



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 2: Lesson 7

Adding to Cascading Consequences and Stakeholders: Industrial Organic 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 industrial organic food chain.
- I can determine the stakeholders affected by the consequences of Michael Pollan's industrial organic food chain.

Ongoing Assessment

- Cascading Consequences charts
- Stakeholders charts
- MLA citations in researcher's notebooks



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p> A. Creating a Team Cascading Consequences Chart (17 minutes)</p> <p> B. Creating a Stakeholders Chart (15 minutes)</p> <p> C. Mini Lesson Reviewing Citations (6 minutes)</p> <p>3. Closing and Assessment</p> <p> A. Citing Research in MLA (5 minutes)</p> <p>4. Homework</p> <p>A. Start your Local Sustainable Food Chain Cascading Consequences chart.</p> <p> – Numbered Heads 1 and 2 reread pages 143–150 and 161–166 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart.</p> <p> – Numbered Heads 3 and 4 reread pages 166–170 and 182–192 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart.</p> <p>Be prepared to share your list of consequences with your research team to create a team Local Sustainable Food Chain Cascading Consequences chart in the next lesson.</p>	<ul style="list-style-type: none"> • This lesson is very similar in structure to Lesson 3. In order to gradually release students, in this lesson students are given a blank Stakeholders chart and you model how to fill it out by adding just a couple of stakeholders with student input before students finish it in teams. • Students will have done citations in other grades and modules; however, this lesson contains a refresher of when to use citations and the proper format. This will be a good reminder to students that, as they begin to think about answering the guiding question, they will need to use text-based evidence to support their claims—and that citing that evidence properly is very important. • You may want to familiarize yourself with citations and MLA formatting so that you can address students’ questions about this. • Collect student homework from Lesson 6 to ensure student understanding of internet search terms. You do not need to provide feedback, but be prepared to adjust your teaching in Lesson 9—the next research lesson—accordingly. • In advance: Prepare the Correct Citations ... section of the researcher’s roadmap (see supporting materials for what to include on the anchor chart). • Post: Learning targets.



Lesson Vocabulary	Materials
stakeholder, citation	<ul style="list-style-type: none">• Researcher's notebook (one per student, distributed in Lesson 3)• Team Industrial Organic Food Chain Cascading Consequences chart (started in Lesson 5)• Sticky notes (at least eight per student)• Industrial Organic Food Chain Cascading Consequences chart (for teacher reference, from Lesson 5)• Research articles (from Lesson 6)• Stakeholders chart (one per student and one for display; see Lesson 4)• Industrial Organic Stakeholders chart (answers, for teacher reference)• Correct Citations anchor chart (new; teacher-created; see supporting materials)• Blank 8" x 11" paper (one piece per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask for volunteers to read the learning targets aloud: <ul style="list-style-type: none"> * “I can use my research to add to the Cascading Consequences chart for Michael Pollan’s industrial organic food chain.” * “I can determine the stakeholders affected by the consequences of Michael Pollan’s industrial organic food chain.” • Remind students that a <i>stakeholder</i> is anyone who will be affected by the consequences of the industrial organic food chain. 	
Work Time	Meeting Students' Needs
<p>A. Creating a Team Cascading Consequences Chart (17 minutes)</p> <ul style="list-style-type: none"> • 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. • Have the students take out their researcher’s notebook. Explain that they will be sharing the new consequences that they recorded from their research to add to their team Industrial Organic Food Chain Cascading Consequences chart, where possible. • 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, and that they add their ideas on sticky notes before committing to writing in marker on the chart. That way, they can make the best decisions about where things should go (as there will likely be some overlapping information). • Circulate to support teams as they add to their Cascading Consequences charts. Refer to the Industrial Organic Food Chain Cascading Consequences chart (for teacher reference, from Lesson 5) to guide students in the consequences of the industrial organic food chain and how they are affected. • Ask students: <ul style="list-style-type: none"> * “What new consequences did you find in your research?” * “Where are you going to add them on your team chart? Why?” • Select teams to share their charts with the whole group. 	<ul style="list-style-type: none"> • This type of small group sharing and discussion provides a collaborative and supportive structure for processing and thinking about complex tasks. • If necessary, provide hint cards based on the Industrial Organic Food Chain Cascading Consequences chart (for teacher reference only) for students who need the additional support.



Work Time (continued)	Meeting Students' Needs
<p>B. Creating a Stakeholders Chart (15 minutes)</p> <ul style="list-style-type: none">• 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.• Display a blank Stakeholders chart and invite a team to suggest a stakeholder they have identified. Model filling out the columns for that stakeholder by addressing the questions in all of the column headings. Invite a student from that group to call out how they would respond to the prompts in each of the columns. Remind students that, because their life experiences and values may differ, the way they fill out the columns in this chart (particularly the final column) may differ.• Distribute Stakeholders charts and invite teams to work together to fill them out. Each group member will be filling out his or her own chart, 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.• Circulate to assist students where they need it. Ask students questions to guide their thinking:<ul style="list-style-type: none">* "What stakeholders are affected by this consequence?"* "How are they affected?"• Refer to the Industrial Organic Stakeholders Chart (answers, for teacher reference) 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.• If time allows, have students pair up with a student from another research team to compare and discuss their Stakeholders chart for the industrial organic food chain. Invite students to adjust their own answers based on their conversation if they want to.•	<ul style="list-style-type: none">• While students are collaborating in small groups on the Stakeholders chart, an individual chart is expected. Consider providing probing questions to students who need it. Such questions may remind students of possible stakeholders.



Work Time (continued)	Meeting Students' Needs
<p>C. Mini Lesson Reviewing Citations (6 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention on the Correct Citations anchor chart. Ask students to discuss in research teams: <ul style="list-style-type: none"> * "What do you notice?" * "What do you wonder?" • Cold call a few students to share their notice/wonders. • Tell students that correct <i>citation</i> means that you (as a writer) are giving credit where credit is due. You are acknowledging that your ideas have been built upon the ideas of others. Citing the sources you have used is the appropriate way to give the right people credit, so that anyone who is interested can read/check that source. Explain that there is a particular format that we will be using in the writing we do to cite our sources. It is called "MLA," or the Modern Languages Association format. <p>Guide students through how-to-cite books, articles, and websites using the examples on the anchor chart.</p>	
Closing and Assessment	Meeting Students' Needs
<p>A. Citing Research in MLA (5 minutes)</p> <ul style="list-style-type: none"> • Remind students that for each food chain in their researcher's notebook there is a space for them to record an MLA citation of the research resource they have been using. Invite students to fill in each of those now using the anchor chart to guide them. • 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 143–150 and 161–166 of <i>The Omnivore's Dilemma</i> and make a new Local Sustainable Food Chain Cascading Consequences chart. Numbers 3 and 4 will reread pages 166–170 and 182–192 and make a Local Sustainable Food Chain Cascading Consequences chart. • Distribute blank 8" x 11" paper. 	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Start your Local Sustainable Food Chain Cascading Consequences chart:<ul style="list-style-type: none">– Numbered Heads 1 and 2 reread pages 143–150 and 161–166 of <i>The Omnivore's Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart.– Numbered Heads 3 and 4 reread pages 166–170 and 182–192 of <i>The Omnivore's Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart.• Be prepared to share your list of consequences with your research team to create a team Local Sustainable Food Chain Cascading Consequences chart in the next lesson.	



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Supporting Materials



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Industrial Organic Stakeholders Chart

Answers For Teacher Reference

What is the option being considered?

Industrial Organic

Stakeholder	How will the/she/it be affected?	Is this a positive or negative consequence?	If the consequence is negative, do <i>you</i> 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
Environment	Chemical-free	Positive		1
Growers and workers	Health is improved	Positive		2
Animals	On feedlots	Negative	No	2
Customer ("people")	"Range" fed beef costs more	Negative and positive	Yes	1
Customer	Food tastes better	Positive		1
Environment	High use of fossil fuels	Negative	Yes	1



Correct Citations Anchor Chart

What should be cited?

- Anything that is not your idea, a shared language, or common knowledge.
- Facts or statistics.
- Verbatim quotes.
- Summaries or paraphrases of others' ideas.
- If the information might be common knowledge but your reader may be unfamiliar with it.
- Others' opinions.
- If you're not sure, ask your teacher or cite it to be safe.

How to cite?

MLA (Modern Languages Association) Format

Books

Last, First M. *Book Title*. City Published: Publisher, Year Published.

Example: Pollan, Michael. *The Omnivore's Dilemma*. Young Readers Edition. New York: Dial Books, 2009.

Article

Last, First M. "Article." *Journal Name* Volume. Issue (Year): Page (s).

Example: Williams, Keisha. "School Librarians-Getting Qualified for the 21st Century." *School Library Monthly* Nov. (2010): 46-47.

Website

Last, First M. "Website Article." *Website*. Publisher, Date published - Day Month Year. Web. Date Accessed - Day Month Year.

Example: Manson, Richard. "Top Ten Travel Tips." *About.com*. New York Times Company, 20 Dec. 2009. Web. 25 Sept. 2008.