



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 2: Lesson 9

Further Research: Local Sustainable Food Chain



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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 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 use research skills to determine consequences of the local sustainable food chain.
- I can cite sources using MLA format.
- I can choose the most effective search terms to find relevant research sources to answer my research question.
- I can evaluate the credibility and accuracy of a source.
- I can quote and paraphrase others' work while avoiding plagiarism.
- I can identify the relevant information in a research source to answer my research question.

Ongoing Assessment

- Researcher's notebook



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Reviewing Homework (5 minutes)B. Unpacking Learning Targets (2 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Review Researcher’s Notebook and Research Anchor Charts (5 minutes)B. Research, Read, and Record (28 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Popcorn Sharing (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Finish filling out the researcher’s notebook for your research articles from this lesson.	<ul style="list-style-type: none">• Be prepared to adjust your teaching about internet search terms accordingly in this lesson based on the Internet Search Terms homework you collected in Lesson 7.• Ensure you have looked over the Exit Ticket: Developing a Supporting Research Question: Consequences of Local Sustainable Food Chain from the previous lesson to ensure students are on the right track with their research question. Be prepared to guide those students who need assistance in the right direction before they begin researching in this lesson.• This lesson is very similar in structure to Lessons 3 and 6. By this lesson, the research process and use of the Researcher’s Notebook should be more familiar to students and, as a result, they should require less modeling and support. Keep in mind that this is the last lesson in which students practice research skills before the mid-unit assessment, so anything that students are struggling with should be reviewed in this lesson to ensure students are successful in the mid-unit assessment.• Prompts in the Researcher’s Notebook in this lesson are nearly identical to those in Lesson 6, with one exception: Building on the review of MLA style citation in Lesson 7, students will cite their source (as well as those previously noted in their Researcher’s Notebooks) in MLA format. This will ensure that students have properly cited sources ready to include in a bibliography for their position paper in Unit 3.• After this lesson, consider checking in with students and/or collecting their Researcher’s Notebooks to briefly assess their understanding of MLA citation in preparation for the mid-unit assessment in Lesson 11.• The homework in this lesson requires that students complete the Researcher’s Notebook using the article they use in class (if they have not done so by the end of class). This would require the students to print the articles, save them, or access them at home. Consider which option(s) would work best for your students and prepare accordingly.• Post: Learning targets



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Effective Search Terms Are ... anchor chart (created in Lesson 6)• Researcher's notebooks (one per student, started in Lesson 3)• What Makes a Source Credible and Accurate? anchor chart (created in Lesson 3)• Paraphrasing anchor chart (created in Lesson 3)• Correct Citations anchor chart (created in Lesson 7)• Exit Ticket: Developing a Supporting Research Question: Consequences of Local Sustainable Food Chain (completed in Lesson 8)• Research task cards (distributed in Lesson 6)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Effective Search Terms Are ... anchor chart and invite them to reread the criteria. • In research teams, invite students to share their research questions and the search terms they think will help them to find an article to answer their research question. Instruct students to explain their choices to their team using the criteria on the Effective Search Terms Are ... anchor chart and then listen as the other members of the team explain their own choices. • Circulate to identify any problems with student internet search terms. Keep those students with issues in mind as students to focus on in a small group setting at the beginning of the research time. • After they have shared their responses, ask students to give a Fist to Five on their comfort level with determining effective search terms. Five means completely comfortable determining effective search terms and zero means not at all comfortable. Clarify and answer questions where necessary. 	<ul style="list-style-type: none"> • Use the Fist to Five to help you measure which students might need additional support during Work Time B.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * "I can use research skills to determine consequences of the local sustainable food chain." * "I can cite sources using MLA format." * "I can choose the most effective search terms to find relevant research sources to answer my research question." * "I can evaluate the credibility and accuracy of a source." * "I can quote and paraphrase others' work while avoiding plagiarism." * "I can identify the relevant information in a research source to answer my research question." <p>Remind students that they will have seen all of these learning targets in previous lessons.</p>	



Work Time	Meeting Students' Needs
<p>A. Review Researcher's Notebook and Research Anchor Charts (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their researcher's notebooks.• Remind students that the first time they researched independently, they learned about credibility and accuracy. Invite students to read the learning target aloud:<ul style="list-style-type: none">* "I can evaluate the credibility and accuracy of a source.• Ask students to discuss in teams:<ul style="list-style-type: none">* "What makes a source credible and accurate?"• Invite students to reread the What Makes a Source Credible and Accurate? anchor chart with you.• Invite students to read the next learning target aloud with you:<ul style="list-style-type: none">* I can quote and paraphrase others' work while avoiding plagiarism."• Ask students to discuss in teams:<ul style="list-style-type: none">* "How and why do we paraphrase research?"• Invite students to reread the Paraphrasing anchor chart with you.• Call students' attention to the Correct Citations anchor chart. Remind students to refer to the anchor chart when filling out the Gathering Sources section of their researcher's notebook.	



Work Time (continued)	Meeting Students' Needs
<p>B. Research, Read, and Record (28 minutes)</p> <ul style="list-style-type: none">• Read the learning target aloud to students:<ul style="list-style-type: none">* “I can use research skills to determine consequences of the local sustainable food chain.”• Pass back the Exit Ticket: Developing a Supporting Research Question: Consequences of Local Sustainable Food Chain from Lesson 8. Invite students to revise their question on their researcher’s notebooks based on any feedback you may have given them.• Invites students to refer to their Research task cards and to reread the steps. Make sure students know how important it is to follow the steps on the task cards in order to get the best, most relevant results to answer their research questions. Explain that the steps are designed to repeat, and that students will likely repeat steps a few times in order to find a relevant and credible article.• Focus students on the Local Sustainable—Lesson 9 of their researcher’s notebook. Invite students to look at the final section of this chapter of their notebook. Point out that, in addition to refining the question, there is now an extension activity for students to research again using their refined question. Explain that students are only to do this if they have time.• Invite students to begin researching. Remind them to follow the directions on their Research task cards and to record what they find in their researcher’s notebook. Circulate to answer questions and check student progress, making sure the search results students get are relevant to the local sustainable food chain.• When about 10 minutes have passed, circulate to make sure all students have found an article to use. Assist students in refining their search terms where necessary.	<ul style="list-style-type: none">• As students research, consider meeting in small groups with those who are having difficulty with the research skills introduced in the lesson or in previous lessons.• For students requiring serious reading interventions, consider compiling a research folder of level-appropriate texts for students to read in place of the internet search.• In Section 3—Evaluating the Source, Part B of each food chain within the researcher’s notebook, students are offered a chance to extend their research. Consider directing accelerated learners or students who complete their research early to this extension section. You might ask these students to include the additional research they conduct in conversations within their research teams, with the goal of adding even more details to their Cascading Consequences and Stakeholders charts.



Closing and Assessment	Meeting Students' Needs
<p>A. Popcorn Sharing (5 minutes)</p> <ul style="list-style-type: none"> • Tell students you would like to hear some feedback about how their research went today. Inform students that they will popcorn share their responses. Remind students that popcorn sharing starts with one student, who then chooses the next student to share, and so on. The responses do not need to be related to one another; students can share what's on their mind about the research process today. • Ask students: <ul style="list-style-type: none"> * "What are some things you learned about consequences of the local sustainable food chain today?" • Choose one student to begin sharing. Make sure each student passes the share out to another volunteer. • Halfway through sharing time, ask students to consider your next question: • "What do you feel most confident about as we approach the mid-unit assessment?" • Choose one student to begin sharing. Make sure each student passes the share out to another volunteer. • Thank students for their hard work during today's research time. Tell them their practice with research skills will pay off on their mid-unit assessment. • Remind students that they will meet with their research teams next lesson to share what they found today and add to their Cascading Consequences charts. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Finish filling out the researcher's notebook for your research articles from this lesson. 	<ul style="list-style-type: none"> • This homework requires the student to print the article, save it, or access it at home. Consider which option(s) would work best for your students and prepare accordingly.