

8M4 Repagination Chart

Comparing Original and New Versions of *The Omnivore's Dilemma*

The version of *The Omnivore's Dilemma* that EL Education referenced when writing the original module lessons has been updated. The new paperback version is now being used: ISBN- 978-1-101-99383-5.

The chart below provides a lesson-by-lesson cross walk between the pagination in the original module lessons (based on the previous paperback edition) and the pagination based on the new paperback edition of this text.

Notes:

- You may still use the previous version and the original module lessons. The pagination aligns, based on EL Education's original work.
- You may still use the original module lessons with the new paperback edition. The chart below will help you and your students cross-reference page numbers.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 1	
Supporting Learning Targets	
• I can find the gist of pages 1-4 of <i>The Omnivore's Dilemma</i> .	• I can find the gist of pages 7-11 of <i>The Omnivore's Dilemma</i> .
Agenda	
B. Reading for Gist: Introduction of <i>The Omnivore's Dilemma</i> (Pages 1-4) (10 minutes) C. Answering Text-Dependent Questions: Introduction of <i>The Omnivore's Dilemma</i> (Pages 1-4) (15 minutes) A. Read pages 4-6 and 9-25 ("Introducing Corn") of <i>The Omnivore's Dilemma</i> . Use the strongest evidence from the text to answer these questions:	B. Reading for Gist: Introduction of <i>The Omnivore's Dilemma</i> (Pages 7-11) (10 minutes) C. Answering Text-Dependent Questions: Introduction of <i>The Omnivore's Dilemma</i> (Pages 7-11) (15 minutes) A. Read pages 11-13 and 17-36 ("Introducing Corn") of <i>The Omnivore's Dilemma</i> . Use the strongest evidence from the text to answer these questions:
Lesson Vocabulary	
gist; omnivore, dilemma, modern, food chain (1), feedlot, belying, trough (3)	gist; omnivore, dilemma, modern, food chain (7), feedlot, belying, trough (9)
Materials	
• Text-Dependent Questions: Pages 1-4 of <i>The Omnivore's Dilemma</i> (one per student) • Text-Dependent Questions: Pages 1-4 of <i>The Omnivore's Dilemma</i> (answers, for teacher reference)	• Text-Dependent Questions: Pages 7-11 of <i>The Omnivore's Dilemma</i> (one per student) • Text-Dependent Questions: Pages 7-11 of <i>The Omnivore's Dilemma</i> (answers, for teacher reference)

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 1, continued	
Opening	
* “I can find the gist of pages 1-4 of <i>The Omnivore’s Dilemma</i> .”	* “I can find the gist of pages 7-11 of <i>The Omnivore’s Dilemma</i> .”
Work Time	
<ul style="list-style-type: none"> • Tell students that they are going to read pages 1-4 of the Introduction for the gist. Ask them to read along silently as you read the first paragraph aloud. As with other read-alouds, remember that the purpose is to read the text slowly, fluently, and without interruption. Don’t stop to address comprehension or vocabulary issues, as these will be addressed later and stopping would interrupt the flow of the text. • Pair students up and invite them to work together to reread each paragraph and discuss the gist with their partner before recording the gist of the paragraph on a sticky note. Tell students that in pairs they will find the gist of the rest of the paragraphs up to the end of <i>The Omnivore’s Dilemma</i> section on page 4. 	<ul style="list-style-type: none"> • Tell students that they are going to read pages 7-11 of the Introduction for the gist. Ask them to read along silently as you read the first paragraph aloud. As with other read-alouds, remember that the purpose is to read the text slowly, fluently, and without interruption. Don’t stop to address comprehension or vocabulary issues, as these will be addressed later and stopping would interrupt the flow of the text. • Pair students up and invite them to work together to reread each paragraph and discuss the gist with their partner before recording the gist of the paragraph on a sticky note. Tell students that in pairs they will find the gist of the rest of the paragraphs up to the end of <i>The Omnivore’s Dilemma</i> section on page 11.
<p>C. Answering Text-Dependent Questions: Introduction of <i>The Omnivore’s Dilemma</i> (Pages 1-4) (15 minutes)</p> <ul style="list-style-type: none"> • Post the triads and invite students to get with the rest of their triad. Display and distribute Text-Dependent Questions: Pages 1-4 of <i>The Omnivore’s Dilemma</i>. • Circulate to assist students in answering the questions (refer to Text-Dependent Questions: Pages 1-4 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)). 	<p>C. Answering Text-Dependent Questions: Introduction of <i>The Omnivore’s Dilemma</i> (Pages 7-11) (15 minutes)</p> <ul style="list-style-type: none"> • Post the triads and invite students to get with the rest of their triad. Display and distribute Text-Dependent Questions: Pages 7-11 of <i>The Omnivore’s Dilemma</i>. • Circulate to assist students in answering the questions (refer to Text-Dependent Questions: Pages 7-11 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)).
Homework	
<ul style="list-style-type: none"> • Read pages 4-6 and 9-25 (“Introducing Corn”) of <i>The Omnivore’s Dilemma</i>. Use the strongest evidence from the text to answer the questions: 	<ul style="list-style-type: none"> • Read pages 11-13 and 17-36 (“Introducing Corn”) of <i>The Omnivore’s Dilemma</i>. Use the strongest evidence from the text to answer the questions:

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 1, continued	
Text-Dependent Questions	
<p>Pages 1-4 of <i>The Omnivore’s Dilemma</i> Answers for Teacher Reference</p> <p>4. In the first paragraph on page 3, the author writes: “I was driving through a <i>feedlot</i>, with tens of thousands of animals <i>bellying</i> up to a concrete <i>trough</i> that ran along the side of the highway for what seemed like miles.” Using context clues, what do these words mean? What do these words help the reader understand about where hamburgers come from?</p> <p>5. At the top of page 4, it says: “That’s the <i>dilemma</i>—we can eat anything, but how do we know what to eat?” Based on context clues, what do you think this word means? What does the author’s use of the word help us to understand about the book’s title?</p> <p>6. In the last paragraph on page 3, Pollan says that an <i>omnivore</i> eats “plants, meat, mushrooms—just about anything.” Based on the context clues in this paragraph and the following paragraph, what is the omnivore’s dilemma?</p>	<p>Pages 9-11 of <i>The Omnivore’s Dilemma</i> Answers for Teacher Reference</p> <p>4. In the second paragraph on page 9, the author writes: “I was driving through a <i>feedlot</i>, with tens of thousands of animals <i>bellying</i> up to a concrete <i>trough</i> that ran along the side of the highway for what seemed like miles.” Using context clues, what do these words mean? What do these words help the reader understand about where hamburgers come from?</p> <p>5. Near the bottom of page 10, it says: “That’s the <i>dilemma</i>—we can eat anything, but how do we know what to eat?” Based on context clues, what do you think this word means? What does the author’s use of the word help us to understand about the book’s title?</p> <p>6. In the second paragraph on page 10 and continuing to page 11, Pollan says that an <i>omnivore</i> eats “plants, meat, mushrooms—just about anything.” Based on the context clues in this paragraph and the following paragraph, what is the omnivore’s dilemma?</p>
Unit 1 Lesson 2	
Supporting Learning Targets	
<ul style="list-style-type: none"> • I can find the gist of pages 22-25 of <i>The Omnivore’s Dilemma</i>. • I can read closely to answer questions about pages 22-25 of <i>The Omnivore’s Dilemma</i>. 	<ul style="list-style-type: none"> • I can find the gist of pages 32-36 of <i>The Omnivore’s Dilemma</i>. • I can read closely to answer questions about pages 32-36 of <i>The Omnivore’s Dilemma</i>.
Agenda	
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Page 5 of <i>The Omnivore’s Dilemma</i> (6 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading for Gist and Unfamiliar Vocabulary: Pages 22-25 of <i>The Omnivore’s Dilemma</i> (15 minutes) B. Text-Dependent Questions: Pages 22-25 (12 minutes) 	<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Page 12 of <i>The Omnivore’s Dilemma</i> (6 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading for Gist and Unfamiliar Vocabulary: Pages 32-36 of <i>The Omnivore’s Dilemma</i> (15 minutes) B. Text-Dependent Questions: Pages 32-36 (12 minutes)

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 2, continued	
Teaching Notes	
<ul style="list-style-type: none"> In advance: Read pages 22-25 (from “I Plant Corn”) considering the gist of each paragraph and the answers to the text-dependent questions students will be asked (see supporting materials). 	<ul style="list-style-type: none"> In advance: Read pages 32-36 (from “I Plant Corn”) considering the gist of each paragraph and the answers to the text-dependent questions students will be asked (see supporting materials).
Materials	
<ul style="list-style-type: none"> Text-Dependent Questions: Pages 22-25 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 22-25 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 32-36 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 32-36 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)
Opening	
<p>A. Engaging the Reader: Page 5 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text <i>The Omnivore’s Dilemma</i>. Remind students that for homework they read pages 4-6 and 9-25. Remind the class of the four food chains that Michael Pollan introduces on page 5. 	<p>A. Engaging the Reader: Page 12 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text <i>The Omnivore’s Dilemma</i>. Remind students that for homework they read pages 11-13 and 17-36. Remind the class of the four food chains that Michael Pollan introduces on page 12.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of pages 22-25 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 22-25 of <i>The Omnivore’s Dilemma</i>.” 	<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of pages 32-36 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 32-36 of <i>The Omnivore’s Dilemma</i>.”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 2, continued	
Work Time	
<p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 22-25 of <i>The Omnivore’s Dilemma</i> (15 minutes)</p> <ul style="list-style-type: none"> • Focus students on the description of the industrial food chain on page 5. Invite students to read that food chain again, as that will be the focus of the next few lessons. • Tell students they are going to read pages 22-25 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages for homework. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Which of these questions do you think will help guide our reading so we can get the gist of pages 22-25 of <i>The Omnivore’s Dilemma</i>?” • Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for the rest of the paragraphs up to the end of page 25. • Refocus the whole group and invite them to share any unfamiliar vocabulary words they found on pages 22-25 along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. Ensure that a student verifies that meaning in a dictionary. To keep things moving, if no one else knows what the word means, tell students what it means. • Focus students on the word <i>regular</i> on page 23. Explain that the “reg-” part of <i>regular</i> means straight. So when Michael Pollan says “regular kernels” on page 23, he means straight kernels or normal kernels, rather than something different or modified. • Focus students on the word <i>quadrupled</i> on page 24. Ask: <ul style="list-style-type: none"> * Can you spot the root of this word? What does it mean?” 	<p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 32-36 of <i>The Omnivore’s Dilemma</i> (15 minutes)</p> <ul style="list-style-type: none"> • Focus students on the description of the industrial food chain on page 12. Invite students to read that food chain again, as that will be the focus of the next few lessons. • Tell students they are going to read pages 32-26 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages for homework. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Which of these questions do you think will help guide our reading so we can get the gist of pages 32-36 of <i>The Omnivore’s Dilemma</i>?” • Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for the rest of the paragraphs up to the end of page 36. • Refocus the whole group and invite them to share any unfamiliar vocabulary words they found on pages 32-36 along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. Ensure that a student verifies that meaning in a dictionary. To keep things moving, if no one else knows what the word means, tell students what it means. • Focus students on the word <i>regular</i> on page 33. Explain that the “reg-” part of <i>regular</i> means straight. So when Michael Pollan says “regular kernels” on page 33, he means straight kernels or normal kernels, rather than something different or modified. • Focus students on the word <i>quadrupled</i> on page 34. Ask: <ul style="list-style-type: none"> * Can you spot the root of this word? What does it mean?”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 2, continued	
Work Time, continued	
<p>B. Text-Dependent Questions: Pages 22-25 (12 minutes)</p> <ul style="list-style-type: none"> Distribute Text-Dependent Questions: Pages 22-25 of <i>The Omnivore’s Dilemma</i>. Model how to use details in the text by asking students to work through the first question with you. Refer to the answer on the Text-Dependent Questions: Pages 22-25 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference). 	<p>B. Text-Dependent Questions: Pages 32-36 (12 minutes)</p> <ul style="list-style-type: none"> Distribute Text-Dependent Questions: Pages 32-36 of <i>The Omnivore’s Dilemma</i>. Model how to use details in the text by asking students to work through the first question with you. Refer to the answer on the Text-Dependent Questions: Pages 32-36 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference).
Text-Dependent Questions	
Pages 22-25 of <i>The Omnivore’s Dilemma</i>	Pages 32-36 of <i>The Omnivore’s Dilemma</i>
Unit 1 Lesson 3	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can describe Michael Pollan’s purpose on page 25 of <i>The Omnivore’s Dilemma</i>. I can identify the conflicting evidence and viewpoints Michael Pollan has used on page 25 and explain how he responds to them. 	<ul style="list-style-type: none"> I can describe Michael Pollan’s purpose on pages 35-36 of <i>The Omnivore’s Dilemma</i>. I can identify the conflicting evidence and viewpoints Michael Pollan has used on pages 35-36 and explain how he responds to them.
Teaching Notes	
<ul style="list-style-type: none"> In advance: Read page 25 and the answer key for the Author’s Purpose graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials). 	<ul style="list-style-type: none"> In advance: Read pages 35-36 and the answer key for the Author’s Purpose graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials).
Materials	
<ul style="list-style-type: none"> Page 25: Author’s Purpose graphic organizer (one per student) Page 25: Author’s Purpose graphic organizer (answers, for teacher reference) 	<ul style="list-style-type: none"> Pages 35-36: Author’s Purpose graphic organizer (one per student) Pages 35-36: Author’s Purpose graphic organizer (answers, for teacher reference)

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 3, continued	
Opening	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can describe Michael Pollan’s purpose on page 25 of <i>The Omnivore’s Dilemma</i>.” * “I can identify the conflicting evidence and viewpoints Michael Pollan has used on page 25 and explain how he responds to them.” 	<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can describe Michael Pollan’s purpose on pages 35-36 of <i>The Omnivore’s Dilemma</i>.” * “I can identify the conflicting evidence and viewpoints Michael Pollan has used on pages 35-36 and explain how he responds to them.”
Work Time	
<p>B. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (22 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into triads. Remind them that as they just discussed, some parts of <i>The Omnivore’s Dilemma</i> contain facts and information to inform/teach you about where your food comes from and what happens to it, some parts try to persuade you to eat a certain way or to not eat certain foods, and some parts do both at once. Explain that today they will analyze an excerpt on page 25 to determine the author’s purpose. • Display and distribute Page 25: Author’s Purpose graphic organizer. Invite students to spend 2 minutes reading the graphic organizer. • Ask students to read page 25 with the questions on page 25: Author’s Purpose graphic organizer in mind. • Ask them to discuss in their triads: <ul style="list-style-type: none"> * “What is the author’s purpose on page 25? Is it to entertain? Is it to inform? Is it to persuade? Is it more than one of those things?” • Invite students to help you to partially fill out the first three boxes of the Page 25: Author’s Purpose graphic organizer. Model filling out only one detail from the text in the How Do You Know? box. See the Page 25: Author’s Purpose graphic organizer (answers, for teacher reference) for a suggestion of how to model filling it out. 	<p>B. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (22 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into triads. Remind them that as they just discussed, some parts of <i>The Omnivore’s Dilemma</i> contain facts and information to inform/teach you about where your food comes from and what happens to it, some parts try to persuade you to eat a certain way or to not eat certain foods, and some parts do both at once. Explain that today they will analyze an excerpt on pages 35-36 to determine the author’s purpose. • Display and distribute Pages 35-36: Author’s Purpose graphic organizer. Invite students to spend 2 minutes reading the graphic organizer. • Ask students to read pages 35-36 with the questions on Pages 35-36: Author’s Purpose graphic organizer in mind. • Ask them to discuss in their triads: <ul style="list-style-type: none"> * “What is the author’s purpose on pages 35-36? Is it to entertain? Is it to inform? Is it to persuade? Is it more than one of those things?” • Invite students to help you to partially fill out the first three boxes of the Pages 35-36: Author’s Purpose graphic organizer. Model filling out only one detail from the text in the How Do You Know? box. See the Pages 35-36: Author’s Purpose graphic organizer (answers, for teacher reference) for a suggestion of how to model filling it out.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 3, continued	
Closing and Assessment	
<ul style="list-style-type: none"> • Invite students to pair up with someone else from another triad to share their completed page 25: Author’s Purpose graphic organizer. Invite them to revise their organizer based on what they see on the other person’s organizer where they think necessary. 	<ul style="list-style-type: none"> • Invite students to pair up with someone else from another triad to share their completed Pages 35-36: Author’s Purpose graphic organizer. Invite them to revise their organizer based on what they see on the other person’s organizer where they think necessary.
Supporting Materials	
Page 25: Author’s Purpose Graphic Organizer Part 1: Author’s Purpose Food chain: <i>Industrial</i> Page numbers: 25	Pages 35-36: Author’s Purpose Graphic Organizer Part 1: Author’s Purpose Food chain: <i>Industrial</i> Page numbers: 36
Unit 1 Lesson 4	
Supporting Learning Targets	
<ul style="list-style-type: none"> • I can find the gist of pages 47-49 of <i>The Omnivore’s Dilemma</i>. • I can read closely to answer questions about pages 47-49 of <i>The Omnivore’s Dilemma</i>. 	<ul style="list-style-type: none"> • I can find the gist of pages 59-62 of <i>The Omnivore’s Dilemma</i>. • I can read closely to answer questions about pages 59-62 of <i>The Omnivore’s Dilemma</i>.
Agenda	
2. Work Time A. Reading for Gist and Unfamiliar Vocabulary: Pages 47-49 of <i>The Omnivore’s Dilemma</i> (12 minutes) B. Text-Dependent Questions, Pages 47-49 (10 minutes) 4. Homework A. Read pages 76-82 and finish filling out the Food Chain graphic organizer for the industrial food chain.	2. Work Time A. Reading for Gist and Unfamiliar Vocabulary: Pages 59-62 of <i>The Omnivore’s Dilemma</i> (12 minutes) B. Text-Dependent Questions, Pages 59-62 (10 minutes) 4. Homework A. Read pages 91-98 and finish filling out the Food Chain graphic organizer for the industrial food chain.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 4, continued	
Teaching Notes	
<ul style="list-style-type: none"> In advance: Read pages 47-49 (up to “Steer Number 534”) considering the gist of each paragraph, the answers to the text-dependent questions students will be asked, and the author’s purpose and conflicting evidence and viewpoints (see the answer key for the text-dependent questions and Author’s Purpose graphic organizer in supporting materials). 	<ul style="list-style-type: none"> In advance: Read pages 59-62 (up to “Steer Number 534”) considering the gist of each paragraph, the answers to the text-dependent questions students will be asked, and the author’s purpose and conflicting evidence and viewpoints (see the answer key for the text-dependent questions and Author’s Purpose graphic organizer in supporting materials).
Materials	
<ul style="list-style-type: none"> Text-Dependent Questions: Pages 47-49 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 47-49 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 59-62 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 59-62 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)
Opening	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> * “I can find the gist of pages 47-49 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 47-49 of <i>The Omnivore’s Dilemma</i>.” 	<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> * “I can find the gist of pages 59-62 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 59-62 of <i>The Omnivore’s Dilemma</i>.”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 4, continued	
Work Time	
<p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 47-49 of <i>The Omnivore’s Dilemma</i> (12 minutes)</p> <ul style="list-style-type: none"> • Refocus students on the description of the industrial food chain on page 5. Invite students to read that food chain again to refresh their memory of what it is about. • Tell students they are going to read pages 47-49 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages for homework. • Tell students that they are going to reread from the beginning of Chapter 5 up to “Steer Number 534” on page 62 for the gist. • Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for pages 47-49. • Refocus the whole group and invite students to share any unfamiliar vocabulary words they found on pages 47-49 along with the definition. • Focus students on the word <i>resident</i>, specifically the “sid” part of this word, on page 48. • Focus students on <i>densely</i>, specifically the “dens” part of this word, on page 49. Explain that “dens” is Latin for thick, so densely means thickly. 	<p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 59-62 of <i>The Omnivore’s Dilemma</i> (12 minutes)</p> <ul style="list-style-type: none"> • Refocus students on the description of the industrial food chain on page 12. Invite students to read that food chain again to refresh their memory of what it is about. • Tell students they are going to read pages 59-62 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages for homework. • Tell students that they are going to reread from the beginning of Chapter 5 up to “Steer Number 534” on page 62 for the gist. • Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for pages 59-62. • Refocus the whole group and invite students to share any unfamiliar vocabulary words they found on pages 59-62 along with the definition. • Focus students on the word <i>resident</i>, specifically the “sid” part of this word, on page 60. • Focus students on <i>densely</i>, specifically the “dens” part of this word, on page 61. Explain that “dens” is Latin for thick, so densely means thickly.
<p>B. Text-Dependent Questions, Pages 47-49 (10 minutes)</p> <ul style="list-style-type: none"> • Distribute Text-Dependent Questions: Pages 47-49 of <i>The Omnivore’s Dilemma</i>. 	<p>B. Text-Dependent Questions, Pages 59-62 (10 minutes)</p> <ul style="list-style-type: none"> • Distribute Text-Dependent Questions: Pages 59-62 of <i>The Omnivore’s Dilemma</i>.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 4, continued	
Closing and Assessment	
<ul style="list-style-type: none"> Remind students that as they discussed in the previous lesson, different kinds of texts have different purposes. Remind them that some parts of <i>The Omnivore’s Dilemma</i> contain facts and information to inform/teach you about where your food comes from and what happens to it, some parts try to persuade you to eat a certain way or to not eat certain foods, and some parts do both at once. Explain that today, students are going to analyze pages 47-49 to determine the author’s purpose. Distribute Pages 47-49: Author’s Purpose graphic organizer. Ask students to reread pages 47-49 keeping the questions on this graphic organizer in mind. Ask students to discuss in triads: <ul style="list-style-type: none"> What is the author’s purpose on pages 47-49? Is it to entertain? Is it to inform? It is to persuade? Is it more than one of those things?” Invite students to continue working in triads to discuss and fill out the first two boxes of Part 2 of their Pages 47-49: Author’s Purpose graphic organizer. 	<ul style="list-style-type: none"> Remind students that as they discussed in the previous lesson, different kinds of texts have different purposes. Remind them that some parts of <i>The Omnivore’s Dilemma</i> contain facts and information to inform/teach you about where your food comes from and what happens to it, some parts try to persuade you to eat a certain way or to not eat certain foods, and some parts do both at once. Explain that today, students are going to analyze pages 59-62 to determine the author’s purpose. Distribute Pages 59-62: Author’s Purpose graphic organizer. Ask students to reread pages 59-62 keeping the questions on this graphic organizer in mind. Ask students to discuss in triads: <ul style="list-style-type: none"> What is the author’s purpose on pages 59-62? Is it to entertain? Is it to inform? It is to persuade? Is it more than one of those things?” Invite students to continue working in triads to discuss and fill out the first two boxes of Part 2 of their Pages 59-62: Author’s Purpose graphic organizer.
Homework	
<ul style="list-style-type: none"> Read pages 76-82 and finish filling out the Food Chain graphic organizer for the industrial food chain. 	<ul style="list-style-type: none"> Read pages 91-98 and finish filling out the Food Chain graphic organizer for the industrial food chain.
Text-Dependent Questions	
Pages 47-49 of <i>The Omnivore’s Dilemma</i> Part 1: Author’s Purpose Food chain: <i>Industrial</i> Page numbers: 47-49	Pages 59-62 of <i>The Omnivore’s Dilemma</i> Part 1: Author’s Purpose Food chain: <i>Industrial</i> Page numbers: 59-62
Unit 1 Lesson 5	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can find the gist of pages 112-115 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 112-115 of <i>The Omnivore’s Dilemma</i>. 	<ul style="list-style-type: none"> I can find the gist of pages 131-134 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 131-134 of <i>The Omnivore’s Dilemma</i>.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 5, continued	
Agenda	
<p>1. Opening</p> <p>A. Engaging the Reader: Pages 76-82 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>2. Work Time</p> <p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 112-115 of <i>The Omnivore’s Dilemma</i> (7 minutes)</p> <p>B. Text-Dependent Questions, Pages 112-115 (10 minutes)</p>	<p>1. Opening</p> <p>A. Engaging the Reader: Pages 91-98 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <p>2. Work Time</p> <p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 131-134 of <i>The Omnivore’s Dilemma</i> (7 minutes)</p> <p>B. Text-Dependent Questions, Pages 131-134 (10 minutes)</p>
Teaching Notes	
<ul style="list-style-type: none"> In advance: Read pages 112-115 (from “The Birth of Organic Food” to “Hippie Food”) considering the gist of each paragraph, the answers to the text-dependent questions students are asked, and the author’s purpose and conflicting evidence and viewpoints (see the answer key for the text-dependent questions and Author’s Purpose graphic organizer in supporting materials). 	<ul style="list-style-type: none"> In advance: Read pages 131-134 (from “The Birth of Organic Food” to “Hippie Food”) considering the gist of each paragraph, the answers to the text-dependent questions students are asked, and the author’s purpose and conflicting evidence and viewpoints (see the answer key for the text-dependent questions and Author’s Purpose graphic organizer in supporting materials).
Materials	
<ul style="list-style-type: none"> Text-Dependent Questions: Pages 112-115 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 112-115 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) Pages 112-115 Author’s Purpose graphic organizer (one per student) Pages 112-115 Author’s Purpose graphic organizer (answers, for teacher reference) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 131-134 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 131-134 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) Pages 131-134 Author’s Purpose graphic organizer (one per student) Pages 131-134 Author’s Purpose graphic organizer (answers, for teacher reference)
Opening	
<p>A. Engaging the Reader: Pages 76-82 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text, <i>The Omnivore’s Dilemma</i>. Remind students that for homework they were to read pages 76-82 and finish filling out their Food Chain graphic organizer for the industrial food chain. 	<p>A. Engaging the Reader: Pages 91-98 of <i>The Omnivore’s Dilemma</i> (6 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text, <i>The Omnivore’s Dilemma</i>. Remind students that for homework they were to read pages 91-98 and finish filling out their Food Chain graphic organizer for the industrial food chain.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 5, continued	
Opening, continued	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> * “I can find the gist of pages 112-115 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 112-115 of <i>The Omnivore’s Dilemma</i>.” 	<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> * “I can find the gist of pages 131-134 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 131-134 of <i>The Omnivore’s Dilemma</i>.”
Work Time	
<p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 112-115 of <i>The Omnivore’s Dilemma</i> (7 minutes)</p> <ul style="list-style-type: none"> • Tell students they are going to read pages 112-115 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages when they read Chapter 10 for homework. • Tell students that they are going to reread from “The Birth of Organic Food” on page 112 to “Hippie Food” on page 115 for the gist. • Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for pages 112-115. • Refocus the whole group and invite them to share any unfamiliar vocabulary words they found on pages 112-115 along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. To keep things moving, if no one else knows what the word means, tell students what it means. 	<p>A. Reading for Gist and Unfamiliar Vocabulary: Pages 131-134 of <i>The Omnivore’s Dilemma</i> (7 minutes)</p> <ul style="list-style-type: none"> • Tell students they are going to read pages 131-134 of <i>The Omnivore’s Dilemma</i> for the gist. Remind them that they should have already done a first read of these pages when they read Chapter 10 for homework. • Tell students that they are going to reread from “The Birth of Organic Food” on page 131 to “Hippie Food” on page 134 for the gist. • Pair students up and invite them to work together to find the gist and record unfamiliar words on their word-catchers for pages 131-134. • Refocus the whole group and invite them to share any unfamiliar vocabulary words they found on pages 131-134 along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. To keep things moving, if no one else knows what the word means, tell students what it means.
<p>B. Text-Dependent Questions, Pages 112-115 (10 minutes)</p> <ul style="list-style-type: none"> • Distribute Text-Dependent Questions: Pages 112-115 of <i>The Omnivore’s Dilemma</i>. 	<p>B. Text-Dependent Questions, Pages 131-134 (10 minutes)</p> <ul style="list-style-type: none"> • Distribute Text-Dependent Questions: Pages 131-134 of <i>The Omnivore’s Dilemma</i>.
<p>C. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (15 minutes)</p> <ul style="list-style-type: none"> • Distribute Pages 112-115: Author’s Purpose graphic organizer. Ask students to reread pages 112-115 keeping the questions on this graphic organizer in mind. 	<p>C. Determining Author’s Purpose and Conflicting Evidence or Viewpoints (15 minutes)</p> <ul style="list-style-type: none"> • Distribute Pages 131-134: Author’s Purpose graphic organizer. Ask students to reread pages 131-134 keeping the questions on this graphic organizer in mind.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 5, continued	
Closing and Assessment	
<ul style="list-style-type: none"> Invite students to pair up with someone from another triad to share their Pages 112-115: Author’s Purpose graphic organizer and to add information or make revisions to their organizer where they think it’s necessary. 	<ul style="list-style-type: none"> Invite students to pair up with someone from another triad to share their Pages 131-134: Author’s Purpose graphic organizer and to add information or make revisions to their organizer where they think it’s necessary.
Text Dependent Questions	
Pages 112-115 of <i>The Omnivore’s Dilemma</i> Part 1: Author’s Purpose Food chain: <i>Industrial</i> Page numbers: <i>112-115, Michael Pollan</i>	Pages 131-134 of <i>The Omnivore’s Dilemma</i> Part 1: Author’s Purpose Food chain: <i>Industrial</i> Page numbers: <i>131-134, Michael Pollan</i>
<i>Evidence:</i> 1. Inform: “... the environmental movement ... was spurred on by ... dangers of pesticides like DDT” (113). 2. Inform: “To the young people who founded those first co-ops, the word organic ... meant living in harmony with nature instead of trying to control it” (113). 3. Persuade: “But if you look a little closer you’ll see that something has been left behind. The organic food in stores like Whole Foods is organic because it is grown without chemical fertilizers or pesticides. Yet much of it is also industrial” (114).	<i>Evidence:</i> 1. Inform: “... the environmental movement ... was spurred on by ... dangers of pesticides like DDT” (131). 2. Inform: “To the young people who founded those first co-ops, the word organic ... meant living in harmony with nature instead of trying to control it” (132). 3. Persuade: “But if you look a little closer you’ll see that something has been left behind. The organic food in stores like Whole Foods is organic because it is grown without chemical fertilizers or pesticides. Yet much of it is also industrial” (133).
What evidence does the author use to support the claim? 1. “Most organic vegetables in the U.S. are grown in large monoculture farms (farms growing only one crop), far from the people who eat it. Most of it is processed and sold by the same industrial food chain as the corn from George Naylor’s farm” (114). 2. “... some organic milk comes from cows on small farm. But most organic milk comes from factory farms” (p. 114). 3. “... organic beef is often raised in ‘organic feedlots.’ The cows are fed corn just like the cows at Poky, but their feed is organic” (114).	What evidence does the author use to support the claim? 1. “Most organic vegetables in the U.S. are grown in large monoculture farms (farms growing only one crop), far from the people who eat it. Most of it is processed and sold by the same industrial food chain as the corn from George Naylor’s farm” (133). 2. “... some organic milk comes from cows on small farm. But most organic milk comes from factory farms” (p. 133). 3. “... organic beef is often raised in ‘organic feedlots.’ The cows are fed corn just like the cows at Poky, but their feed is organic” (134).

No updates were necessary for Unit 1, Lesson 6

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 7	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can describe the purpose and motives of the speech by Birke Baehr and Michael Pollan on pages 73-75 of <i>The Omnivore’s Dilemma</i>. I can identify the conflicting evidence and viewpoints in pages 73-75 of <i>The Omnivore’s Dilemma</i> and explain how Michael Pollan responds to them. 	<ul style="list-style-type: none"> I can describe the purpose and motives of the speech by Birke Baehr and Michael Pollan on pages 88-90 of <i>The Omnivore’s Dilemma</i>. I can identify the conflicting evidence and viewpoints in pages 88-90 of <i>The Omnivore’s Dilemma</i> and explain how Michael Pollan responds to them.
Teaching Notes	
<ul style="list-style-type: none"> In Part 2 of the assessment, students read a related short excerpt beginning at, “Can you eat more, please?” from pages 73-75 of <i>The Omnivore’s Dilemma</i> and take notes. They complete the same Author’s Purpose graphic organizer for this text. 	<ul style="list-style-type: none"> In Part 2 of the assessment, students read a related short excerpt beginning at, “Can you eat more, please?” from pages 88-90 of <i>The Omnivore’s Dilemma</i> and take notes. They complete the same Author’s Purpose graphic organizer for this text.
Opening	
<ul style="list-style-type: none"> * “I can describe the purpose and motives of the speech by Birke Baehr and Michael Pollan on pages 73-75 of <i>The Omnivore’s Dilemma</i>.” * “I can identify the conflicting evidence and viewpoints in pages 73-75 of <i>The Omnivore’s Dilemma</i> and explain how Michael Pollan responds to them.” 	<ul style="list-style-type: none"> * “I can describe the purpose and motives of the speech by Birke Baehr and Michael Pollan on pages 88-90 of <i>The Omnivore’s Dilemma</i>.” * “I can identify the conflicting evidence and viewpoints in pages 88-90 of <i>The Omnivore’s Dilemma</i> and explain how Michael Pollan responds to them.”
Work Time	
<p>A. Mid-Unit 1 Assessment, Part 1: Listening to and Analyzing Speech by Birke Baehr (20 minutes)</p> <ul style="list-style-type: none"> Explain that they will first watch, listen to, and take notes on a speech titled “What’s Wrong with Our Food System?”, by an 11-year-old boy named Birke Baehr. Then they will read an excerpt from pages 73-75 of <i>Omnivore’s Dilemma</i>. For both the speech and the text, they will complete an Author’s Purpose organizer. 	<p>A. Mid-Unit 1 Assessment, Part 1: Listening to and Analyzing Speech by Birke Baehr (20 minutes)</p> <ul style="list-style-type: none"> Explain that they will first watch, listen to, and take notes on a speech titled “What’s Wrong with Our Food System?”, by an 11-year-old boy named Birke Baehr. Then they will read an excerpt from pages 88-90 of <i>Omnivore’s Dilemma</i>. For both the speech and the text, they will complete an Author’s Purpose organizer.
<p>B. Mid-Unit 1 Assessment, Part 2: Analyzing an Excerpt from <i>The Omnivore’s Dilemma</i> (18 minutes)</p> <ul style="list-style-type: none"> Focus students on Part 2 of the assessment. Ask them to read pages 73-75 of <i>The Omnivore’s Dilemma</i> beginning at: “Can you eat more please?” Remind them that they do not need to take notes for the gist and that they can refer to the excerpt of the text as much as necessary. 	<p>B. Mid-Unit 1 Assessment, Part 2: Analyzing an Excerpt from <i>The Omnivore’s Dilemma</i> (18 minutes)</p> <ul style="list-style-type: none"> Focus students on Part 2 of the assessment. Ask them to read pages 88-90 of <i>The Omnivore’s Dilemma</i> beginning at: “Can you eat more please?” Remind them that they do not need to take notes for the gist and that they can refer to the excerpt of the text as much as necessary.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 7, continued	
Mid-Unit 1 Assessment:	
<p>Directions for Part 2:</p> <ul style="list-style-type: none"> Read the excerpt “Can You Eat More, Please?” (pages 73-75) from Michael Pollan’s <i>The Omnivore’s Dilemma</i>. <p>Finding Word Meaning</p> <ol style="list-style-type: none"> Look at the words inject and infused in the second full paragraph on page 74. What common affix do they have? 	<p>Directions for Part 2:</p> <ul style="list-style-type: none"> Read the excerpt “Can You Eat More, Please?” (pages 88-90) from Michael Pollan’s <i>The Omnivore’s Dilemma</i>. <p>Finding Word Meaning</p> <ol style="list-style-type: none"> Look at the words inject and infused in the second full paragraph on page 89. What common affix do they have?
Unit 1 Lesson 8	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can find the gist of pages 161-166 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 161-166 of <i>The Omnivore’s Dilemma</i>. 	<ul style="list-style-type: none"> I can find the gist of pages 186-191 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 186-191 of <i>The Omnivore’s Dilemma</i>.
Agenda	
<ol style="list-style-type: none"> Work Time <ol style="list-style-type: none"> Reading for the Gist: Pages 161-166 of <i>The Omnivore’s Dilemma</i> (20 minutes)) Text-Dependent Questions, Pages 161-166 (14 minutes) Homework <ol style="list-style-type: none"> Reread pages 161-166 of <i>The Omnivore’s Dilemma</i> and identify the claim Michael Pollan makes and the evidence he uses to support his claim. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence. 	<ol style="list-style-type: none"> Work Time <ol style="list-style-type: none"> Reading for the Gist: Pages 186-191 of <i>The Omnivore’s Dilemma</i> (20 minutes)) Text-Dependent Questions, Pages 186-191 (14 minutes) Homework <ol style="list-style-type: none"> Reread pages 186-191 of <i>The Omnivore’s Dilemma</i> and identify the claim Michael Pollan makes and the evidence he uses to support his claim. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence.
Teaching Notes	
<ul style="list-style-type: none"> In advance: Read pages 161-166 (up to “Letting Chickens be Chickens”), considering the gist of each paragraph and the answers to the text-dependent questions students are asked (see supporting materials for answer key). 	<ul style="list-style-type: none"> In advance: Read pages 186-191 (up to “Letting Chickens be Chickens”), considering the gist of each paragraph and the answers to the text-dependent questions students are asked (see supporting materials for answer key).

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 8, continued	
Materials	
<ul style="list-style-type: none"> Text-Dependent Questions: Pages 161-166 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 161-166 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 186-191 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 186-191 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)
Opening	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of pages 161-166 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 161-166 of <i>The Omnivore’s Dilemma</i>.” 	<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of pages 186-191 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 186-191 of <i>The Omnivore’s Dilemma</i>.”
Work Time	
<p>A. Reading for the Gist and Unfamiliar Vocabulary: Pages 161-166 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <ul style="list-style-type: none"> Focus students on the description of the local sustainable food chain on page 12 of <i>The Omnivore’s Dilemma</i>. Invite students to read that food chain again to refresh their memories. Tell students they are going to read pages 161-166 of <i>The Omnivore’s Dilemma</i> for the gist. Remind students that they should have already done a first read of these pages when they read Chapter 14 for homework. Tell students that they are going to reread from the beginning of Chapter 14 on page 161 up to “Letting Chickens be Chickens” on page 166 for the gist. Pair students and invite them to find the gist and record unfamiliar words on their word-catchers for pages 161-166. Refocus whole group and invite them to share any unfamiliar vocabulary words they found on pages 161-166, along with the definition. Encourage students to help each other find the definition. If no one knows what the word means, tell students what it means. 	<p>A. Reading for the Gist and Unfamiliar Vocabulary: Pages 186-191 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <ul style="list-style-type: none"> Focus students on the description of the local sustainable food chain on page 12 of <i>The Omnivore’s Dilemma</i>. Invite students to read that food chain again to refresh their memories. Tell students they are going to read pages 186-191 of <i>The Omnivore’s Dilemma</i> for the gist. Remind students that they should have already done a first read of these pages when they read Chapter 14 for homework. Tell students that they are going to reread from the beginning of Chapter 14 on page 186 up to “Letting Chickens be Chickens” on page 191 for the gist. Pair students and invite them to find the gist and record unfamiliar words on their word-catchers for pages 186-191. Refocus whole group and invite them to share any unfamiliar vocabulary words they found on pages 186-191, along with the definition. Encourage students to help each other find the definition. If no one knows what the word means, tell students what it means.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 8, continued	
Work Time, continued	
<p>B. Text-Dependent Questions, Pages 161-166 (14 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into the triads they have been working with in the previous lessons of this unit. Tell them now that they have the gist of pages 161-166, they will dig deeper into this section of the text to understand it fully. • Distribute Text-Dependent Questions: Pages 161-166 of <i>The Omnivore’s Dilemma</i>. 	<p>B. Text-Dependent Questions, Pages 186-191 (14 minutes)</p> <ul style="list-style-type: none"> • Invite students to get into the triads they have been working with in the previous lessons of this unit. Tell them now that they have the gist of pages 186-191, they will dig deeper into this section of the text to understand it fully. • Distribute Text-Dependent Questions: Pages 186-191 of <i>The Omnivore’s Dilemma</i>.
Closing and Assessment	
* “What claim is Michael Pollan making on pages 161-166?”	* “What claim is Michael Pollan making on pages 186-191?”
Homework	
<ul style="list-style-type: none"> • Reread pages 161-166 of <i>The Omnivore’s Dilemma</i> and identify the claim Michael Pollan makes and the evidence he uses to support his claim. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence. 	<ul style="list-style-type: none"> • Reread pages 186-191 of <i>The Omnivore’s Dilemma</i> and identify the claim Michael Pollan makes and the evidence he uses to support his claim. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence.
Text-Dependent Questions	
Pages 161-166 of <i>The Omnivore’s Dilemma</i>	Pages 186-191 of <i>The Omnivore’s Dilemma</i>
Unit 1 Lesson 9	
Supporting Learning Targets	
<ul style="list-style-type: none"> • I can evaluate Michael Pollan’s argument on pages 161-166 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim. 	<ul style="list-style-type: none"> • I can evaluate Michael Pollan’s argument on pages 186-191 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim.
Ongoing Assessment	
<ul style="list-style-type: none"> • Evaluating an Argument graphic organizer for pages 161-166 	<ul style="list-style-type: none"> • Evaluating an Argument graphic organizer for pages 186-191

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 9, continued	
Teaching Notes	
<ul style="list-style-type: none"> In this lesson, students are introduced to the Evaluating an Argument graphic organizer, which will be used in the end of unit assessment. Fill in the graphic organizer to evaluate the argument Michael Pollan puts forth on pages 161-166 of <i>The Omnivore’s Dilemma</i> together with the class to serve as a model for students. In subsequent lessons, students will gradually become more independent at filling in this organizer in preparation for the end of unit assessment. In advance: Read pages 161-166 and read the answer key for the Evaluating an Argument graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials). 	<ul style="list-style-type: none"> In this lesson, students are introduced to the Evaluating an Argument graphic organizer, which will be used in the end of unit assessment. Fill in the graphic organizer to evaluate the argument Michael Pollan puts forth on pages 186-191 of <i>The Omnivore’s Dilemma</i> together with the class to serve as a model for students. In subsequent lessons, students will gradually become more independent at filling in this organizer in preparation for the end of unit assessment. In advance: Read pages 186-191 and read the answer key for the Evaluating an Argument graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials).
Materials	
<ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 161-166 (one per student; one for display) Evaluating an Argument graphic organizer for pages 161-166 (answers, for teacher reference) Example of Irrelevant Evidence: Page 162 of <i>The Omnivore’s Dilemma</i> Rewritten (one per student; one for display) 	<ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 186-191 (one per student; one for display) Evaluating an Argument graphic organizer for pages 186-191 (answers, for teacher reference) Example of Irrelevant Evidence: Page 187 of <i>The Omnivore’s Dilemma</i> Rewritten (one per student; one for display)
Opening	
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> * “I can evaluate Michael Pollan’s argument on pages 161-166 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim.” 	<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> * “I can evaluate Michael Pollan’s argument on pages 186-191 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim.”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 9, continued	
Work Time	
<p>B. Identifying the Claim and Relevant Evidence (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread the learning target: <ul style="list-style-type: none"> * “I can evaluate Michael Pollan’s argument on pages 161-166 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim.” • Be sure students have their text <i>The Omnivore’s Dilemma</i>. Distribute the Evaluating an Argument graphic organizer for pages 161-166. • Remind students that for homework, they reread pages 161-166 of <i>The Omnivore’s Dilemma</i>, identified a claim that Michael Pollan makes, and flagged supporting evidence. Select volunteers to share their claim and the evidence they flagged. Listen for claims and evidence to be similar to the Evaluating an Argument graphic organizer for pages 161-166 (answers, for teacher reference) and guide students in that direction. • Circulate and support students as they work. See the Evaluating an Argument graphic organizer for pages 161-166 (answers, for teacher reference) for a suggestion on how to fill in the organizer. 	<p>B. Identifying the Claim and Relevant Evidence (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread the learning target: <ul style="list-style-type: none"> * “I can evaluate Michael Pollan’s argument on pages 186-191 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim.” • Be sure students have their text <i>The Omnivore’s Dilemma</i>. Distribute the Evaluating an Argument graphic organizer for pages 186-191. • Remind students that for homework, they reread pages 186-191 of <i>The Omnivore’s Dilemma</i>, identified a claim that Michael Pollan makes, and flagged supporting evidence. Select volunteers to share their claim and the evidence they flagged. Listen for claims and evidence to be similar to the Evaluating an Argument graphic organizer for pages 186-191 (answers, for teacher reference) and guide students in that direction. • Circulate and support students as they work. See the Evaluating an Argument graphic organizer for pages 186-191 (answers, for teacher reference) for a suggestion on how to fill in the organizer.
Closing and Assessment	
<ul style="list-style-type: none"> • Invite students to review the original paragraph on page 162 of their books. Ask students to discuss in triads: <ul style="list-style-type: none"> * “How is the rewritten excerpt different from the original? How is Michael Pollan’s better?” 	<ul style="list-style-type: none"> • Invite students to review the original paragraph on page 187 of their books. Ask students to discuss in triads: <ul style="list-style-type: none"> * “How is the rewritten excerpt different from the original? How is Michael Pollan’s better?”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 9, continued	
Text-Dependent Questions	
<p>Graphic organizer for Pages 161-166</p> <p>Relevant Evidence 1</p> <p>p. 162</p> <p><i>“It was hard to believe this hillside had ever been the gullied wreck Joel had described at dinner. One type of farming had destroyed the land. Now another type of farming was restoring it.”</i></p> <p>Relevant Evidence 2</p> <p>p. 163</p> <p><i>“Joel moves the chickens every day for the same reason he moves the cows every night. The chicken manure fertilizes the grass, supplying all the nitrogen it needs. But left in one place, the chickens would eventually destroy the soil.”</i></p> <p>Relevant Evidence 3</p> <p>p. 163</p> <p><i>“Every night the hens climb the little ramp into the safety of the coop and Joel latches the door behind them. In the morning he moves them to a fresh pasture.”</i></p> <p>Relevant Evidence 4</p> <p>p. 165</p> <p><i>“It seems the chickens don’t like fresh manure, so he waits three or four days before bringing them in—but not a day longer. “Three days is ideal,” he explained. “That gives the larvae a chance to fatten up nicely, the way hens like them ...”</i></p> <p>Relevant Evidence 5</p> <p>p. 165</p> <p><i>“Because of the chickens, Joel doesn’t have to treat his cattle with toxic chemicals to get rid of parasites.”</i></p> <p>Example of Irrelevant Evidence:</p> <p>Page 162 of <i>The Omnivore’s Dilemma</i> Rewritten</p>	<p>Graphic organizer for Pages 186-191</p> <p>Relevant Evidence 1</p> <p>p. 187</p> <p><i>“It was hard to believe this hillside had ever been the gullied wreck Joel had described at dinner. One type of farming had destroyed the land. Now another type of farming was restoring it.”</i></p> <p>Relevant Evidence 2</p> <p>p. 188</p> <p><i>“Joel moves the chickens every day for the same reason he moves the cows every night. The chicken manure fertilizes the grass, supplying all the nitrogen it needs. But left in one place, the chickens would eventually destroy the soil.”</i></p> <p>Relevant Evidence 3</p> <p>p. 189</p> <p><i>“Every night the hens climb the little ramp into the safety of the coop and Joel latches the door behind them. In the morning he moves them to a fresh pasture.”</i></p> <p>Relevant Evidence 4</p> <p>p. 190</p> <p><i>“It seems the chickens don’t like fresh manure, so he waits three or four days before bringing them in—but not a day longer. “Three days is ideal,” he explained. “That gives the larvae a chance to fatten up nicely, the way hens like them ...”</i></p> <p>Relevant Evidence 5</p> <p>p. 191</p> <p><i>“Because of the chickens, Joel doesn’t have to treat his cattle with toxic chemicals to get rid of parasites.”</i></p> <p>Example of Irrelevant Evidence:</p> <p>Page 187 of <i>The Omnivore’s Dilemma</i> Rewritten</p>

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 10	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can find the gist of pages 240-245 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 240-245 of <i>The Omnivore’s Dilemma</i>. 	<ul style="list-style-type: none"> I can find the gist of pages 277-284 of <i>The Omnivore’s Dilemma</i>. I can read closely to answer questions about pages 277-284 of <i>The Omnivore’s Dilemma</i>.
Agenda	
<p>2. Work Time</p> <p>A. Reading for the Gist: Pages 240-245 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <p>B. Text-Dependent Questions, Pages 240-245 (14 minutes)</p> <p>4. Homework</p> <p>A. Reread pages 240-245 of <i>The Omnivore’s Dilemma</i> and identify a claim Michael Pollan makes and any relevant evidence he uses to support his claim.</p>	<p>2. Work Time</p> <p>A. Reading for the Gist: Pages 277-284 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <p>B. Text-Dependent Questions, Pages 277-284 (14 minutes)</p> <p>4. Homework</p> <p>A. Reread pages 277-284 of <i>The Omnivore’s Dilemma</i> and identify a claim Michael Pollan makes and any relevant evidence he uses to support his claim.</p>
Teaching Notes	
<ul style="list-style-type: none"> In advance: Read pages 240-245 (up to “Things as They Are”), considering the gist of each paragraph and the answers to the text-dependent questions students are asked (see supporting materials for answers for teacher reference). 	<ul style="list-style-type: none"> In advance: Read pages 277-284 (up to “Things as They Are”), considering the gist of each paragraph and the answers to the text-dependent questions students are asked (see supporting materials for answers for teacher reference).
Materials	
<ul style="list-style-type: none"> Text-Dependent Questions: Pages 240-245 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 240-245 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference) 	<ul style="list-style-type: none"> Text-Dependent Questions: Pages 277-284 of <i>The Omnivore’s Dilemma</i> (one per student) Text-Dependent Questions: Pages 277-284 of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)
Opening	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of pages 240-245 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 240-245 of <i>The Omnivore’s Dilemma</i>.” 	<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can find the gist of pages 277-284 of <i>The Omnivore’s Dilemma</i>.” * “I can read closely to answer questions about pages 277-284 of <i>The Omnivore’s Dilemma</i>.”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 10, continued	
Work Time	
<p>A. Reading for the Gist: Pages 240-245 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <ul style="list-style-type: none"> • Focus students on the description of the hunter-gatherer food chain on page 5 of <i>The Omnivore’s Dilemma</i>. Invite students to read that food chain again to refresh their memories. • Tell students they will read pages 240-245 of <i>The Omnivore’s Dilemma</i> for the gist. Remind students that they should have already done a first read of these pages when they read Chapter 20 for homework. • Remind students of the Topic, Information, and Ideas on the “Questioning Texts” row of the Reading Closely: Guiding Questions handout. • Tell students they will reread from “My Pig” at the top of page 240 to “Things as They Are” at the bottom of page 245 for the gist. • Refocus whole group and invite them to share unfamiliar vocabulary words they found on pages 240-245, along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them. If no one knows what the word means, tell students what it means. 	<p>A. Reading for the Gist: Pages 277-284 of <i>The Omnivore’s Dilemma</i> (20 minutes)</p> <ul style="list-style-type: none"> • Focus students on the description of the hunter-gatherer food chain on page 12 of <i>The Omnivore’s Dilemma</i>. Invite students to read that food chain again to refresh their memories. • Tell students they will read pages 277-284 of <i>The Omnivore’s Dilemma</i> for the gist. Remind students that they should have already done a first read of these pages when they read Chapter 20 for homework. • Remind students of the Topic, Information, and Ideas on the “Questioning Texts” row of the Reading Closely: Guiding Questions handout. • Tell students they will reread from “My Pig” in the middle of page 277 to “Things as They Are” in the middle of page 284 for the gist. • Refocus whole group and invite them to share unfamiliar vocabulary words they found on pages 277-284, along with the definition. Where students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them. If no one knows what the word means, tell students what it means.
<p>B. Text-Dependent Questions, Pages 240-245 (14 minutes)</p> <ul style="list-style-type: none"> • Ask students to get back with the partner they found the gist with. Tell them now that they’ve got the gist of pages 240-245, they are going to dig deeper into this section of the text to understand it fully. • Distribute Text-Dependent Questions: Pages 240-245 of <i>The Omnivore’s Dilemma</i>. 	<p>B. Text-Dependent Questions, Pages 277-284 (14 minutes)</p> <ul style="list-style-type: none"> • Ask students to get back with the partner they found the gist with. Tell them now that they’ve got the gist of pages 277-284, they are going to dig deeper into this section of the text to understand it fully. • Distribute Text-Dependent Questions: Pages 277-284 of <i>The Omnivore’s Dilemma</i>.
Closing and Assessment	
* “What claim is Michael Pollan making on pages 240-245?”	* “What claim is Michael Pollan making on pages 277-284?”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 10, continued	
Homework	
<ul style="list-style-type: none"> Reread pages 240-245 of <i>The Omnivore's Dilemma</i> and identify a claim Michael Pollan makes and any relevant evidence he uses to support his claim. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence 	<ul style="list-style-type: none"> Reread pages 277-284 of <i>The Omnivore's Dilemma</i> and identify a claim Michael Pollan makes and any relevant evidence he uses to support his claim. Write the claim on a sticky note and use evidence flags to mark the claim and supporting evidence
Text-Dependent Questions	
Pages 240-245 of <i>The Omnivore's Dilemma</i>	Pages 277-284 of <i>The Omnivore's Dilemma</i>
Unit 1 Lesson 11	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can evaluate Michael Pollan's argument on pages 240-245 of <i>The Omnivore's Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim. 	<ul style="list-style-type: none"> I can evaluate Michael Pollan's argument on pages 277-284 of <i>The Omnivore's Dilemma</i> for sound reasoning and sufficient relevant evidence to support the claim.
Ongoing Assessment	
<ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 240-245 	<ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 277-284
Agenda	
2. Work Time B. Evaluating an Argument: Pages 240-245 of <i>The Omnivore's Dilemma</i> (15 minutes)	2. Work Time B. Evaluating an Argument: Pages 277-284 of <i>The Omnivore's Dilemma</i> (15 minutes)
Teaching Notes	
<ul style="list-style-type: none"> Read pages 240-245 of <i>The Omnivore's Dilemma</i> and review the answer key for the Evaluating an Argument graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials). 	<ul style="list-style-type: none"> Read pages 277-284 of <i>The Omnivore's Dilemma</i> and review the answer key for the Evaluating an Argument graphic organizer to familiarize yourself with what students will be doing and the answers you will be guiding them toward (see supporting materials).
Materials	
<ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 240-245 (answers, for teacher reference) Example of Irrelevant Evidence: Page 245 of <i>The Omnivore's Dilemma</i> Rewritten (one per student and one for display) 	<ul style="list-style-type: none"> Evaluating an Argument graphic organizer for pages 277-284 (answers, for teacher reference) Example of Irrelevant Evidence: Page 283 of <i>The Omnivore's Dilemma</i> Rewritten (one per student and one for display)

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 11, continued	
Opening	
* “I can evaluate Michael Pollan’s argument on pages 240-245 of <i>The Omnivore’s Dilemma</i> for sound reasoning, and sufficient relevant evidence to support the claim.”	* “I can evaluate Michael Pollan’s argument on pages 277-284 of <i>The Omnivore’s Dilemma</i> for sound reasoning, and sufficient relevant evidence to support the claim.”
Work Time	
<p>B. Evaluating an Argument: Pages 240-245 of <i>The Omnivore’s Dilemma</i> (15 minutes)</p> <ul style="list-style-type: none"> Distribute the Evaluating an Argument graphic organizer for pages 240-245 Remind students that for homework they reread pages 240-245 of <i>The Omnivore’s Dilemma</i>, identified a claim that Michael Pollan makes, and flagged supporting evidence. Select volunteers to share their claim and evidence. Listen for claims and evidence to be similar to the Evaluating an Argument graphic organizer for pages 240-245 (answers, for teacher reference) and guide students in that direction. Use the Evaluating an Argument graphic organizer for pages 240-245 (answers, for teacher reference). (In the supporting materials, provide an idea of how to answer each question.) 	<p>B. Evaluating an Argument: Pages 277-284 of <i>The Omnivore’s Dilemma</i> (15 minutes)</p> <ul style="list-style-type: none"> Distribute the Evaluating an Argument graphic organizer for pages 277-284. Remind students that for homework they reread pages 277-284 of <i>The Omnivore’s Dilemma</i>, identified a claim that Michael Pollan makes, and flagged supporting evidence. Select volunteers to share their claim and evidence. Listen for claims and evidence to be similar to the Evaluating an Argument graphic organizer for pages 277-284 (answers, for teacher reference) and guide students in that direction. Use the Evaluating an Argument graphic organizer for pages 277-284 (answers, for teacher reference). (In the supporting materials, provide an idea of how to answer each question.)
<p>C. Identifying Irrelevant Evidence (10 minutes)</p> <ul style="list-style-type: none"> Ask students to close their <i>The Omnivore’s Dilemma</i> books. Display and distribute Example of Irrelevant Evidence: Page 245 of <i>The Omnivore’s Dilemma</i> Rewritten and read it aloud as students follow along silently in their heads. 	<p>C. Identifying Irrelevant Evidence (10 minutes)</p> <ul style="list-style-type: none"> Ask students to close their <i>The Omnivore’s Dilemma</i> books. Display and distribute Example of Irrelevant Evidence: Page 283 of <i>The Omnivore’s Dilemma</i> Rewritten and read it aloud as students follow along silently in their heads.

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 11, continued	
Text-Dependent Questions	
Evaluating an Argument Graphic Organizer for Pages 240-245	Evaluating an Argument Graphic Organizer for Pages 277-284
<p>Evaluating an Argument Graphic Organizer for Pages 240-245 (Answers for Teacher Reference)</p> <p>Relevant Evidence 1</p> <p><i>“I wasn’t ready to see it as meat, though. What I saw was a dead wild animal, its head lying on the dirt in a widening circle of blood. I kneeled down and pressed the palm of my hand against the pig’s belly above the nipples. Beneath the dusty, bristly skin I felt her warmth, but no heartbeat” (241).</i></p> <p>Relevant Evidence 2</p> <p><i>“A scale attached to the rig gave the weight of the animal: 190 pounds. The pig weighed exactly as much as I did” (242).</i></p> <p>Relevant Evidence 3</p> <p><i>“I’d handled plenty of chicken guts on Joel’s farm, but this was different and more disturbing. That was probably because the pig’s internal organs looked exactly like human organs” (243).</i></p> <p>Relevant Evidence 4</p> <p><i>“When we kill an animal, especially a big mammal like a pig, it can’t help reminding us of our own death. The line between their bodies and ours, between their deaths and ours, is not very sharp” (244).</i></p> <p>Relevant Evidence 5</p> <p><i>“No matter how I looked at it, I felt regret about killing that pig. The animal is at once different from me and yet as a living creature it is in some ways the same.” (245)</i></p>	<p>Evaluating an Argument Graphic Organizer for Pages 277-284 (Answers for Teacher Reference)</p> <p>Relevant Evidence 1</p> <p><i>“I wasn’t ready to see it as meat, though. What I saw was a dead wild animal, its head lying on the dirt in a widening circle of blood. I kneeled down and pressed the palm of my hand against the pig’s belly above the nipples. Beneath the dusty, bristly skin I felt her warmth, but no heartbeat” (279).</i></p> <p>Relevant Evidence 2</p> <p><i>“A scale attached to the rig gave the weight of the animal: 190 pounds. The pig weighed exactly as much as I did” (280).</i></p> <p>Relevant Evidence 3</p> <p><i>“I’d handled plenty of chicken guts on Joel’s farm, but this was different and more disturbing. That was probably because the pig’s internal organs looked exactly like human organs” (281).</i></p> <p>Relevant Evidence 4</p> <p><i>“When we kill an animal, especially a big mammal like a pig, it can’t help reminding us of our own death. The line between their bodies and ours, between their deaths and ours, is not very sharp” (282).</i></p> <p>Relevant Evidence 5</p> <p><i>“No matter how I looked at it, I felt regret about killing that pig. The animal is at once different from me and yet as a living creature it is in some ways the same.” (284)</i></p>
Page 245 of <i>The Omnivore’s Dilemma</i> Rewritten	Page 283 of <i>The Omnivore’s Dilemma</i> Rewritten

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 12	
Supporting Materials: Developing a Claim	
<p>Student Claim: <i>I would choose the industrial organic food chain to feed my family.</i></p> <p>Reason 1 <i>My family struggles with weight and diabetes, so food from the industrial organic food chain is healthier for my family.</i></p> <p>Evidence A <i>p. 104</i></p> <p><i>“Judith, Isaac and I together consumed a total of 4,510 calories at our [McDonald’s] lunch, which is about two-thirds of what the three of us should eat in a day.”</i></p> <p>Evidence B <i>p. 134-135</i></p> <p><i>“The study showed that the organic fruits and vegetables contained higher levels of Vitamin C. They also had a wider range of natural chemicals called polyphenols. Polyphenols are a group of chemicals made by plants that seem to play an important role in human health.”</i></p> <p>Reason 2 <i>My family cares about the environment, and food from the industrial organic food chain is better for the environment.</i></p> <p>Evidence A <i>p. 124</i></p> <p><i>“If you include all the farmland growing fruits and vegetables for Earthbound, it comes to a total of 25,000 organic acres. The Goodmans estimate that this has eliminated some 270,000 pounds of pesticide and 8 million pounds of petrochemical fertilizer that would otherwise have been applied to those fields.”</i></p> <p>Evidence B <i>p. 105</i></p> <p><i>“Growing corn and nothing but corn has damaged the soil of our farmlands, polluted the water, and threatened the health of all the creatures downstream.”</i></p>	<p>Student Claim: <i>I would choose the industrial organic food chain to feed my family.</i></p> <p>Reason 1 <i>My family struggles with weight and diabetes, so food from the industrial organic food chain is healthier for my family.</i></p> <p>Evidence A <i>p. 123</i></p> <p><i>“Judith, Isaac and I together consumed a total of 4,510 calories at our [McDonald’s] lunch, which is about two-thirds of what the three of us should eat in a day.”</i></p> <p>Evidence B <i>p. 156</i></p> <p><i>“The study showed that the organic fruits and vegetables contained higher levels of Vitamin C. They also had a wider range of natural chemicals called polyphenols. Polyphenols are a group of chemicals made by plants that seem to play an important role in human health.”</i></p> <p>Reason 2 <i>My family cares about the environment, and food from the industrial organic food chain is better for the environment.</i></p> <p>Evidence A <i>p. 144</i></p> <p><i>“If you include all the farmland growing fruits and vegetables for Earthbound, it comes to a total of 25,000 organic acres. The Goodmans estimate that this has eliminated some 270,000 pounds of pesticide and 8 million pounds of petrochemical fertilizer that would otherwise have been applied to those fields.”</i></p> <p>Evidence B <i>p. 125</i></p> <p><i>“Growing corn and nothing but corn has damaged the soil of our farmlands, polluted the water, and threatened the health of all the creatures downstream.”</i></p>

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 12, continued	
Supporting Materials: Developing a Claim, continued	
<p>Student Claim: <i>I would choose local sustainable to feed my family.</i></p> <p>Reason 1 <i>Local sustainable grows in ways that preserve the environment.</i></p> <p>Evidence A</p> <p><i>“To Joel, sustainable organic farming means using free solar energy instead of fossil fuel energy” (153).</i></p> <p>Evidence B</p> <p><i>“If local food chains are going to succeed, customers will have to get used to eating [what is in season]” (190).</i></p> <p>Reason 2 <i>It is important to me and my family to support local farmers and businesses instead of big corporations.</i></p> <p>Evidence A</p> <p><i>“Out of every dollar spent on food in this country, ninety-two cents goes to non-farmers. By selling directly to consumers, Joel gets to keep more of that money” (187).</i></p> <p>Evidence B</p> <p><i>“[Joel Salatin] sees his farm as part of a local food economy. He wants the sale of his eggs and meat to help other local businesses, like small shops and restaurants” (182).</i></p>	<p>Student Claim: <i>I would choose local sustainable to feed my family.</i></p> <p>Reason 1 <i>Local sustainable grows in ways that preserve the environment.</i></p> <p>Evidence A</p> <p><i>“To Joel, sustainable organic farming means using free solar energy instead of fossil fuel energy” (177).</i></p> <p>Evidence B</p> <p><i>“If local food chains are going to succeed, customers will have to get used to eating [what is in season]” (220).</i></p> <p>Reason 2 <i>It is important to me and my family to support local farmers and businesses instead of big corporations.</i></p> <p>Evidence A</p> <p><i>“Out of every dollar spent on food in this country, ninety-two cents goes to non-farmers. By selling directly to consumers, Joel gets to keep more of that money” (217).</i></p> <p>Evidence B</p> <p><i>“[Joel Salatin] sees his farm as part of a local food economy. He wants the sale of his eggs and meat to help other local businesses, like small shops and restaurants” (211).</i></p>
Unit 1 Lesson 13	
Agenda	
<p>4. Homework</p> <p>A. Read the Afterword, “Vote with Your Fork” (pages 279-283). Answer this: “Name one way you can ‘vote with your fork.’”</p>	<p>4. Homework</p> <p>A. Read the Afterword, “Vote with Your Fork” (pages 323-328). Answer this: “Name one way you can ‘vote with your fork.’”</p>
Homework	
<ul style="list-style-type: none"> Read the Afterword, “Vote with Your Fork” (pages 279-283). Answer this: “Name one way you can ‘vote with your fork.’” 	<ul style="list-style-type: none"> Read the Afterword, “Vote with Your Fork” (pages 323-328). Answer this: “Name one way you can ‘vote with your fork.’”

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 14	
Supporting Learning Targets	
<ul style="list-style-type: none"> I can evaluate Michael Pollan’s argument on pages 73-75 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient, relevant evidence to support the claim. 	<ul style="list-style-type: none"> I can evaluate Michael Pollan’s argument on pages 88-90 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient, relevant evidence to support the claim.
Teaching Notes	
<ul style="list-style-type: none"> In preparation for this assessment, make sure you’ve watched the video clip (https://www.youtube.com/watch?v=xYYQGA3Jh-Y) and read the excerpt from pages 73-75 of <i>The Omnivore’s Dilemma</i>. 	<ul style="list-style-type: none"> In preparation for this assessment, make sure you’ve watched the video clip (https://www.youtube.com/watch?v=xYYQGA3Jh-Y) and read the excerpt from pages 88-90 of <i>The Omnivore’s Dilemma</i>.
Opening	
<p>* “I can evaluate Michael Pollan’s argument on pages 73-75 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient, relevant evidence to support the claim.”</p>	<p>* “I can evaluate Michael Pollan’s argument on pages 88-90 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient, relevant evidence to support the claim.”</p>
Work Time	
<ul style="list-style-type: none"> Invite students to turn to pages 73-75 of <i>The Omnivore’s Dilemma</i>. Tell students they will be evaluating the argument, reasoning, and evidence in this excerpt of the book, just as they have done in previous lessons. 	<ul style="list-style-type: none"> Invite students to turn to pages 88-90 of <i>The Omnivore’s Dilemma</i>. Tell students they will be evaluating the argument, reasoning, and evidence in this excerpt of the book, just as they have done in previous lessons.
End of Unit 1 Assessment, Part 2	
<p>Example of Irrelevant Evidence: Page 74 of <i>The Omnivore’s Dilemma</i> Rewritten</p>	<p>Example of Irrelevant Evidence: Page 89 of <i>The Omnivore’s Dilemma</i> Rewritten</p>

Original Lesson Text	Updated Lesson Text
Unit 1 Lesson 14, continued	
End of Unit 1 Assessment, Part 2, continued	
<p>Speaker’s Claim <i>Companies can charge more money for their foods by claiming that they have added some kind of value to the food.</i></p> <p>Relevant Evidence 1 <i>“Consumers will only pay so much for an ear of corn. But they can be convinced to pay a lot more for the same corn if it has been turned into a funny shape, sweetened, and brightly colored” (73).</i></p> <p>Relevant Evidence 2 <i>“Companies can also try to convince us that their food is healthier, even a sort of medicine” (74).</i></p> <p>Relevant Evidence 3 <i>“One company, called Tree Top, has developed a ‘low-moisture, naturally sweetened apple piece infused with a red wine extract.’ Natural chemicals in red wine are thought to fight cancer. So Tree Top has added value to an apple by injecting it with flavonoids from red wine” (74).</i></p> <p>Relevant Evidence 4 <i>“It seems that an old-fashioned apple just isn’t enough anymore. We need an apple that fights cancer! We need orange juice with calcium that builds strong bones. We need cereal that keeps us from having a heart attack.” (74)</i></p>	<p>Speaker’s Claim <i>Companies can charge more money for their foods by claiming that they have added some kind of value to the food.</i></p> <p>Relevant Evidence 1 <i>“Consumers will only pay so much for an ear of corn. But they can be convinced to pay a lot more for the same corn if it has been turned into a funny shape, sweetened, and brightly colored” (88).</i></p> <p>Relevant Evidence 2 <i>“Companies can also try to convince us that their food is healthier, even a sort of medicine” (89).</i></p> <p>Relevant Evidence 3 <i>“One company, called Tree Top, has developed a ‘low-moisture, naturally sweetened apple piece infused with a red wine extract.’ Natural chemicals in red wine are thought to fight cancer. So Tree Top has added value to an apple by injecting it with flavonoids from red wine” (89).</i></p> <p>Relevant Evidence 4 <i>“It seems that an old-fashioned apple just isn’t enough anymore. We need an apple that fights cancer! We need orange juice with calcium that builds strong bones. We need cereal that keeps us from having a heart attack.” (89)</i></p>
Unit 1 Lesson 15	
Agenda	
<p>A. Read “The Omnivore’s Solution: Some Tips for Eating” on pages 287-290 of <i>The Omnivore’s Dilemma</i> and answer this question:</p> <ul style="list-style-type: none"> • What three tips would you give to people about eating now that you have read most of <i>The Omnivore’s Dilemma</i>? 	<p>A. Read “The Omnivore’s Solution: Some Tips for Eating” on pages 331-335 of <i>The Omnivore’s Dilemma</i> and answer this question:</p> <ul style="list-style-type: none"> • What three tips would you give to people about eating now that you have read most of <i>The Omnivore’s Dilemma</i>?
Homework	
<ul style="list-style-type: none"> • Read “The Omnivore’s Solution: Some Tips for Eating” on pages 287-290 of <i>The Omnivore’s Dilemma</i> and answer this question: <ul style="list-style-type: none"> – What three tips would you give to people about eating now that you have read most of <i>The Omnivore’s Dilemma</i>? 	<ul style="list-style-type: none"> • Read “The Omnivore’s Solution: Some Tips for Eating” on pages 331-335 of <i>The Omnivore’s Dilemma</i> and answer this question: <ul style="list-style-type: none"> – What three tips would you give to people about eating now that you have read most of <i>The Omnivore’s Dilemma</i>?

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 1	
Agenda	
<p>2. Work Time</p> <p>A. Mini Lesson: Modeling Creating a Cascading Consequences Chart Using Pages 48 and 49 (12 minutes)</p> <p>B. Guided Practice: Partner Work to Add to the Cascading Consequences Chart Using Pages 55 and 56 (10 minutes)</p>	<p>2. Work Time</p> <p>A. Mini Lesson: Modeling Creating a Cascading Consequences Chart Using Pages 61 and 62 (12 minutes)</p> <p>B. Guided Practice: Partner Work to Add to the Cascading Consequences Chart Using Pages 69 and 70 (10 minutes)</p>
Materials	
<ul style="list-style-type: none"> Industrial Food Chain Cascading Consequences chart using pages 48 and 49 (for teacher reference) Industrial Food Chain Cascading Consequences chart with additions from pages 55 and 56 (for teacher reference) Industrial Food Chain graphic organizer (created by each student in Unit 1) 	<ul style="list-style-type: none"> Industrial Food Chain Cascading Consequences chart using pages 61 and 62 (for teacher reference) Industrial Food Chain Cascading Consequences chart with additions from pages 69 and 70 (for teacher reference) Industrial Food Chain graphic organizer (created by each student in Unit 1)
Work Time	
<p>A. Mini Lesson: Modeling Creating a Cascading Consequences Chart Using Pages 48 and 49 (12 minutes)</p> <ul style="list-style-type: none"> Invite students to turn to page 48 of <i>The Omnivore’s Dilemma</i>, to the section titled “CAFO—Concentrated Animal Feeding Operation.” Invite students to follow along silently in their heads as you read the section aloud. Direct them to look for consequences of the industrial food chain as you read. In writing so students can see, list the consequences that you find in this section of the text, including page numbers: <ul style="list-style-type: none"> Family farmers grow mostly corn (49) Cows and other animals are not raised on farms anymore (49) Cattle are now raised on CAFOs (49) Meat is cheap (49) People eat a lot of meat (49) Manure waste from CAFOs causes toxic pollution (49) CAFOs increase bacteria in our food (49) 	<p>A. Mini Lesson: Modeling Creating a Cascading Consequences Chart Using Pages 61 and 62 (12 minutes)</p> <ul style="list-style-type: none"> Invite students to turn to page 61 of <i>The Omnivore’s Dilemma</i>, to the section titled “CAFO—Concentrated Animal Feeding Operation.” Invite students to follow along silently in their heads as you read the section aloud. Direct them to look for consequences of the industrial food chain as you read. In writing so students can see, list the consequences that you find in this section of the text, including page numbers: <ul style="list-style-type: none"> Family farmers grow mostly corn (61) Cows and other animals are not raised on farms anymore (61) Cattle are now raised on CAFOs (61) Meat is cheap (61) People eat a lot of meat (61) Manure waste from CAFOs causes toxic pollution (61) CAFOs increase bacteria in our food (62)

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 1, continued	
Work Time, continued	
<ul style="list-style-type: none"> – Cows are forced to eat corn (49) – Eating so much corn negatively affects their health (49) • Note: Page numbers are included in the Cascading Consequences charts so students can refer to the evidence in the book when they need it to support the claim they make at the end of Unit 2 and in Unit 3. • Begin to think aloud about how to turn this list of consequences into a class Industrial Food Chain Cascading Consequences chart on chart paper. Direct students to create their own Cascading Consequences chart on blank 8" x 11" paper as you create one on the board. See the Industrial Food Chain Cascading Consequences chart using pages 48 and 49 (for teacher reference) in supporting materials. • Using students' answers and the Industrial Food Chain Cascading Consequences chart using pages 48 and 49 (for teacher reference), add these four consequences to the class Industrial Food Chain Cascading Consequences chart on the board. 	<ul style="list-style-type: none"> – Cows are forced to eat corn (62) – Eating so much corn negatively affects their health (62) • Note: Page numbers are included in the Cascading Consequences charts so students can refer to the evidence in the book when they need it to support the claim they make at the end of Unit 2 and in Unit 3. • Begin to think aloud about how to turn this list of consequences into a class Industrial Food Chain Cascading Consequences chart on chart paper. Direct students to create their own Cascading Consequences chart on blank 8" x 11" paper as you create one on the board. See the Industrial Food Chain Cascading Consequences chart using pages 61 and 62 (for teacher reference) in supporting materials. • Using students' answers and the Industrial Food Chain Cascading Consequences chart using pages 61 and 62 (for teacher reference), add these four consequences to the class Industrial Food Chain Cascading Consequences chart on the board.
<p>B. Guided Practice: Partner Work to Add to the Cascading Consequences Chart Using Pages 55 and 56 (10 minutes)</p> <ul style="list-style-type: none"> • Remind students of the steps you took to build the Cascading Consequences chart: <ol style="list-style-type: none"> 1. Reread the section of the text, looking for consequences of the industrial food chain. 2. Use the text to create a list of consequences of the industrial food chain, including page numbers. 3. Add each consequence to the Cascading Consequences chart, deciding what it is a direct consequence and what is an indirect or “cascading” consequence. • Invite students to work with their partner to add to their charts using the section of <i>The Omnivore’s Dilemma</i> titled “Cattle Eating Cattle,” pages 55 and 56. • See the Industrial Food Chain Cascading Consequences Chart with additions from pages 55 and 56 (for teacher reference) in supporting materials for guidance on how the charts could look. 	<p>B. Guided Practice: Partner Work to Add to the Cascading Consequences Chart Using Pages 69 and 70 (10 minutes)</p> <ul style="list-style-type: none"> • Remind students of the steps you took to build the Cascading Consequences chart: <ol style="list-style-type: none"> 1. Reread the section of the text, looking for consequences of the industrial food chain. 2. Use the text to create a list of consequences of the industrial food chain, including page numbers. 3. Add each consequence to the Cascading Consequences chart, deciding what it is a direct consequence and what is an indirect or “cascading” consequence. • Invite students to work with their partner to add to their charts using the section of <i>The Omnivore’s Dilemma</i> titled “Cattle Eating Cattle,” pages 69 and 70. • See the Industrial Food Chain Cascading Consequences Chart with additions from pages 69 and 70 (for teacher reference) in supporting materials for guidance on how the charts could look.

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 1, continued	
Work Time, continued	
<p>C. Application: Partner Work to Add to the Cascading Consequences Chart Using a New Excerpt (6 minutes)</p> <ul style="list-style-type: none"> Each partnership should be assigned one text excerpt to use to add to the Industrial Food Chain Cascading Consequences chart during this work time and for homework. <p>Excerpt 1: pages 20-28 Excerpt 2: pages 31-39 Excerpt 3: pages 56-63 Excerpt 4: pages 76-84</p>	<p>C. Application: Partner Work to Add to the Cascading Consequences Chart Using a New Excerpt (6 minutes)</p> <ul style="list-style-type: none"> Each partnership should be assigned one text excerpt to use to add to the Industrial Food Chain Cascading Consequences chart during this work time and for homework. <p>Excerpt 1: pages 30-39 Excerpt 2: pages 42-51 Excerpt 3: pages 70-77 Excerpt 4: pages 91-100</p>
Supporting Materials	
<p>Industrial Food Chain Cascading Consequences Chart Using Pages 48 and 49 (For Teacher Reference)</p> <p>Industrial Food Chain Cascading Consequences Chart with Additions from Pages 55 and 56 (For Teacher Reference)</p>	<p>Industrial Food Chain Cascading Consequences Chart Using Pages 61 and 62 (For Teacher Reference)</p> <p>Industrial Food Chain Cascading Consequences Chart with Additions from Pages 69 and 70 (For Teacher Reference)</p>
Unit 2 Lesson 2	
Opening	
<p>* “I read Excerpt 2, pages 31-39. One branch I added started with the box ‘Depends highly on fossil fuels,’ from page 31. I put it coming directly from the Industrial Food Chain box because it means that the entire food chain depends on fossil fuels. I added just one other box to the branch: ‘Industrial farms are not efficient in terms of calories in vs. calories out,’ from page 32. This is a direct effect of the use of fossil fuels, so it comes from that box.”</p>	<p>* “I read Excerpt 2, pages 42-51. One branch I added started with the box ‘Depends highly on fossil fuels,’ from page 42. I put it coming directly from the Industrial Food Chain box because it means that the entire food chain depends on fossil fuels. I added just one other box to the branch: ‘Industrial farms are not efficient in terms of calories in vs. calories out,’ from page 43. This is a direct effect of the use of fossil fuels, so it comes from that box.”</p>

No updates were necessary for Unit 2, Lesson 3

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 4	
Agenda	
<p>4. Homework</p> <p>A. Start the Industrial Organic Food Chain Cascading Consequences chart:</p> <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 114-126 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 127-136 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences. 	<p>4. Homework</p> <p>A. Start the Industrial Organic Food Chain Cascading Consequences chart:</p> <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 133-146 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 147-157 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences.
Closing and Assessment	
<ul style="list-style-type: none"> • Explain that for homework, numbers 1 and 2 will reread pages 114-126 of <i>The Omnivore’s Dilemma</i> and make a Cascading Consequences chart for it. Numbers 3 and 4 will reread pages 127-136 and make a Cascading Consequences chart. 	<ul style="list-style-type: none"> • Explain that for homework, numbers 1 and 2 will reread pages 133-146 of <i>The Omnivore’s Dilemma</i> and make a Cascading Consequences chart for it. Numbers 3 and 4 will reread pages 147-157 and make a Cascading Consequences chart.
Homework	
<ul style="list-style-type: none"> • Start the Industrial Organic Food Chain Cascading Consequences chart: <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 114-126 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 127-136 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences. 	<ul style="list-style-type: none"> • Start the Industrial Organic Food Chain Cascading Consequences chart: <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 133-146 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 147-157 of <i>The Omnivore’s Dilemma</i> and begin a Industrial Organic Food Chain Cascading Consequences.
Unit 2 Lesson 5	
Opening	
<ul style="list-style-type: none"> • Invite students to turn to page 5 in <i>The Omnivore’s Dilemma</i> to the description of the industrial organic food chain. Read this description aloud as students follow along silently. The purpose of this reading is to simply remind students of the definition of industrial organic. 	<ul style="list-style-type: none"> • Invite students to turn to page 12 in <i>The Omnivore’s Dilemma</i> to the description of the industrial organic food chain. Read this description aloud as students follow along silently. The purpose of this reading is to simply remind students of the definition of industrial organic.

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 5, continued	
Supporting Materials	
<p>Teacher: I am going to add: “Grown on monoculture farms (farms growing only one crop).” This is on page 114. I think this is a direct consequence of choosing the industrial organic food chain, so I think it should go in a box coming directly from the center. <i>To Student 1 and Student 2:</i> What do you two think?</p> <p>Student 1: I am going to add: “Cows are fenced in all day and eat grain instead of grass.” This is also from page 114. I think this is a cascading consequence of food coming from monoculture farms. Do you agree?</p> <p>Student 2: I am going to add: “Beef is raised on feedlots. Cows are fed corn, just like industrial beef, but the corn is organic.” This consequence is also on page 114. Based on what Student 1 said, I think this is a direct consequence of farms being monoculture, so I think the box should come off of the monoculture box. What do you two think?</p>	<p>Teacher: I am going to add: “Grown on monoculture farms (farms growing only one crop).” This is on page 133. I think this is a direct consequence of choosing the industrial organic food chain, so I think it should go in a box coming directly from the center. <i>To Student 1 and Student 2:</i> What do you two think?</p> <p>Student 1: I am going to add: “Cows are fenced in all day and eat grain instead of grass.” This is also from page 133. I think this is a cascading consequence of food coming from monoculture farms. Do you agree?</p> <p>Student 2: I am going to add: “Beef is raised on feedlots. Cows are fed corn, just like industrial beef, but the corn is organic.” This consequence is also on page 134. Based on what Student 1 said, I think this is a direct consequence of farms being monoculture, so I think the box should come off of the monoculture box. What do you two think?</p>
<p>Industrial Organic Food Chain Cows are fenced in all day and eat grain instead of grass (114) Beef is raised on feedlots. Cows are fed corn, just like industrial beef but the corn is organic (114) Grown on monoculture farms, which are farms growing only one crop (114)</p>	<p>Industrial Organic Food Chain Cows are fenced in all day and eat grain instead of grass (133) Beef is raised on feedlots. Cows are fed corn, just like industrial beef but the corn is organic (134) Grown on monoculture farms, which are farms growing only one crop (133)</p>

No updates were necessary for Unit 2, Lesson 6

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 7	
Agenda	
<p>4. Homework</p> <p>A. Start your Local Sustainable Food Chain Cascading Consequences chart.</p> <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 143-150 and 161-166 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 166-170 and 182-192 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. 	<p>4. Homework</p> <p>A. Start your Local Sustainable Food Chain Cascading Consequences chart.</p> <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 165-174 and 186-191 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 192-197 and 211-223 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart.
Closing and Assessment	
<ul style="list-style-type: none"> • Explain that, for homework, numbers 1 and 2 will reread pages 143-150 and 161-166 of <i>The Omnivore’s Dilemma</i> and make a new Local Sustainable Food Chain Cascading Consequences chart. Numbers 3 and 4 will reread pages 166-170 and 182-192 	<ul style="list-style-type: none"> • Explain that, for homework, numbers 1 and 2 will reread pages 165-174 and 186-191 of <i>The Omnivore’s Dilemma</i> and make a new Local Sustainable Food Chain Cascading Consequences chart. Numbers 3 and 4 will reread pages 192-197 and 211-223
Homework	
<ul style="list-style-type: none"> • Start your Local Sustainable Food Chain Cascading Consequences chart: <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 143-150 and 161-166 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 166-170 and 182-192 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. 	<ul style="list-style-type: none"> • Start your Local Sustainable Food Chain Cascading Consequences chart: <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 165–174 and 186–191 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 192–197 and 211–223 of <i>The Omnivore’s Dilemma</i> and begin a Local Sustainable Food Chain Cascading Consequences chart.
Unit 2 Lesson 8	
Opening	
<ul style="list-style-type: none"> • Invite students to turn to page 5 in <i>The Omnivore’s Dilemma</i>, to the description of the local sustainable food chain. Read this description aloud as students follow along silently. The purpose of this reading is to simply remind students of the definition of local sustainable. 	<ul style="list-style-type: none"> • Invite students to turn to page 12 in <i>The Omnivore’s Dilemma</i>, to the description of the local sustainable food chain. Read this description aloud as students follow along silently. The purpose of this reading is to simply remind students of the definition of local sustainable.

No updates were necessary for Unit 2, Lessons 9 and 10

Original Lesson Text	Updated Lesson Text
Unit 2 Lesson 11	
Agenda	
<p>4. Homework</p> <p>A. Start your Hunter-Gatherer Food Chain Cascading Consequences Chart:</p> <ul style="list-style-type: none"> • Numbered Heads 1 and 2 reread pages 231-246 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. • Numbered Heads 3 and 4 reread pages 247-262 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. 	<p>4. Homework</p> <p>A. Start your Hunter-Gatherer Food Chain Cascading Consequences Chart:</p> <ul style="list-style-type: none"> • Numbered Heads 1 and 2 reread pages 267-285 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. • Numbered Heads 3 and 4 reread pages 286-303 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart.
Closing and Assessment	
<ul style="list-style-type: none"> • Explain that for homework, numbers 1 and 2 will reread pages 231-246 of <i>The Omnivore’s Dilemma</i> and make a Hunter-Gatherer Food Chain Cascading Consequences chart. Numbers 3 and 4 will reread pages 247-262 and make a Hunter-Gatherer Food Chain Cascading Consequences chart. 	<ul style="list-style-type: none"> • Explain that for homework, numbers 1 and 2 will reread pages 267-285 of <i>The Omnivore’s Dilemma</i> and make a Hunter-Gatherer Food Chain Cascading Consequences chart. Numbers 3 and 4 will reread pages 286-303 and make a Hunter-Gatherer Food Chain Cascading Consequences chart.
Homework	
<ul style="list-style-type: none"> • Start your Hunter-Gatherer Food Chain Cascading Consequences Chart: <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 231-246 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 247-262 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. 	<ul style="list-style-type: none"> • Start your Hunter-Gatherer Food Chain Cascading Consequences Chart: <ul style="list-style-type: none"> – Numbered Heads 1 and 2 reread pages 267-285 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart. – Numbered Heads 3 and 4 reread pages 286-303 of <i>The Omnivore’s Dilemma</i> and begin a Hunter-Gatherer Food Chain Cascading Consequences chart.
Unit 2 Lesson 12	
Opening	
<ul style="list-style-type: none"> • Invite students to turn to page 5 in <i>The Omnivore’s Dilemma</i> to the description of the hunter-gatherer food chain. Read this description aloud as students follow along silently. The purpose of this reading is simply to remind students of the definition of hunter-gatherer. 	<ul style="list-style-type: none"> • Invite students to turn to page 12 in <i>The Omnivore’s Dilemma</i> to the description of the hunter-gatherer food chain. Read this description aloud as students follow along silently. The purpose of this reading is simply to remind students of the definition of hunter-gatherer.

No updates were necessary for Unit 2, Lessons 13 14, 15, 16, and 17

Original Lesson Text	Updated Lesson Text
Unit 3 Lesson 1	
Work Time	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Draw students’ attention to the sentence, “In nature, ‘birds follow and clean up after herbivores’ (Pollan 170)” 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.
Supporting Materials: Model Position Paper	
<p>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.</p>	<p>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 170). 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 190-191). 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 188). 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 188). 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.</p>

Original Lesson Text	Updated Lesson Text
Unit 3 Lesson 1, continued	
Supporting Materials: Model Position Paper, continued	
<p>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 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.</p>	<p>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 61), 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” (192). 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 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 (146). Fossil fuels emit greenhouse gases into the atmosphere. Food from farms like Polyface requires little transportation and therefore creates much less pollution.</p>

No updates were necessary for Unit 3, Lessons 2, 3, 4, 5 and 6