



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 2: Lesson 13

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

Ongoing Assessment

- Researcher's notebook
- Exit Ticket: Reflection Questions



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Feedback from the Mid-Unit Assessment (5 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Research, Read, and Record (30 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Reflection (5 minutes)Homework<ol style="list-style-type: none">Finish filling out the researcher's notebook for your article. | <ul style="list-style-type: none">Students receive feedback on their mid-unit assessment at the beginning of this lesson, so ensure all student assessments have been scored. Guide students to use the feedback to refine their research process in this lesson.Ensure you have looked over the Exit Ticket: Developing a Supporting Research Question: Consequences of the Hunter-Gatherer Food Chain from the previous lesson to ensure students are on the right track with their research questions. 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, 6, and 9. At this point, students have completed the process of gradual release and have learned the research skills outlined in the standards for this module. Thus, this lesson provides students a final opportunity to practice researching, and does not introduce any new skills. Students get about five minutes more of research time, and should be comfortable with the researcher's notebook and task card. As a result, students will have more time to search for articles relevant to the hunter-gatherer food chain, which may prove more difficult than for the previous food chains.As there are no mini lessons in this lesson, encourage students to try to advance on to the extension activity, in which they do further research based on their refined research question.As with Lessons 3, 6, and 9, the homework in this lesson requires that students to complete the researcher's notebook using the article they chose 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">• Feedback from the mid-unit assessment (one per student, completed in Lesson 11)• Researcher's notebook (one per student, started in Lesson 3)• Effective Search Terms Are ... anchor chart (created in Lesson 6)• Exit Ticket: Developing a Supporting Research Question: Consequences of the Hunter-Gatherer Food Chain (completed in Lesson 12)• Research task cards (distributed in Lesson 6)• Exit Ticket: Reflection Questions (one per student) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Feedback from the Mid-Unit Assessment (5 minutes)</p> <ul style="list-style-type: none"> • Pass out students' feedback from the mid-unit assessment. Invite students to take 2 minutes to read over the assessment and feedback silently. • When students have finished reading, tell them that the feedback from their assessment should serve as a guide while researching today. Encourage students by telling them they have achieved independence as researchers, and that they will conduct research and complete the researcher's notebook individually today. Ask students to keep the feedback in mind as they search. For example, if they received a comment about their explanation of the search terms they chose on the assessment, they should pay close attention to the search terms they choose today while researching the hunter-gatherer food chain. | <ul style="list-style-type: none"> • The research time in this lesson is a good opportunity to provide additional support to students who may still be struggling with their research skills. Use the information from the mid-unit assessment to provide targeted support for students who may still need it. |
| <p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the first learning target aloud to students: <ul style="list-style-type: none"> * I can use research skills to determine consequences of the hunter-gatherer food chain. • Remind students of the overarching research question for the unit: "What are the consequences of each Michael Pollan's food chains?" Tell them that this first learning target focuses their question on the hunter-gatherer food chain, which they research today. • Invite students to read the remaining learning targets aloud with you. As each target is read, ask students to rate themselves on a scale of one to five on each target, with five as the top score. Students may write their scores on the back of their assessment, or they may show their scores using their fingers, depending on how comfortable they feel. <ul style="list-style-type: none"> * "I can devise a research question to help me focus my research." * "I can identify the relevant information in a research source to answer my research question." * "I can evaluate the credibility and accuracy of a source." * "I can choose the most effective search terms to find relevant research sources to answer my research question." * "I can quote and paraphrase others' work while avoiding plagiarism." * "I can cite sources using MLA format." • Remind students that they have worked hard on these research targets throughout the unit, and that today is their final research lesson. Ask them to remember how far they have come since the beginning of the unit as they research today. | |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Research, Read, and Record (30 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. • Pass back the Exit Ticket: Developing a Supporting Research Question: Consequences of the Hunter-Gatherer Food Chain from Lesson 12. Invite students to revise their questions in their researcher's notebook 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 question. 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 Hunter-Gatherer—Lesson 13 section of their researcher's notebook. Invite students to look at the final section of this chapter of their notebook. Remind students of the extension activity to research again using their refined questions, and explain that as they have more time in this lesson to research you would like to see them trying to complete the extension activity too. • Remind students that the extension activity is at the end of their researcher's notebook for this food chain and asks them to search again based on their new refined research question. • 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 notebooks. Circulate to answer questions and check student progress, making sure the search results students get are relevant to the hunter-gatherer 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 students 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 them 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, which the goal of adding even more details to their Cascading Consequences and Stakeholders charts. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Exit Ticket: Reflection (5 minutes)</p> <ul style="list-style-type: none">Distribute Exit Ticket: Reflection Questions and invite students to read the questions with you. Invite students to fill out their exit tickets. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Finish filling out the researcher's notebook for your article. | <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. |



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Supporting Materials



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Exit Ticket:
Reflection Questions

Name:

Date:

1. How have you grown as a researcher throughout this unit?

2. What are some questions that are still in your mind as we wrap up our research?
