson 2)</li> <li>• Good Supporting Research Questions Are ... anchor chart (from Lesson 2)</li> <li>• Exit Ticket: Developing a Supporting Research Question: Consequences of Hunter-Gatherer Food Chain (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read through the learning targets with you:<ul style="list-style-type: none"><li>* “I can determine the cascading consequences of the hunter-gatherer food chain using <i>The Omnivore's Dilemma</i>.”</li><li>* “I can develop a supporting research question to help me focus my research.”</li></ul></li><li>• Remind students that they have seen similar learning targets in Lessons 1 and 5. Based on the learning targets, invite students to turn and talk with an elbow partner to answer the question:<ul style="list-style-type: none"><li>* “What do you think we are doing today, and why are we doing it?”</li></ul></li><li>• Cold call students to share out. Listen for students to say that they are going to finish determining the cascading consequences for the hunter-gatherer food chain from <i>The Omnivore's Dilemma</i> in order to use a structured decision-making process to answer the focus question: “Which of Michael Pollan’s four food chains would best feed all the people in the United States?”</li><li>• Invite students to turn to page 5 in <i>The Omnivore's Dilemma</i> to the description of the hunter-gatherer food chain. Read this description aloud as students follow along silently. The purpose of this reading is simply to remind students of the definition of hunter-gatherer.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Research Teams Create Hunter-Gatherer Cascading Consequences Chart (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out their personal Hunter-Gatherer Food Chain Cascading Consequences chart, which they completed for homework and explain that they are going to use this to build their team Hunter-Gatherer Food Chain Cascading Consequences chart.</li> <li>• Distribute one piece of <b>chart paper</b> and four different colored <b>markers</b> to each research team.</li> <li>• Direct students to take out and review their <b>Consequences Conversation task cards</b>.</li> <li>• Invite students to turn and talk to their research team about a star (one thing from the card that the team did well) from Lesson 10 (when they added to their Local Sustainable Food Chain Cascading Consequences chart), as well as a step (one area for improvement).</li> <li>• Invite each team to share out their star and step.</li> <li>• Remind students that it is important that teams follow the process outlined on the task cards because: 1) it ensures that all students’ voices are heard; 2) it pushes students to share their thinking about why; and 3) the markers allow you to quickly observe the contributions of each team member.</li> <li>• Remind students that there are multiple ways to create a Cascading Consequences chart from a text. It is OK if each research team’s chart is slightly different as long as they can argue why they placed things where they did.</li> <li>• As students work, circulate to observe and assist teams. Ask students:             <ul style="list-style-type: none"> <li>* “Are you following the model by taking turns, discussing where consequences should go and why, and actively and respectfully listening?”</li> <li>* “Why did you place this consequence where you did?”</li> <li>* “How do you know this is a consequence of this?”</li> </ul> </li> <li>• See the <b>Hunter-Gatherer Food Chain Cascading Consequences chart (for teacher reference)</b> in supporting materials for one way to create a Cascading Consequences chart from these text excerpts; remember, it is NOT the only way.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who are having a hard time identifying the consequences in the text, consider giving them a list of consequences that they can use to participate in creating the team Cascading Consequences chart.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Team Share (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that the purpose of creating Cascading Consequences charts is to help them figure out which food chain they think would be best for feeding all the people in the United States.</li><li>• Explain to students that they will now get to borrow ideas from other teams. Direct research teams to assign each student a number, one through four.</li><li>• Post the following directions:<ul style="list-style-type: none"><li>– Number 1 stay at your team's Cascading Consequences chart to answer questions from other group members.</li><li>– Numbers 2 through 4 each travel to one or two other charts. At the other charts, look for any differences compared to your own chart. Ask clarifying questions in order to understand why the team placed certain consequences where they did. For example, you might say: "Why do you have 'Food tastes better' coming from the box that says, 'People eat foods in season?' I was thinking 'Food tastes better' could come from the 'No pesticides' box instead."</li><li>– Numbers 2 through 4 return to your own team with one difference and an explanation of why the other team made the decision they did.</li></ul></li><li>• Invite all students to return to their team charts to add/revise their cascading consequences based on what they saw on the other charts they visited.</li></ul>	<ul style="list-style-type: none"><li>• During the team share time, circulate and provide support to groups who need help questioning and/or explaining.</li><li>• Cross-group sharing provides additional perspectives and thinking on the same content all students are learning.</li><li>• Decision-making strategies may be necessary for teams to decide what, if any, changes to their charts are necessary based on the team share experience.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Exit Ticket: Develop a Research Question (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of the focus question and research question (both posted in the classroom):               <ul style="list-style-type: none"> <li>* Focus question: “Which of Michael Pollan’s four food chains would best feed all the people in the United States?”</li> <li>* Research question: “What are the consequences of each of Michael Pollan’s four food chains?”</li> </ul> </li> <li>• Remind students that the purpose of the research they are doing is to gather evidence to be able to answer this question orally at the end of Unit 2 and in writing in Unit 3.</li> <li>• Invite students to take out their <b>researcher’s roadmap</b> (from Lesson 2) and briefly tell a partner where we are on the roadmap for the new food chain (hunter-gatherer). Remind students that the next step is to develop a supporting research question, which they will use in class tomorrow to further research the consequences of the hunter-gatherer food chain.</li> <li>• Invite all students to choose one consequence from the chart about which they would like to do further research, and write their initials next to it on their team Cascading Consequences chart.</li> <li>• Invite the research teams to look at the boxes that were initialed and discuss whether there are any other consequences that they feel would be more important to research than those that were initialed. If so, students may volunteer to research those instead. Emphasize that each student in the team should have chosen a different consequence to research.</li> <li>• Review the <b>Good Supporting Research Questions Are ... anchor chart</b> posted on the wall.</li> <li>• Distribute an <b>Exit Ticket: Developing a Supporting Research Question: Consequences of Hunter-Gatherer Food Chain</b> to each student. Invite students to complete the exit ticket by writing their research topic (a box from the Cascading Consequences chart) and drafting a supporting research question.</li> <li>• Invite students to record their research questions in their researcher’s notebook in the Hunter-Gatherer section.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the quality of their previous supporting research questions, consider adding a brief mini lesson to address common mistakes students made when writing their questions. Giving clear examples of questions that meet and don’t meet each criterion can be helpful for students.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• In your researcher’s notebook, record some search terms you might use in an internet search engine to find articles that will help to answer your research question.</li> </ul>	



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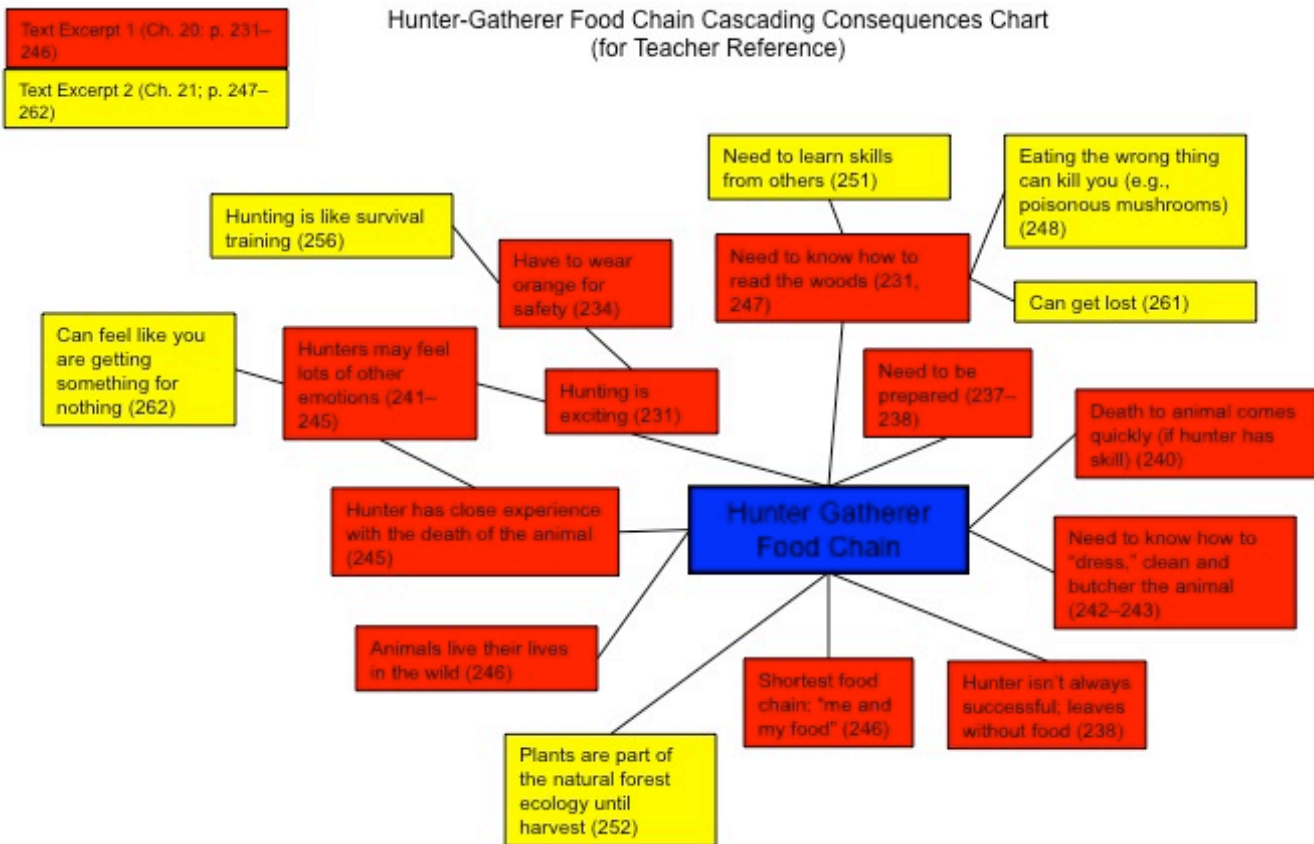
## Supporting Materials



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**Hunter-Gatherer Food Chain Cascading Consequences Chart  
For Teacher Reference**





**Exit Ticket:**

Developing a Supporting Research Question: Consequences of Hunter-Gatherer Food Chain

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

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

What is the topic from your team Cascading Consequences chart that you will research?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Using the criteria for a good supporting research question, write your supporting research question here:

\_\_\_\_\_

\_\_\_\_\_