



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: Unit 3: Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Unit 3: Position Paper: Which of Michael Pollan's Four Food Chains Would You Choose to Feed the United States?**

In this unit, students use their research and their position speech from Unit 2 to write a position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States? The paper must include a claim to answer the question, two reasons for making that claim, and evidence to support

each of the reasons. There must also be a counterclaim and response. Students analyze a model position paper to guide them in the writing process and plan their essay one paragraph at a time. For the performance task at the end of the unit, students create a visual representation of their position paper.

**Guiding Questions and Big Ideas**

- **Which of Michael Pollan's four food chains would best feed the United States?**
- **What are the consequences of each of the food chains?**
- **Which stakeholders are affected by the consequences of each food chain?**
- *When taking a position on an issue, you need to research the consequences and stakeholders affected by each option.*
- *When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.*



Mid-Unit 3 Assessment	<p><b>Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States?</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.8.1, W.8.1a, W.8.1b, and W.8.1e. Students draft a position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States? Their position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons. It should also include a counterclaim and a response to that counterclaim. Students use their position speech from the End of Unit 2 Assessment as a basis for their position paper.</p>
End of Unit 3 Assessment	<p><b>Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States?</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.1, W.8.1, W.8.1c, W.8.1d, and W.8.9. Students write a final draft of their position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States?</p>
Final Performance Task	<p><b>Visual Representation of Position Paper</b></p> <p>This performance task gives students a chance to share their best reading, writing, and thinking about the question: "Which of Michael Pollan's food supply chains would best feed the United States?" Students will use a powerful excerpt of their position paper, visual components, and text features to create a poster that shows their claim as well as the evidence they used to support their claim. These posters will be displayed around the classroom, with students having the opportunity to do a Gallery Walk of one another's work. This task addresses NYSP12 ELA Standards RI.8.1, W.8.1, W.8.9, and W.8.9b.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read *The Omnivore's Dilemma*, an informational text about food sustainability. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:**

**Unifying Themes (pages 6–7)**

- Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments); impact of human activities on the environment; interactions between regions, locations, places, people, and environments.
- Theme 9: Science, Technology, and Innovation: Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization.

**Social Studies Practices: Geographic Reasoning, Grades 5–8**

- Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).
- Descriptor 3: Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

**Social Studies Practices: Gathering, Using, and Interpreting Evidence, Grades 5–8**

- Descriptor 1: Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Descriptor 4: Describe and analyze arguments of others.
- Descriptor 6: Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

### Texts

1. Michael Pollan, *The Omnivore's Dilemma*, Young Readers Edition (New York: The Penguin Group, 2009), ISBN: 978-0-8037-3500-2.



**This unit is approximately 1 week or 6 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Analyzing a Model Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can find the gist of the model position paper.</li> <li>I can determine the main ideas of a model position paper.</li> <li>I can analyze the structure of a model literary essay.</li> </ul>	<ul style="list-style-type: none"> <li>Gist annotations on model position paper</li> </ul>	<ul style="list-style-type: none"> <li>Qualities of a Strong Position Paper</li> </ul>
<b>Lesson 2</b>	Planning Body Paragraphs of Position Paper and Beginning Mid-Unit 3 Assessment	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can organize my evidence for each body paragraph into a Quote Sandwich.</li> <li>I can use my Quote Sandwiches to draft the body paragraphs of my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Quote Sandwich organizers for Body Paragraphs 1, 2, and 3.</li> </ul>	<ul style="list-style-type: none"> <li>Qualities of a Strong Position Paper</li> <li>Correct Citations</li> </ul>
<b>Lesson 3</b>	Mid-Unit Assessment: Draft of Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> <li>I can introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1a)</li> <li>I can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1b)</li> <li>I can provide a concluding statement or section that follows from and supports the argument presented. (W.8.1e)</li> <li>I can use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1c)</li> <li>I can establish and maintain a formal style. (W.8.1d)</li> </ul>	<ul style="list-style-type: none"> <li>I can draft the introductory and concluding paragraphs of my position paper.</li> <li>I can use words, phrases, and clauses to show the relationship between the ideas in my position paper.</li> <li>I can maintain a formal style in my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Draft Position Paper</li> </ul>	<ul style="list-style-type: none"> <li>Adapting a Speech</li> <li>Qualities of a Strong Position Paper</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Introducing the Performance Task Prompt and Beginning a Visual Representation	<ul style="list-style-type: none"><li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li></ul>	<ul style="list-style-type: none"><li>I can produce a visual representation of my position paper.</li></ul>	<ul style="list-style-type: none"><li>Performance task: visual representations</li></ul>	<ul style="list-style-type: none"><li>Effective Visual Representation</li></ul>
<b>Lesson 5</b>	End of Unit Assessment: Final Position Paper	<ul style="list-style-type: none"><li>I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li></ul>	<ul style="list-style-type: none"><li>I can write the final draft of my position paper.</li></ul>	<ul style="list-style-type: none"><li>End of Unit 3 Assessment: Final Draft of Position Paper</li></ul>	
<b>Lesson 6</b>	Final Performance Task: Sharing Visual Representations of Position Papers	<ul style="list-style-type: none"><li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li></ul>	<ul style="list-style-type: none"><li>I can share my visual representation of my position paper with my class.</li></ul>	<ul style="list-style-type: none"><li>Performance task: visual representations</li></ul>	<ul style="list-style-type: none"><li>Gallery Walk protocol</li></ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite in local farmers to discuss their farming methods with students, as well as how the issues that Michael Pollan discusses affect their food production and their livelihoods.
- Invite in representatives from grocery stores, including organic and health food stores, to share with students how the issues that Michael Pollan discusses affect their stores and consumers.
- Invite in hunters who hunt to feed their families to share their perspective on hunting with students.

**Fieldwork:**

- Arrange for a visit to a local grocery store to look at the ingredients in different foods and where the produce comes from.
- Arrange for a visit to a food processing plant to look at what happens to food in a factory.
- Arrange for a visit to farms, for example a local sustainable farm and an industrial farm, to see how food is produced and to compare the different ways things are done.

**Optional: Extensions**

- Grow a class garden of basic vegetables and herbs and discuss the different ways to grow food—with or without fertilizers and chemicals. If you have the space and time, students could grow two gardens: one with and one without fertilizers and chemicals to compare how those things change how food grows.



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: Unit 3: Lesson 1

## Analyzing a Model Position Paper



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.





Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can find the gist of the model position paper.</li><li>• I can determine the main ideas of a model position paper.</li><li>• I can analyze the structure of a model literary essay.</li></ul>	<ul style="list-style-type: none"><li>• Gist annotations on model position paper</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Unpacking the Prompt and Introducing the Rubric (8 minutes)</li><li>B. Reading the Model Position Paper for Gist and Analyzing the Content (15 minutes)</li><li>C. Analyzing the Structure of the Model Position Paper (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Assessing the Model against the Rubric (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Quote Sandwich organizers: To prepare to draft the first body paragraph of your position paper (in which you are going to provide evidence to support one of your reasons for making your choice of food chain), use the evidence on your Position Speech graphic organizer and in your position speech from Unit 2 to fill out two Quote Sandwich organizers. If you can remember how to cite your sources in MLA format, please do so at the bottom of your organizers, but if you can't, leave it blank and we will review this in a later lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson launches the end of unit assessment, in which students will write a position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States? Students have already done a lot of the thinking for this paper when writing their position speeches for the End of Unit 2 Assessment, so the focus of this unit is turning that speech into a position paper.</li><li>• In this lesson, students are asked to consider the difference between a position speech and a position paper and to analyze a model position paper to help them understand that difference. Students will use the evidence they gathered in Unit 2 to write their position paper.</li><li>• As students analyze the model essay, it is important to note that there is more than one way to organize a position paper, and this model is an example of one way. Students should be encouraged to find the organizational structure that will best suit their argument. For example, some students may decide to address the counterclaim earlier in their essay.</li><li>• The Position Paper Rubric will be used to assess the position paper. Students review the rubric briefly in this lesson, and will evaluate their own writing in later lessons in this unit. This rubric is nearly identical to the <i>To Kill a Mockingbird</i> Argument Rubric from Module 2A, as it assesses the same standard (W.8.1).</li><li>• Students have used the Quote Sandwich organizer before, and there are instructions on the organizer; however, if you are concerned that students may not be able to fill out the organizer without a review, please make time to do this in class.</li><li>• In order to complete the Quote Sandwich organizer for homework, students will need to take home their Position Speech graphic organizer and their position speech.</li><li>• In advance: Review the model position paper (see supporting materials).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
gist, structure, stakeholders, consequences	<ul style="list-style-type: none"><li>• End of Unit 3 Assessment: Position Paper Prompt (one per student and one to display)</li><li>• Equity sticks</li><li>• Position Paper Rubric (one per student and one to display)</li><li>• Model position paper (one per student and one to display)</li><li>• Chart paper</li><li>• Qualities of a Strong Position Paper anchor chart (new; teacher-created; see Work Time C)</li><li>• Quote Sandwich organizers (two per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can find the gist of the model position paper.”</li><li>* “I can determine the main ideas of a model position paper.”</li><li>* “I can analyze the structure of a model literary essay.”</li></ul></li><li>• Remind students of what finding the <i>gist</i> means. Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* * “What is the <i>structure</i>?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that the structure is how something is put together or how it is organized and built, just like the structure of a building.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Unpacking the Prompt and Introducing the Rubric (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the <b>End of Unit 3 Assessment: Position Paper Prompt</b>. Invite students to follow along silently as you read the prompt aloud. Ask students to circle any unfamiliar words. Clarify words as needed. Most of this vocabulary has already been addressed throughout the module, but students may need reminding of words like <i>stakeholders</i> and <i>consequences</i>.</li> <li>• Invite students to close their eyes for a moment and envision themselves writing their position paper. Ask them to think about what the paper needs to include and what thinking they need to do in order to write. Now have students open their eyes and discuss the following questions with an elbow partner: <ul style="list-style-type: none"> <li>* “What is this focusing question or prompt asking you to do?”</li> <li>* “What will your writing have to include to address the question?”</li> </ul> </li> <li>• Circulate and listen for students to say that they will have to use the ideas they presented in their position speeches at the end of Unit 2 to write a position paper presenting their response to the question: Which of Michael Pollan’s four food chains would you choose to feed the United States?</li> <li>• Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> <li>* “What is the difference between a position speech and a position paper?”</li> </ul> </li> <li>• Consider using <b>equity sticks</b> to select students to share their responses. Listen for students to explain that a speech is to be spoken aloud, so when writing it they were thinking about speaking and how to make their ideas sound interesting and engaging to a listening audience of fellow students. A position paper requires a more formal tone and style because it is a written essay. It is important to note that sometimes a position paper is created first and then a speech is crafted based on the paper.</li> <li>• Display and distribute the <b>Position Paper Rubric</b>, the content of which they are familiar with from previous modules. Remind students that they will be assessed on this rubric.</li> <li>• Ask students to review the criteria of the rubric with you. Select volunteers to read each of the criteria for the whole group.</li> <li>• Invite students to turn and talk with an elbow partner. Ask: <ul style="list-style-type: none"> <li>* “Think about your position speech. Which criteria do you think is a strength for you? Why?”</li> <li>* “Which criteria do you think is a challenge for you? Why? How can you improve?”</li> </ul> </li> <li>• Cold call students to share their responses with the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Using equity sticks provides equal opportunity for all students to be called upon and to participate in the class discussion.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading the Model Position Paper for Gist and Analyzing the Content (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>model position paper</b>.</li><li>• Congratulate students on unpacking the prompt for the end of unit assessment. Tell them they will now begin reading like a writer—studying a model position paper to see what they will be writing.</li><li>• Direct students' attention to the focusing question on their prompt. Ask them to discuss in triads:<ul style="list-style-type: none"><li>* "What is the difference between the focusing question in your prompt and the focusing question in this model?"</li></ul></li><li>• Select students to share their responses with the whole group. Listen for students to explain that the focusing questions are very similar, but instead of choosing one of Michael Pollan's food chains to best feed the United States, the model chooses a food chain that is best for the environment.</li><li>• Invite students to follow along while you read the model position paper aloud. Be sure to follow the read-aloud practice used in previous modules of reading the text all the way through without stopping.</li><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* "What is this model position paper mostly about?"</li></ul></li><li>• Consider using equity sticks to select students to share their responses with the whole group. Listen for students to explain that the position paper describes how the local sustainable food chain is the best of Michael Pollan's food chains for the environment.</li><li>• Explain that now students will be working in pairs to reread and annotate each paragraph of the model position paper for the gist—to get an idea of what each of the paragraphs is mostly about. Remind students to discuss the gist of each paragraph with their partners before recording anything.</li><li>• Circulate and observe student annotations and invite students who are struggling to say the gist aloud to you before recording it.</li><li>• Refocus whole group and ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What is the claim and the reasons for making that claim in the model position paper?"</li></ul></li><li>• Invite students to work with their partners to annotate the essay to identify the claim and reasons. Select volunteers to share their responses with the whole group. Listen for students to accurately state the claim and the reasons for making that claim.</li><li>• Ask: "Where does the author get his or her evidence to prove the claim?" Listen for students to recognize that the strongest evidence comes from proving the claim with quotes from the text.</li></ul>	<ul style="list-style-type: none"><li>• A model essay provides both a scaffold and a goal for students. Consider working with small groups and chunking the model essay into introductory, body, and conclusion paragraphs for closer analysis with students who need it.</li><li>• By providing a true read-aloud without stopping, the teacher provides a model of fluent reading and also allows students to hear the text in its entirety before processing and analyzing it at a deeper level.</li><li>• Consider using a document camera to display and annotate the model essay with students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Draw students' attention to the sentence, "In nature, 'birds follow and clean up after herbivores' (Pollan 147)" in the first body paragraph. Remind students that the writer of this essay doesn't just write a quote and leave it at that. The writer then explains his or her reasoning based on the quote. Share with students that they have done this before whenever they have correctly use a Quote Sandwich organizer to help them write an essay. They will have a chance to use a Quote Sandwich organizer as they plan this essay as well.</li></ul>	
<p><b>C. Analyzing the Structure of the Model Position Paper (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* "What is the structure of a strong position paper?"</li><li>* "What are the qualities of a strong position paper?"</li></ul></li><li>• Use a sheet of chart paper to begin the <b>Qualities of a Strong Position Paper anchor chart</b>. Cold call pairs to share the structure and qualities they discussed that will make this a strong position paper. Be sure the chart includes:<ul style="list-style-type: none"><li>– Introductory Paragraph: introduces the claim and the reasons why the author is making that claim</li><li>– Body Paragraph 1: provides evidence and reasoning for the first reason the author stated in the introduction</li><li>– Body Paragraph 2: provides evidence and reasoning for the second reason the author stated in the introduction</li><li>– Body Paragraph 3: provides and responds to a counterclaim with evidence</li><li>– Concluding Paragraph: restates the position and restates own claim and leaves the reader with something to think about</li></ul></li><li>• For anything students do not identify on their own, add it to the anchor chart and explain why you are doing so.</li></ul>	<ul style="list-style-type: none"><li>• Students should understand that there is more than one way to structure a position paper. Since they are learning to write a position paper, students will benefit from using this structure. However, if a student's position is better suited to a different structure, the student should be allowed to adapt the structure provided here. However, please note that students must fulfill all the requirements of the task.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Assessing the Model against the Rubric (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they are now going to work in pairs to assess the model position paper using the first two rows of the Position Paper Rubric. Invite students to underline where on the rubric they think the model would score and to underline parts of the model that fulfill criteria on the rubric.</li><li>• Circulate to assist students. Ask guiding questions:<ul style="list-style-type: none"><li>* “Why did you underline that? Can you provide evidence of fulfilling that criteria in the model?”</li></ul></li><li>• Refocus whole group. Cold call students to share their assessment of the model and to justify their assessment with evidence on the rubric. Remind students that the essay reflects the cascading consequences thinking they have been doing in this module.</li><li>• Distribute <b>Quote Sandwich organizers</b>, two per student. Remind students that they have used this organizer before to help them plan the body paragraphs of their essays.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Quote Sandwich organizers: To prepare to draft the first body paragraph of your position paper (in which you are going to provide evidence to support one of your reasons for making your choice of food chain), use the evidence on your Position Speech graphic organizer and in your position speech from Unit 2 to fill out two Quote Sandwich organizers. If you can remember how to cite your sources in MLA format, please do so at the bottom of your organizers, but if you can't, leave it blank and we will review this in a later lesson.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: Unit 3: Lesson 1

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.





End of Unit 3 Assessment:  
Position Paper Prompt

---

Name:

---

Date:

---

**Learning Target:** “I can write arguments to support claims with clear reasons and relevant evidence.” (W.8.1)

**Focusing question:** Which of Michael Pollan’s four food chains would you choose to feed the United States?

Throughout Unit 2 you identified the consequences and stakeholders of each of Michael Pollan’s four food chains in order to choose a food chain to answer the focus question. In this assessment, you will organize your ideas into a position paper. You have already done the thinking for this paper when writing your position speeches, so you should use your speech to help you write your paper.

**In your essay, be sure to:**

- State which food chain you would choose and at least two reasons why.
- Provide evidence and sound reasoning for each of the reasons you have provided.
- Provide a counterclaim and respond to it.



Position Paper Rubric

Scores 2 - 0

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

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

2	1	0
<ul style="list-style-type: none"> <li>introduces the text and the claim in a manner that follows generally from the task and purpose</li> <li>claim and reasons demonstrate a literal comprehension of the topic</li> <li>acknowledges and responds to counterclaim(s), but thinking</li> <li>partially develops the argument (claim and reasons) with the use of some textual evidence, some of which may be irrelevant</li> <li>uses relevant evidence inconsistently</li> <li>sometimes logically explains how evidence supports the claim and reasons</li> <li>exhibits some attempt at organization, with inconsistent use of transitions</li> <li>establishes but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>provides a concluding statement or section that follows generally the claim and reasons presented</li> <li>demonstrates emerging command of conventions with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>introduces the text and the claim in a manner that does not logically follow from the task and purpose</li> <li>claim and reasons demonstrate little understanding of the topic</li> <li>does not acknowledge and/or respond to counterclaim(s)</li> <li>demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant</li> <li>attempts to explain how evidence supports the claim and reasons</li> <li>exhibits little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</li> <li>demonstrates a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>claim and reasons demonstrate a lack of comprehension of the topic or task</li> <li>provides no evidence or provides evidence that is completely irrelevant</li> <li>does not explain how evidence supports the claim and reasons</li> <li>exhibits no evidence of organization</li> <li>uses language that is predominantly incoherent or copied directly from the text(s)</li> <li>does not provide a concluding statement or section</li> <li>minimal, making assessment of conventions unreliable</li> </ul>



Position Paper Rubric

Scores 4 - 3

4	3
<ul style="list-style-type: none"> <li>– clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose</li> <li>– claim and reasons demonstrate insightful analysis of the topic</li> <li>– acknowledges and responds to counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>– clearly introduces the text and the claim in a manner that follows from the task and purpose</li> <li>– claim and reasons demonstrate grade-appropriate analysis of the topic</li> <li>– acknowledges and responds to counterclaim(s) appropriately and clearly</li> </ul>
<ul style="list-style-type: none"> <li>– develops the argument (claim and reasons) with relevant, well-chosen facts; definitions; concrete details; quotations; or other information and examples from the text(s)</li> <li>– sustains the use of varied, relevant evidence</li> <li>– skillfully and logically explains how evidence supports the claim and reasons</li> </ul>	<ul style="list-style-type: none"> <li>– develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>– sustains the use of relevant evidence, with some lack of variety</li> <li>– logically explains how evidence supports the claim and reasons</li> </ul>
<ul style="list-style-type: none"> <li>– exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>– establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>– provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</li> </ul>	<ul style="list-style-type: none"> <li>– exhibits clear organization, with the use of appropriate transitions to create a unified whole</li> <li>– establishes and maintains a formal style using precise language and domain-specific vocabulary</li> <li>– provides a concluding statement or section that follows from the claim and reasons presented</li> </ul>
<ul style="list-style-type: none"> <li>– demonstrates grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>



Position Paper Rubric  
Criteria and CCLS

Criteria	CCLS
<b>CLAIM AND REASONS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	W.2 R.1–9
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support the author's argument	W.9 R.1–9
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3. L.6
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2

Model Position Paper

---

Name:

---

Date:

---

**Prompt: Which of Michael Pollan’s four food chains is best for the environment?**

As Michael Pollan points out in his book, *The Omnivore’s Dilemma*, the path our food takes from the farm to our plates can have a major impact on the environment. When we decide what to eat, we should take into account which “food chain” negatively impacts the environment the least. While the hunter-gatherer food chain has very little impact on the environment, it is not realistic to think that this is a viable food chain for our country. Therefore, out of the three food chains that could realistically feed our nation, I think that the local sustainable food chain is the best food chain for the environment; it uses the fewest raw materials and gives off the least amount of pollution.

Local sustainable farms use very few additional materials because they use the natural resources available from the land. For example, Michael Pollan explains that on the Polyface farm, Joel Salatin farms following the natural cycle, which means he does not need to use toxic chemicals to get rid of parasites on his cows. In nature, “birds follow and clean up after herbivores” (Pollan 147). After the cows graze in a pasture, Salatin puts the hens in to eat the grubs and larvae from the cowpats. This prevents bugs and parasites from bothering the cows, so the cows don’t need insecticides (Pollan 165). Additionally, unlike industrial and industrial organic farms, Salatin’s local sustainable farm doesn’t require any added fertilizer. Salatin leaves the chickens in the pasture just long enough for their droppings to give the grass the right amount of nitrogen it needs (Pollan 163). Salatin does have to buy chicken feed since only 20 percent of his chickens’ diet comes from the grass, worms, and insects they find; but that chicken feed is one of the few raw materials he needs (Pollan 163). Because farmers like Joel Salatin orchestrate their animals and plants to work together just like they do in nature, local sustainable farms require very few added inputs and are therefore best for the environment.

In addition to using few raw materials, the local sustainable food chain gives off very little pollution. Unlike industrial farms and feedlots where the animal manure is unusable “toxic pollution” (Pollan 49), farms like Salatin’s don’t have any manure waste. On Salatin’s farm the manure either fertilizes the field directly, or it is turned into compost. For example, he suspends his rabbits’ cages over woodchips so the urine sinks into the chips. He lets hens loose in the woodchips to eat worms. According to Pollan, “the scratching of the hens turns the chips and the rabbits’ nitrogen-rich urine into valuable compost” (166). Rather than having manure and urine that has to be disposed of or hauled away, on a local sustainable farm like Salatin’s, this waste is not waste at all. It actually enriches the fields to keep the grass and the animals healthy. Another way in which the local

## Model Position Paper

sustainable farm creates less pollution is through transportation. Because local sustainable farms sell food locally, there is less pollution created by transporting the food. Pollan states that growing, processing, and transporting lettuce from the industrial organic food chain uses 57 times more calories in fossil fuel than it contains in food (125). Fossil fuels emit greenhouse gases into the atmosphere. Food from farms like Polyface requires little transportation and therefore creates much less pollution.

Many people say that eating from the local sustainable food chain is not that much better for the environment if you eat meat, particularly beef. According to a 2006 report by the U.N. Food and Agriculture Organization, 18 percent of the world's man-made greenhouse-gas emissions come from livestock (Abend). This is because cows and other ruminants emit a large amount of methane and nitrous oxide through their digestion process (DeWeerd). However, people who argue that grass-fed beef is not better for the environment are not looking closely at farms like Salatin's. Because cows at Polyface are moved from pasture to pasture to graze, the cows actually make the pastures healthier. And the healthy pastures keep carbon in the ground, reducing the amount of carbon released into the air as a greenhouse gas (Abend). Eliot Coleman, who runs a farm similar to Polyface, points to the value of eating from the local sustainable food chain, including meat. He says: "A vegetarian eating tofu made in a factory from soybeans grown in Brazil is responsible for a lot more CO<sub>2</sub> than I am" (Abend). The evidence shows that local sustainable meat does not harm the environment.

If we all eat food that is grown using local sustainable practices, following the natural cycle, then our food choices will not hurt the environment. Stakeholders—such as the farm animals like cows and chickens—will benefit from this food chain because they will live more naturally. In fact, if we, as consumers, show farmers that we want food grown on small sustainable farms like Joel Salatin's, and more farmers start running their farms so that nothing is wasted, little input is required, and there is no pollution, then our land will actually begin to be repaired from the environmental degradation caused by the industrial food chain.

### Works Cited

- Abend, Lisa. "How Cows (Grass-Fed Only) Could Save the Planet." *Time*. 25 Jan. 2010. Web. 12 Aug. 2013.
- Chevat, Richie, and Michael Pollan. *The Omnivore's Dilemma: The Secrets Behind What You Eat*. Young Readers ed. New York: Dial, 2009. Print.
- DeWeerd, Sarah. "Is Local Food Better?" *Worldwatch Institute*. n.p., n.d. Web. 12 Aug. 2013.



**Position Paper**  
Quote Sandwich Organizer

---

**Name:**

---

**Date:**

---

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A Quote Sandwich is similar; it is how you use evidence in an position paper. First, you introduce a quote (evidence from a text) by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea, which is the reasoning.

**Claim:**

---

**Reason for Making that Claim:**

---

---

---



**Position Paper**  
Quote Sandwich Organizer

**Introduce the Quote:**

For example: In Chapter 17 of *The Omnivore's Dilemma*, Michael Pollan writes ...

---

**Include the Quote:**

Tip: Make sure to punctuate quotes correctly using quotation marks.

Remember to cite the page number in parentheses after the quote.

For example: "Because of the chickens, Joel doesn't have to treat his cattle with toxic chemicals to get rid of parasites" (165).

---

---

**Analyze the quote:**

Tip: This is where you explain how the quote supports your idea.

For example: This shows that in local sustainable farming, animals are healthier because they don't need to be given toxic chemicals.

---

---

---

---

---

---





EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 3: Lesson 2**

## **Planning Body Paragraphs of Position Paper and Beginning Mid-Unit 3 Assessment**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can organize my evidence for each body paragraph into a Quote Sandwich.</li> <li>I can use my Quote Sandwiches to draft the body paragraphs of my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Quote Sandwich organizers for Body Paragraphs 1, 2, and 3.</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Unpacking Learning Targets (1 minute)</li> <li>Reviewing MLA Citation (3 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>Planning Body Paragraph 2 (17 minutes)</li> <li>Planning Body Paragraph 3 (17 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Begin Mid-Unit 3 Assessment: Drafting Body Paragraphs in Position Paper (7 minutes)</li> </ol> </li> <li>Homework             <ol style="list-style-type: none"> <li>Finish drafting the body paragraphs of your position paper.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>In this lesson, students use the Quote Sandwich organizer to plan Body Paragraphs 2 and 3 of their position paper. As students fill out their organizer, circulate to check they are filling it out in a way that will be useful to them when drafting their body paragraphs.</li> <li>At the end of the lesson, students begin the Mid-Unit 3 assessment as they begin drafting their body paragraphs. As this draft will be assessed, ensure students do this independently.</li> <li>Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
gist, structure, stakeholders, consequences	<ul style="list-style-type: none"><li>• Correct Citations anchor chart (from Unit 2)</li><li>• End of Unit 2 Assessment: Position Paper Prompt (from Lesson 1)</li><li>• Model position paper (from Lesson 1)</li><li>• Quote Sandwich organizers (from Lesson 1; three per student and one to display)</li><li>• Position Speech graphic organizer (from Unit 2)</li><li>• Position speech (from Unit 2)</li><li>• Qualities of a Strong Position Paper anchor chart (from Lesson 1)</li><li>• Position Paper Rubric (from Lesson 1)</li><li>• Mid-Unit 3 Assessment: Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States? (one per student)</li><li>• Lined paper (two pieces per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can organize my evidence for each body paragraph into a Quote Sandwich.”</li><li>* “I can use my Quote Sandwiches to draft the body paragraphs of my position paper.”</li></ul></li><li>• Remind students that they already filled out two Quote Sandwich organizers for one of their reasons for choosing one of Michael Pollan’s food chains to feed the United States.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “Why are we organizing our quotes (evidence) into Quote Sandwiches?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that Quote Sandwiches help them to plan the body paragraphs of their position paper because they help students think about how to introduce the quote and their reasoning for choosing that quote.</li></ul>	
<p><b>B. Reviewing MLA Citation (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take out the Quote Sandwich organizers completed for homework. Focus them on the space for MLA citation at the bottom of each page.</li><li>• Display the <b>Correct Citations anchor chart</b> and invite students to read it with you.</li><li>• Invite students to use the anchor chart to record an MLA citation for each of the two pieces of evidence on their Quote Sandwich graphic organizers.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Planning Body Paragraph 2 (17 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to review the <b>End of Unit 2 Assessment: Position Paper Prompt</b> to ground themselves in what they are being asked to do. Remind them that they will be using the evidence they gathered in Unit 2 to write this essay.</li><li>• Invite students to reread the first two body paragraphs of the <b>model position paper</b> to remind themselves of what their position paper should look like in the end.</li><li>• Display and distribute new <b>Quote Sandwich organizers</b> (three per student). Explain that now that students have completed two Quote Sandwich organizers for homework, they are going to do the same thing for the next body paragraph, in which they will provide evidence and reasoning for the second reason for their choice of food chain to feed the United States.</li><li>• Remind students to refer to their <b>Position Speech graphic organizers</b> and their <b>position speeches</b> from Unit 2 to determine the next reason they are going to be writing about and the evidence they can use to support that reason.</li><li>• Give students a couple of minutes to think through how they are going to organize their ideas on the Quote Sandwich organizer, and then invite them to pair up and orally share this thinking.</li><li>• Invite students to fill out two Quote Sandwich organizers, one for each piece of evidence they will use to support their second reason for their choice of food chain. Remind them to refer to the Correct Citations anchor chart to correctly cite their resource in MLA format at the end of each organizer.</li><li>• Circulate to provide assistance. Ask guiding questions:<ul style="list-style-type: none"><li>* "What is your second reason for choosing that food chain?"</li><li>* "What evidence did you choose for your position speech at the end of Unit 2? Why?"</li><li>* "How does that evidence support your reason and the claim?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider working with a small group of students who struggled with the Quote Sandwiches for Body Paragraph 1 during this time.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Planning Body Paragraph 3 (17 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus whole group. Invite students to reread the third body paragraph containing the counterclaim and a response to the counterclaim on the model position paper.</li><li>• Invite students to refer to their counterclaim and the evidence they provided in response to their counterclaim on their Position Speech graphic organizer and in their position speech.</li><li>• Give students a couple of minutes to think through how they are going to organize their ideas for their counterclaim and response on the Quote Sandwich organizer, then invite them to pair up and orally share this thinking.</li><li>• Invite students to fill out their third Quote Sandwich organizer for the piece of evidence to respond to their counterclaim. Remind them to refer to the Correct Citations anchor chart to correctly cite their resource in MLA format at the end of the organizer.</li><li>• Circulate to provide assistance. Ask guiding questions:<ul style="list-style-type: none"><li>* “What is your counterclaim?”</li><li>* “What evidence did you choose to respond to that counterclaim in your position speech at the end of Unit 2? Why?”</li><li>* “How does that evidence respond to the counterclaim?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• If students need additional support crafting this third body paragraph with the counterclaim, consider a teacher think-aloud with the third paragraph of the model essay.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Begin Mid-Unit 3 Assessment: Drafting Body Paragraphs in Position Paper (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to reread Body Paragraphs 1–3 on the model position paper and to revisit the structure of the position paper that they unpacked on the <b>Qualities of a Strong Position Paper anchor chart</b>.</li> <li>• Invite students to review the <b>Position Paper Rubric</b> to ground themselves in the qualities expected of their writing.</li> <li>• Tell students that now they are going to use their completed Quote Sandwich organizers to draft the three body paragraphs of their position paper.</li> <li>• Distribute the <b>Mid-Unit 3 Assessment: Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States?</b> and <b>lined paper</b>. Invite students to begin. Tell students that while they were encouraged to talk to a partner during the planning process, writing should be done independently.</li> <li>• Circulate to support students. Ask guiding questions: <ul style="list-style-type: none"> <li>* "How are you going to link those two Quote Sandwiches together in one body paragraph?"</li> <li>* "Which one are you going to use first? Why?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As students begin to write these body paragraphs using the Quote Sandwich organizers, they may decide to structure the essay a bit differently. Including two Quote Sandwiches per paragraph may get too lengthy. If this is the case, students may decide to break the paragraph in two and include only one Quote Sandwich per paragraph. This would make the first body paragraph into two paragraphs that address the same reason.</li> <li>• For students who need additional support, consider providing an essay planner like the one used in Module 2A to organize the entire essay and/or each body paragraph.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Finish drafting the body paragraphs of your position paper.</li> </ul>	



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: Unit 3: Lesson 2

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Mid-Unit 3 Assessment:  
Draft Position Paper

---

Name:

---

Date:

---

Learning Target: I can write arguments to support claims with clear reasons and relevant evidence (W.8.1)

**Focus question: Which of Michael Pollan's four food chains would best feed the US?**

Throughout Unit 2 you identified the consequences and stakeholders of each of Michael Pollan's four food chains in order to choose a food chain to answer the focus question. In this assessment, you will organize your ideas into a position paper. You have already done the thinking for this paper when writing your position speeches, so you should use your speeches to help you write your paper.

**In your essay, be sure to:**

- State which food chain you would choose and at least two reasons why.
- Provide evidence and sound reasoning for each of the reasons you have provided.
- Provide a counterclaim and respond to it.

---

---

---

---

---

---

---

---

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 3: Lesson 3**

## **Mid-Unit Assessment: Draft of Position Paper**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)  
I can introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1a)  
I can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1b)  
I can provide a concluding statement or section that follows from and supports the argument presented. (W.8.1e)  
I can use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1c)  
I can establish and maintain a formal style. (W.8.1d)

Supporting Learning Targets

- I can draft the introductory and concluding paragraphs of my position paper.
- I can use words, phrases, and clauses to show the relationship between the ideas in my position paper.
- I can maintain a formal style in my position paper.

Ongoing Assessment

- Mid-Unit 3 Assessment: Draft Position Paper



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Unpacking Learning Targets (3 minutes)</li> <li>Language Mini Lesson: Formal Style and Words, Phrases, and Clauses to Connect Ideas (8 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Studying the Model and Drafting an Introductory Paragraph (17 minutes)</li> <li>Studying the Model and Drafting a Concluding Paragraph (15 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Reviewing Learning Targets (2 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>None.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>This lesson provides a mini lesson on language use to meet the expectations of W.8.1c and d. Students will be encouraged to keep this learning in mind as they draft their essays.</li> <li>In this lesson, students draft the introductory and concluding paragraphs of their End of Unit 3 Assessment position paper. They revisit the model to get a firm grounding in what their introduction and conclusion should include. Thinking through the content deeply is critical. Students have already written their body paragraphs.</li> <li>By the end of this lesson, students should have finished their draft position paper for their end of unit assessment. Be prepared to provide student feedback in Lesson 5 using Row 2 of the Position Paper Rubric. You may need more time to provide feedback on draft positions. In this situation, consider providing students time to do independent reading before delivering Lesson 5. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for revision (step).</li> <li>After collecting the Mid-Unit 3 Assessment at the end of this lesson, make a copy of each assessment for students to refer to during Lesson 4.</li> <li>Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
introduction, conclusion, clause, peer critique	<ul style="list-style-type: none"> <li>Adapting a Speech anchor chart (from Unit 2, Lesson 17)</li> <li>Model position paper (from Lesson 1)</li> <li>Equity sticks</li> <li>Qualities of a Strong Position Paper anchor chart (from Lesson 1)</li> <li>Mid-Unit 3 Assessment: Position Paper Draft: Which of Michael Pollan's four food chains would best feed the United States? (from Lesson 2)</li> <li>Lined paper (one piece per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the first learning target with you:<ul style="list-style-type: none"><li>* “I can draft the introductory and concluding paragraphs of my position paper.”</li></ul></li><li>• Remind students that the <i>introduction</i> is the opening paragraph and the <i>conclusion</i> is the paragraph that closes the paper.</li><li>• Invite students to read the next two learning targets with you:<ul style="list-style-type: none"><li>* “I can use words, phrases, and clauses to show the relationship between the ideas in my position paper.”</li><li>* “I can maintain a formal style in my position paper.”</li></ul></li><li>• Remind students how a formal style differs from casual speaking and that they considered this when adapting their position speeches for an adult audience at the end of Unit 1.</li><li>• Tell students that a <i>clause</i> is a group of words with a subject and a verb that together makes a complete thought. For example, “I’d like dinner now.” Explain that in this lesson students will be looking at the words, phrases, and clauses they have used to make sure they connect the claim, counterclaim, reasons, and evidence.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What does it mean to show the relationship between the ideas?”</li></ul></li><li>• Select volunteers to share their ideas. Listen for students to explain that it means to show how one is connected to the other. Provide the example that in the position paper there should be a claim and reasons for the claim. The words and phrases they use need to show how the claim and reasons are connected.</li></ul>	<ul style="list-style-type: none"><li>• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul>



Opening	Meeting Students' Needs
<p>B. Language Mini Lesson: Formal Style and Words, Phrases, and Clauses to Connect Ideas (8 minutes)</p> <ul style="list-style-type: none"> <li>• Tell students that there are two things that you would like them to keep in mind when writing the first draft of their paper.</li> <li>• Begin with formal style. Display the <b>Adapting a Speech anchor chart</b> (from Unit 2) and explain to students that although it is about adapting a speech, the focus is on maintaining a formal style, so the same ideas apply to this paper. Invite students to read through the criteria on the anchor chart with you.</li> <li>• Tell students that when writing their drafts, you would like them to ensure they are maintaining a formal style.             <ul style="list-style-type: none"> <li>* Post the following claim and reason:                 <ul style="list-style-type: none"> <li>– Claim: Local sustainable</li> <li>– Reason: Food doesn't travel as far to the consumer so there isn't as much pollution from vehicles</li> </ul> </li> <li>* Ask students to consider which words, phrases, or clauses they could use to connect the claim and the reason to show the relationship between them/how they are connected.</li> <li>* Cold call students to describe which words, phrases, or clauses they would use to show the relationship between the claim and the reasons. Listen for something like: "I would choose the local sustainable food chain to feed the United States. One reason that I would choose this food chain is that local sustainable food doesn't travel as far to the consumer; therefore, there is less pollution from vehicles."</li> <li>* Record a good example on the board. Invite students to help you underline the words, phrases, or clauses that connect the claim and the reason. (In the example above, the phrase would be, "One reason that I would choose this food chain is ..."). Invite students to go back to the <b>model position paper</b> and note words, phrases, or clauses that connect the claim and the reason. Cold call on students to share what they notice on the model essay.</li> <li>* Emphasize that students need to make sure they show how the reason is connected to the claim and how the evidence is connected to the reasons.</li> <li>* Check for understanding. Ask students to give you a thumbs-up if they understand how to use a formal style and how to use it to improve the reader's understanding of their argument, or a thumbs-down if they don't understand fully. For students who give a thumbs-down, support them in small groups or individually, as needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For students who struggle, consider providing hint cards with words, phrases, or clauses to look for in the model essay.</li> </ul>





Work Time	Meeting Students' Needs
<p><b>A. Studying the Model and Drafting an Introductory Paragraph (17 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have written a first draft of the body paragraphs of their position paper and know what they discussed in them, they are going to finish by drafting introductory and concluding paragraphs, which work to support the body paragraphs by introducing them and closing the paper afterwards.</li> <li>• Invite students to read along silently as you read the introduction of the model position paper aloud.</li> <li>• Ask students to discuss in triads:             <ul style="list-style-type: none"> <li>* “What is the purpose of the introduction?”</li> <li>* “What does the author include in the introductory paragraph?”</li> </ul> </li> <li>• Consider using <b>equity sticks</b> to select students to share their responses. Listen for students to explain that the purpose of the introduction is to introduce the reader to the claim and the reasons for making that claim, and to prepare them for what they are about to read. Remind students that a reader needs to learn enough about the topic through the introduction to be able to follow the writer’s thinking. Record any new appropriate responses about what the author includes in the Introductory Paragraph section of the <b>Qualities of a Strong Position Paper anchor chart</b> for students to refer to throughout the lesson. Note that the key criteria have already been recorded in Lesson 1, but students may suggest other ideas that are useful.</li> <li>• Invite students to reread the essay prompt and their draft body paragraphs composed on the <b>Mid-Unit 3 Assessment: First Draft of Position Paper</b> to remind themselves of the question and the claim and reasons they have identified.</li> <li>• Invite students to pair up and verbally rehearse an introductory paragraph for their essays. Remind students to refer to the notes in the Introductory Paragraph section on the Qualities of a Strong Position Paper anchor chart to be sure their introduction does what it needs to do for their readers. Have students refer to the model position paper before they begin this verbal rehearsal.</li> <li>• Invite one or two volunteers to share their verbal rehearsals with the whole group.</li> <li>• Distribute <b>lined paper</b> for students to begin the introduction of the essay. Invite students to draft their introductory paragraphs using their verbal rehearsal. Remind students that they are to write independently, without talking to other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing models of expected work supports all students, especially challenged learners.</li> <li>• Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension and assists in language acquisition for ELLs.</li> <li>• Consider placing students in homogeneous pairs and providing more specific, direct support to students who need it most.</li> <li>• As noted earlier, some students may have wished to begin the introductory paragraph while writing their body paragraphs. If so, invite those students to pull out what they have started so they can work on them in this lesson.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Circulate to assist students in drafting their introductory paragraphs. Ask:               <ul style="list-style-type: none"> <li>* “How can you begin the paragraph?”</li> <li>* “How did the author begin the model argument essay?”</li> <li>* “What is it important for the reader to know right at the beginning? Why?”</li> </ul> </li> </ul>	
<p><b>B. Studying the Model and Drafting a Concluding Paragraph (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refer students to the learning targets and tell them they will now be thinking about how to conclude their essays and taking some time to draft a conclusion.</li> <li>• Ask students reread the concluding paragraph of the model position paper, then discuss the following with an elbow partner:               <ul style="list-style-type: none"> <li>* “What is the purpose of the concluding paragraph?”</li> <li>* “What does the writer do in the concluding paragraph?”</li> </ul> </li> <li>• Use equity sticks to select students to share their responses. Record any new appropriate responses about what the author includes in the Concluding Paragraph section of the Qualities of a Strong Position Paper anchor chart for students to refer to throughout the lesson. Note that the key criteria have already been recorded in Lesson 1, but students may suggest other ideas that are useful.</li> <li>• Invite students to discuss with an elbow partner what should go into the paragraph. Ask:               <ul style="list-style-type: none"> <li>* “How are introductions and conclusions similar to each other, but different from the body paragraphs?”</li> </ul> </li> <li>• Listen for responses, or guide students toward responses such as: “They are both writing about the whole paper in some way,” or “They are both ‘big idea’ writing, not about details.”</li> <li>• Again invite students to discuss with an elbow partner:               <ul style="list-style-type: none"> <li>* “How are introductions and conclusions different from each other?”</li> </ul> </li> <li>• Listen for responses such as: “The introduction should get the reader interested in the topic, while the conclusion should wrap up the paper by leaving the reader with something to think about.”</li> <li>• Invite students to discuss with an elbow partner:               <ul style="list-style-type: none"> <li>* “So what could you say about Michael Pollan’s four chains at the end of your essay that would leave the reader with something to think about?”</li> </ul> </li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• If necessary, share with students that they can think of the “something to think about” part as answering a “So what?” question. In the case of the model essay, the “So what?” question might be, “So who might benefit from this decision to feed the United States in a local, sustainable way?”</li><li>• Select volunteers to share their responses. Look for students to recognize the stakeholders listed in the conclusion paragraph of the model essay.</li><li>• Invite students to pair up and verbally rehearse their concluding paragraphs. Remind students to refer to the model position paper and the Concluding Paragraph section of the Qualities of a Strong Position Paper anchor chart.</li><li>• Invite students to draft their concluding paragraph on the same paper as their introductory paragraph using their verbal rehearsal, the model position paper, and the Qualities of a Strong Position Paper anchor chart.</li><li>• Circulate to assist students in writing their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you summarize your claim?”</li><li>* “How did the author conclude the model position paper?”</li><li>* “Which stakeholders do you want emphasize here?”</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets from this lesson aloud and invite students to respond with a Fist to Five self-assessment for each target:<ul style="list-style-type: none"><li>* “I can draft the introductory and concluding paragraphs of my position paper.”</li><li>* “I can use words, phrases, and clauses to show the relationship between the ideas in my position paper.”</li><li>* “I can maintain a formal style in my position paper.”</li></ul></li><li>• Collect student drafts as the Mid-unit 3 assessment .</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None.</li></ul> <p><i>Note: Make one copy of each student draft to return to students in Lesson 4. They will use this copy as a reference as they work on their final performance task.</i></p>	

There are no new supporting materials for this lesson.



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 3: Lesson 4**

## **Introducing the Performance Task Prompt and Beginning a Visual Representation**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can produce a visual representation of my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Performance task: visual representations</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Reviewing the Learning Target (2 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>Introducing the Performance Task (15 minutes)</li> <li>Producing a Visual Representation (23 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Pair Share (5 minutes)</li> </ol> </li> <li>Homework             <ol style="list-style-type: none"> <li>Continue working on your visual representation.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>In this lesson, you introduce the performance task. Encourage students to be creative and use the sample provided only as a guide. If your class has computers easily accessible, students may want to create their performance tasks on them; if not, have large paper and markers readily available.</li> <li>In advance: Have markers and paper available for the performance task if the class does not have easy access to computers over the next few days.</li> <li>Post: Learning target.</li> </ul>



Lesson Vocabulary	Materials
visual representation	<ul style="list-style-type: none"><li>• Performance task description (one per student)</li><li>• Performance task sample (one per student)</li><li>• Chart paper</li><li>• Effective Visual Representation anchor chart (new; teacher-created; see Work Time A)</li><li>• Photocopy of Mid-Unit 3 Assessment: Draft Position Paper (one photocopy of each student's first draft, for them to reference during this lesson)</li><li>• Computers (optional)</li><li>• Markers (optional)</li><li>• Chart paper (optional; one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning target with you:<ul style="list-style-type: none"><li>* “I can produce a visual representation of my position paper.”</li></ul></li><li>• Ask students to Think-Pair-Share with an elbow partner:<ul style="list-style-type: none"><li>* “What is a <i>visual representation</i>? Can you think of any examples?”</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that a visual representation of their position speech would be the ideas in their speech presented visually rather than in writing—it includes images rather than a lot of text. For example, a poster is a visual representation.</li><li>• Tell students that in this lesson they are going to begin working on their performance task, which is a visual representation of their position paper. Explain that a visual representation can make your main ideas easy to see and understand very quickly.</li></ul>	<ul style="list-style-type: none"><li>• If necessary, encourage students to share, or you may provide some real life examples of visual representations.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Introducing the Performance Task (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>performance task description</b>.</li><li>• Read the performance task description and go over the planning page. Ask students if they have any clarifying questions and take time to answer them.</li><li>• Display the <b>performance task sample</b> and explain to students that this is a suggestion of one way they could present their position paper ideas visually. Ask students to Think-Pair-Share with an elbow partner:<ul style="list-style-type: none"><li>* “So if we want to present our ideas visually so that people can see and understand our ideas quickly and easily, what do you think some criteria should be for this visual representation? Think about an informational poster—what makes an informational poster effective? Why?”</li></ul></li><li>• Cold call students to share their responses with the whole group. Record students' ideas on a sheet of <b>chart paper</b> to create the <b>Effective Visual Representation anchor chart</b>. Ensure the following are included:<ul style="list-style-type: none"><li>– Claim is large and clear so people know what the visual representation is about</li><li>– Clear lettering for reasons and evidence so they are easy to read</li><li>– Colorful to catch people's attention and make it enjoyable to read</li><li>– Eye-catching images that support the reasons and evidence</li><li>– Not too cluttered—when things are too cluttered with color and images, it can be difficult to understand the ideas</li></ul></li><li>• Invite students to use their <b>Photocopy of Mid-Unit 3 Assessment: Draft Position Paper</b> (one copy of each student's first draft) to plan their visual representation on the second page of their performance task description. Explain that they only need to choose two pieces of evidence for each reason they have provided in their position paper.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Circulate to support students as they work. Ask guiding questions: <ul style="list-style-type: none"> <li>* “Which of Michael Pollan’s food chains did you choose in your position paper?”</li> <li>* “What two reasons do you have for choosing that food chain?”</li> <li>* “What evidence did you use to support your reasons?”</li> <li>* “What counterclaim did you provide?”</li> <li>* “What evidence did you use to argue against that counterclaim?”</li> <li>* “What images would reflect those reasons and evidence?”</li> </ul> </li> <li>• Invite students to share their plans with an elbow partner and to explain why they made those choices.</li> </ul>	
<p><b>B. Producing a Visual Representation (23 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to begin working on producing their visual representation. This may be done on the <b>computer</b> or with <b>markers</b> and <b>chart paper</b> depending on the resources you have available.</li> <li>• Circulate to support students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider posting these guiding questions for students to refer to while they work.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Pair Share (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share their visual representations so far with a partner and to explain the reasons for their choices.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue working on your visual representation.</li> </ul>	



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: Unit 3: Lesson 4

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



---

**Performance Task Description:**

Visual Representation of your Position Paper

**Name:**

---

**Date:**

---

Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim, your reasons, and at least three of your pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either chart paper and markers or a computer.

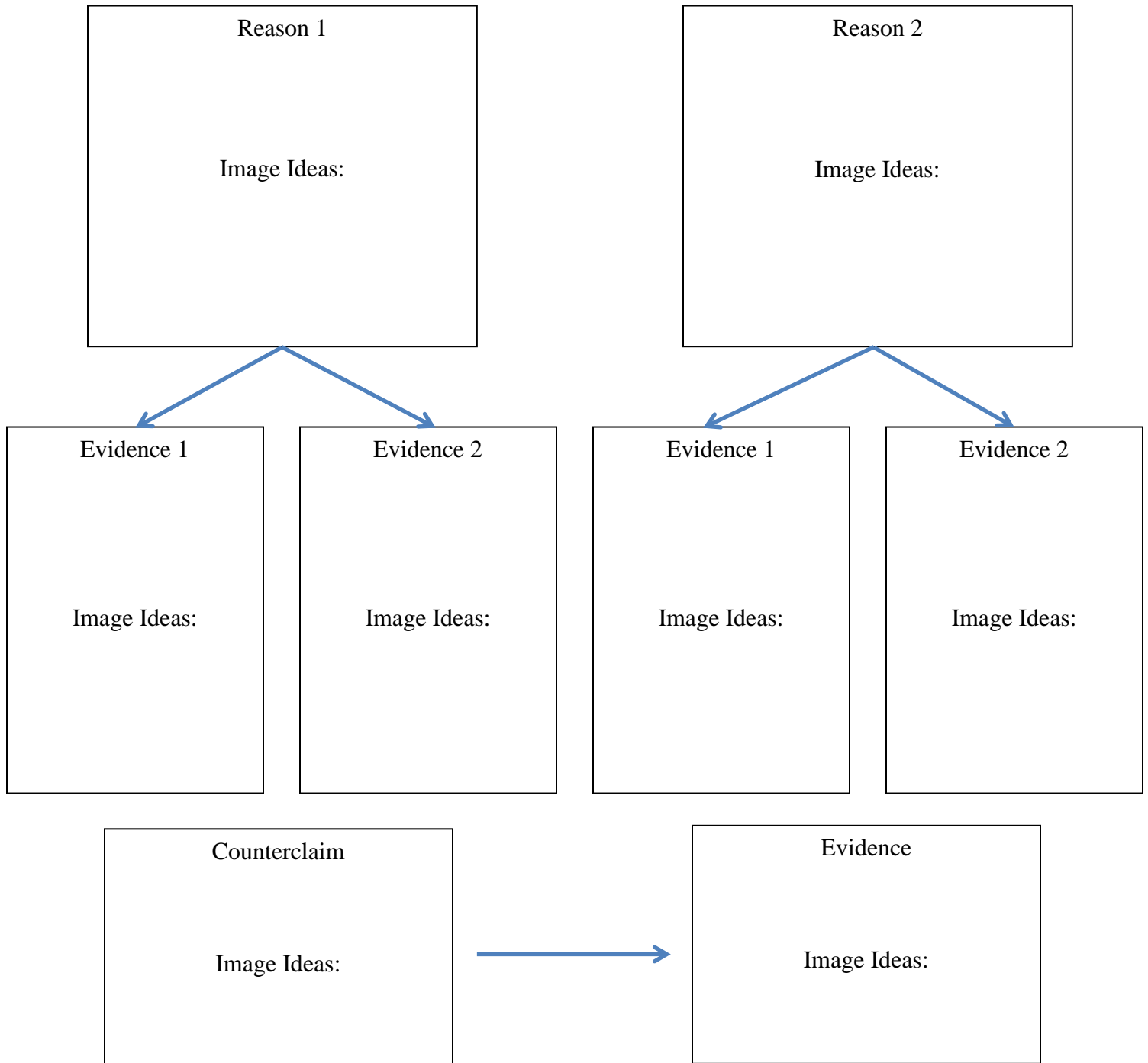
You will share your performance task with the rest of the class in a classroom Gallery Walk at the end of this unit.

See the next page for a sample.

Use the rest of the next page for your planning.

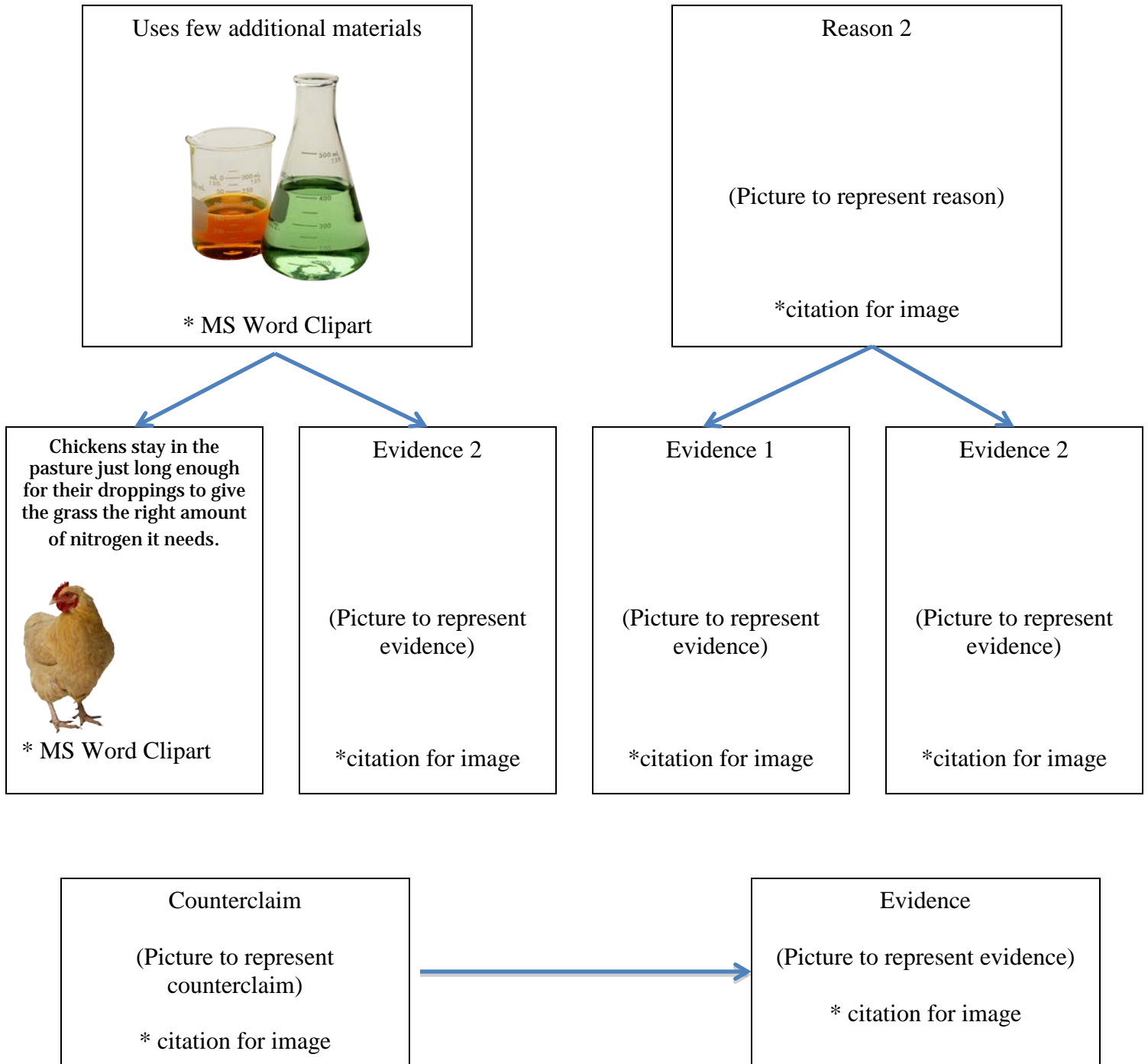


**CLAIM:**



**Performance Task Sample**

**MICHAEL POLLAN'S LOCAL SUSTAINABLE FOOD CHAIN IS BEST FOR THE ENVIRONMENT  
BECAUSE ...**





EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 3: Lesson 5**

## **End of Unit Assessment: Final Position Paper**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can write the final draft of my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment: Final Draft of Position Paper</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Reviewing the Learning Target (4 minutes)</li> <li>Receiving Feedback (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>End of Unit Assessment: Final Draft of Position Paper (31 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Pair Share (5 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Continue working on the visual representation of your position paper.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Be prepared to return students' Mid-Unit 3 Assessment: Draft Position Paper from Lesson 2 to students with star and step feedback based on Row 2 of the Position Paper Rubric.</li> <li>Some students may not finish their final draft during this lesson. Consider whether or not to allow them to finish their essays at a later time, but before the next lesson.</li> <li>Assess final position papers using the Position Paper Rubric.</li> <li>Post: Learning target.</li> </ul>



Lesson Vocabulary	Materials
formal style	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment: Draft Position Paper (from Lesson 2; with teacher feedback)</li><li>• End of Unit 3 Assessment: Position Paper Prompt (from Lesson 1)</li><li>• Lined paper (two pieces per student)</li><li>• Position Paper Rubric (from Lesson 1)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Target (4 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the posted learning target with you:<ul style="list-style-type: none"><li>* “I can write the final draft of my position paper.”</li></ul></li><li>• Emphasize again that writing well is hard, and these final revisions are important to make their messages as clear as possible for their readers. Encourage students and thank them in advance for showing persistence and stamina to get to this final step.</li></ul>	<ul style="list-style-type: none"><li>• Consider pulling small groups of students with similar questions and needs, or working with individual students during Work Time A.</li></ul>
<p><b>B. Receiving Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Return <b>Mid-Unit 3 Assessment: Draft Position Paper</b> and invite students to spend some time reading the feedback.</li><li>• Invite students who have questions to write their names on the board for you to circulate and address, both in this time and as students write their final drafts later in the lesson.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Final Draft of Position Paper (31 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to reread the <b>End of Unit 3 Assessment: Position Paper Prompt</b> to ground themselves in what they have been asked to do.</li><li>• Distribute <b>lined paper</b> and invite students to write the final draft of their position paper, incorporating any star and step feedback. Remind students to refer to the assessment prompt and the <b>Position Paper Rubric</b>.</li><li>• Circulate around the room addressing questions. Consider first checking in with students who need extra support to help them use their time well.</li></ul>	<ul style="list-style-type: none"><li>• Provide the necessary accommodations for students with special needs or who may require more time for this task.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Pair Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to share their favorite part of their position paper with a partner.</li><li>• Collect all final drafts. Encourage students to use the first draft of their essay with stars and steps feedback as they continue working on the visual representation of their position paper for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue working on the visual representation of your position paper.</li></ul>	

There are no new supporting materials for this lesson.



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 3: Lesson 6**

## **Final Performance Task: Sharing Visual Representations of Position Papers**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>I can share my visual representation of my position paper with my class.</li></ul>	<ul style="list-style-type: none"><li>Performance task: visual representations</li></ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing the Learning Target (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Finishing Visual Representations of Position Papers (10 minutes)</li><li>Gallery Walk of Performance Task: Visual Representations of Position Papers (25 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>One-Word Go-round (8 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>None.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Today is a celebration of all the hard work students have put in throughout the module. Offer your congratulations and consider ways in which you may want to make today's Gallery Walk feel like a party.</li><li>In advance: Review Gallery Walk protocol (see Appendix).</li><li>Post: Learning target.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Performance Task Prompt: Visual Representation of Position Paper (from Lesson 4)</li><li>• Performance Task: Visual Representations (from Lesson 4)</li><li>• Sticky notes (10–15 per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning target. Cold call on a student to read aloud:<ul style="list-style-type: none"><li>* "I can share my visual representation of my position paper with my class."</li></ul></li><li>• Explain that students will meet the learning target with a Gallery Walk.</li></ul>	

Work Time	Meeting Students' Needs
<p><b>A. Finishing Visual Representations of Position Papers (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to reread to their <b>Performance Task Prompt: Visual Representation of Position Paper</b> to remind themselves of what is expected of their work.</li><li>• Invite students to make any finishing touches to their <b>Performance Task: Visual Representations</b> that they think necessary.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Gallery Walk of Performance Task: Visual Representations of Position Papers (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <b>sticky notes</b> to each student.</li> <li>Give directions to students:               <ol style="list-style-type: none"> <li>Take out your Performance Task: Visual Representation of Position Paper and a writing utensil.</li> <li>Stand up and push in your chair. Leave your performance task on your desk.</li> <li>For 25 minutes, we will conduct a Gallery Walk where you look at each of your classmates' visual representations and write one piece of praise for them on sticky notes, which you will leave on their desks near their papers.</li> </ol> </li> <li>Begin the Gallery Walk, participating yourself as if you were a student.</li> </ul>	<ul style="list-style-type: none"> <li>Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. One-Word Go-'round (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Refocus whole group. Invite students to return to their seats and read over their praise for 1 minute.</li> <li>Ask students to think of one word that represents some aspect of all the work they and their classmates have done during this unit to share.</li> <li>Call on one student to start, and then go around the room having each student share one word. Feel free to add a word yourself.</li> <li>Celebrate!</li> </ul>	
Homework	Meeting Students' Needs
None	

There are no new supporting materials for this lesson.