



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 3: Lesson 2

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



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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"> I can organize my evidence for each body paragraph into a Quote Sandwich. I can use my Quote Sandwiches to draft the body paragraphs of my position paper. 	<ul style="list-style-type: none"> Quote Sandwich organizers for Body Paragraphs 1, 2, and 3.

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Unpacking Learning Targets (1 minute) Reviewing MLA Citation (3 minutes) Work Time <ol style="list-style-type: none"> Planning Body Paragraph 2 (17 minutes) Planning Body Paragraph 3 (17 minutes) Closing and Assessment <ol style="list-style-type: none"> Begin Mid-Unit 3 Assessment: Drafting Body Paragraphs in Position Paper (7 minutes) Homework <ol style="list-style-type: none"> Finish drafting the body paragraphs of your position paper. 	<ul style="list-style-type: none"> 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. 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. Post: Learning targets.



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



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can organize my evidence for each body paragraph into a Quote Sandwich.”* “I can use my Quote Sandwiches to draft the body paragraphs of my position paper.”• 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.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “Why are we organizing our quotes (evidence) into Quote Sandwiches?”• 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.	
<p>B. Reviewing MLA Citation (3 minutes)</p> <ul style="list-style-type: none">• 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.• Display the Correct Citations anchor chart and invite students to read it with you.• 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.	



Work Time	Meeting Students' Needs
<p>A. Planning Body Paragraph 2 (17 minutes)</p> <ul style="list-style-type: none">• Invite students to review the End of Unit 2 Assessment: Position Paper Prompt 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.• Invite students to reread the first two body paragraphs of the model position paper to remind themselves of what their position paper should look like in the end.• Display and distribute new Quote Sandwich organizers (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.• Remind students to refer to their Position Speech graphic organizers and their position speeches 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.• 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.• 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.• Circulate to provide assistance. Ask guiding questions:<ul style="list-style-type: none">* “What is your second reason for choosing that food chain?”* “What evidence did you choose for your position speech at the end of Unit 2? Why?”* “How does that evidence support your reason and the claim?”	<ul style="list-style-type: none">• Consider working with a small group of students who struggled with the Quote Sandwiches for Body Paragraph 1 during this time.



Work Time (continued)	Meeting Students' Needs
<p>B. Planning Body Paragraph 3 (17 minutes)</p> <ul style="list-style-type: none">• 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.• 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.• 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.• 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.• Circulate to provide assistance. Ask guiding questions:<ul style="list-style-type: none">* “What is your counterclaim?”* “What evidence did you choose to respond to that counterclaim in your position speech at the end of Unit 2? Why?”* “How does that evidence respond to the counterclaim?”	<ul style="list-style-type: none">• 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Begin Mid-Unit 3 Assessment: Drafting Body Paragraphs in Position Paper (7 minutes)</p> <ul style="list-style-type: none">• 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 Qualities of a Strong Position Paper anchor chart.• Invite students to review the Position Paper Rubric to ground themselves in the qualities expected of their writing.• Tell students that now they are going to use their completed Quote Sandwich organizers to draft the three body paragraphs of their position paper.• Distribute the Mid-Unit 3 Assessment: Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States? and lined paper. 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.• Circulate to support students. Ask guiding questions:<ul style="list-style-type: none">* "How are you going to link those two Quote Sandwiches together in one body paragraph?"* "Which one are you going to use first? Why?"	<ul style="list-style-type: none">• 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.• 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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish drafting the body paragraphs of your position paper.	



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Supporting Materials



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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.

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