

# 9.4 Module Overview

## Understanding and Evaluating Argument: Analyzing Text to Write Arguments

<p><b>Texts</b></p>	<p><b>Central Module Text:</b> Aronson, Marc and Marina Budhos. <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science</i></p> <p><b>Supplementary Module Texts:</b></p> <ul style="list-style-type: none"> <li>• “Globalization: The Growing Integration of Economies and Societies around the World” <i>World Bank</i></li> <li>• “How Your Addiction to Fast Fashion Kills” <i>law.fordham.edu</i></li> <li>• “Where Sweatshops Are a Dream” <i>The New York Times</i></li> <li>• “Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?” <i>CNN</i></li> </ul> <p><b>Module Performance Assessment Texts:</b></p> <ul style="list-style-type: none"> <li>• “Why Buy Locally Grown?” <i>Dosomething.org</i></li> <li>• “Michael Pollan: Why Eat Local?” <i>Nourishlife.org</i></li> <li>• “What Food Says About Class in America” <i>Newsweek</i></li> <li>• “Buying Local: Do Food Miles Matter?” <i>Harvard Extension Hub</i></li> <li>• “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement” <i>WNYC</i></li> </ul>
<p><b>Number of Days in Module</b></p>	<p>34 (including Module Performance Assessment)</p>

### Introduction

In Module 9.4, students read, analyze, and evaluate informational and argument writing and build, through focused instruction, the skills required to craft strong and well-supported argument writing of their own. Through the study of a variety of texts, students learn to think of the products they use and consume everyday as part of a complex web of global production and trade that extends not only to distant lands but to the past as well.

Module 9.4 centers around one central text—*Sugar Changed the World*—and integrates at critical points brief, supplementary texts that situate in the present day the central ideas, claims, and arguments that

arise out of *Sugar Changed the World*. Because of its extended emphasis on a central text, Module 9.4 employs a one-unit structure to facilitate students' close analysis of the central text while providing opportunities for students to connect the ideas explored in this text to those in the short supplementary texts throughout the module.

*Sugar Changed the World*, the main text of this module, is an historical account of the role the commodity played in shaping global trade, ethics, and modern day society. Through sugar, the authors tell the story of the global exchange of ideas and goods, the rapid spread of slavery, and the principles of freedom that would ultimately spread throughout the world. Students analyze the text to gain a better understanding of how history helps shape the people, culture and belief systems of our modern day world.

The supplementary texts in this module help to contemporize the central ideas presented in *Sugar Changed the World* and build students' understanding of the complexities of global trade. Students analyze several articles detailing the complexities of the global garment industry. Students learn about working conditions for garment workers in Bangladesh, consider arguments against the exploitation of sweatshop labor, and evaluate arguments attesting to the benefits of low-wage labor for workers in developing nations. These texts provide an opportunity for students to read, think, and write critically about what it means to be an ethical participant in the global economy.

This module also focuses on argument writing instruction. Students closely read the supplementary module texts as examples of argument writing, learning the skills and components necessary for strong argument writing. Students use tools to evaluate and synthesize the arguments presented in the module's supplementary texts, culminating in the development of students' own evidence-based argument. The End-of-Unit Assessment asks students to use evidence from the module texts to respond to the prompt: Who bears the most responsibility for ensuring that goods are ethically produced? For the Module Performance Assessment, students read and analyze several new sources to form an evidence-based argument in response to the following prompt: Is local food production an example of ethical consumption?

## Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Evaluate argument writing
- Engage in productive evidence-based conversations about text
- Collect and organize evidence from texts to support analysis in writing
- Build skills for successful argument writing
- Analyze authors' use of rhetoric

- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Develop argument based writing

## English Language Arts Outcomes

### Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading – Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading – Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.9-10.9.a-b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction</p>

W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
<b>CCS Standards: Language</b>	
L.9-10.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>

### Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

### Assessed Standards

<b>CCS Standards: Reading Anchor Standards</b>	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>CCS Standards: Reading – Informational Text</b>	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an

	objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCS Standards: Writing	
W.9-10.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between</li> </ol>

	<p>reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
<b>CCS Standards: Speaking &amp; Listening</b>	
None.	
<b>CCS Standards: Language</b>	
L.9-10.1.a-b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Addressed Standards**

These standards will be addressed at the module level and may be considered in assessment, but will not be the focus of extended instruction in this module.

<b>CCS Standards: Writing</b>	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking & Listening	
SL.9-10.1.c, d, e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>

CCS Standards: Language	
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
L.9-10.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>
L.9-10.4.a, b, c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different</p>

	<p>meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ongoing Assessments	
Standards Assessed	CCRA.R.9, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, W.9-10.1.a-e, W.9-10.5, L.9-10.1
Description of Assessment	Varies by lesson but may include short written responses to text-dependent questions focused on authors’ use of rhetoric, development of central ideas, and evaluation of claims and evidence through the completion of specific tools.

End-of-Unit Assessment	
Standards Assessed	W.9-10.1.a-e
Description of Assessment	Students write a multi-paragraph essay utilizing formal language that examines and conveys complex ideas and clearly incorporates their evidence-based claims as well as appropriately cited sources. The final draft should demonstrate thoughtful analysis of how the evidence gathered supports the central claim, as well as the organizational structure of the entire argument.



## Module / Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>Sugar Changed the World</i> pp. 6–8 “The Age of Honey”	Students are introduced to <i>Sugar Changed the World</i> , the primary text for this module. Students analyze “The Age of Honey,” determine how the authors introduce and develop central ideas in the text, considering how these ideas are refined by particular sentences and paragraphs. Students are introduced to the Mapping Sugar Tool.
2	<i>Sugar Changed the World</i> pp. 13–16 “The World’s First True University”	Students read and analyze “The World’s First True University” as well as the “Timeline” and “Notes and Sources” sections of the text. Additionally, this lesson includes direct instruction on RI.9-10.7, in preparation for student work with the Image Analysis Tool. Students continue use of the Mapping Sugar Tool.
3	<i>Sugar Changed the World</i> pp. 16–18 “Storm of God”	Students consider the relationship established by the authors between the spread of sugar and the spread of Islam. Engagement with this passage is structured around students’ work with the Unfolding Analysis Tool. This tool prompts students to identify key ideas presented in this passage and how they are organized and connected.
4	“Globalization”	Students read the first supplementary text of this module and analyze how both <i>Sugar Changed the World</i> and the supplementary text approach the topic of globalization. This analysis provides a foundation for students to further explore the topic of globalization and the ethics of consumption throughout this module.
5	<i>Sugar Changed the World</i> pp. 24–29 “Out of War Comes Sweetness” and “The Problem with Sugar Cane”	Students consider the effect of the sugar refinement process on agriculture and build upon their developing understanding of the complex relationship between wars, the exchange of information, and global markets through discussions and textual analysis. Students continue use of the Mapping Sugar Tool.

Lesson	Text	Learning Outcomes/Goals
6	<i>Sugar Changed the World</i> pp. 35–41 “A Cycle of Death and Sweetness”	Students read “A Cycle of Death and Sweetness,” a detailed and evocative description of sugar work on eighteenth century plantations. Students consider the cumulative effect of words and phrases on the tone of this section. Students work in groups to collaboratively analyze phrases that contribute to the tone and meaning of this passage.
7	<i>Sugar Changed the World</i> pp. 42–53 “Portrait Gallery of Sugar Work”	Students analyze the images presented in the “Portrait Gallery of Sugar Work,” considering how sugar labor is depicted in the images and their captions. Students compare this treatment to an earlier passage of <i>Sugar Changed the World</i> , and reflect how the authors use these images to develop central ideas in the text. Students work with the Image Analysis Tool.
8	<i>Sugar Changed the World</i> pp. 57–63 “The Overseer”	Students read “The Overseer” which details the brutal actions of overseers on sugar plantations. Students engage in an evidence-based discussion, exploring how specific words and phrases in the text impacts the authors’ ideas. Student analysis includes closely reading two sections of text to facilitate collaborative discussion.
9	<i>Sugar Changed the World</i> p. 70 and “How Your Addiction to Fast Fashion Kills”	Students begin reading the second supplementary text of the module, “How Your Addiction to Fast Fashion Kills,” which offers a modern day perspective on how low cost fashion relies on harsh labor practices. Focused questioning supports students in analyzing “How Your Addiction to Fast Fashion Kills” as an argument text.
10	“How Your Addiction to Fast Fashion Kills”	Students complete their reading of “How Your Addiction to Fast Fashion Kills” in which the author concludes her argument about who is most responsible for producing ethically manufactured goods. Students are assessed on their ability to delineate and evaluate the author’s argument using the Evaluating Argument and Evidence Tool.

Lesson	Text	Learning Outcomes/Goals
11	<i>Sugar Changed the World</i> pp. 77–80 “Is It Lawful to Make Slaves of Others Against Their Will?”	Students continue reading of <i>Sugar Changed the World</i> . This passage explains the birth of the abolitionist movement in England and details some of the tactics that the abolitionists used to wage their campaign against slavery. Students examine how the authors structure the text in order to make connections between ideas in the passage and other sections in the book.
12	“Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?”	Students begin reading the third supplementary text of the module, “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” This opinion piece considers the role companies play in reforming working conditions in garment factories in developing countries. Focused questions support student analysis of this argument text.
13	“Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?”	Students complete their reading of this article which details the specific obstacles to safety reform in garment factories and the steps the author views as necessary to bring about change. Students work to delineate and evaluate the argument made in this article through the use of the Evaluating Argument and Evidence Tool.
14	Mid-Unit Assessment	Students use the Argument Outline Tool to complete their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims from texts read previously in the module. Students are assessed on their ability to introduce a precise central claim and to clearly organize and develop a relationship between supporting claims and counterclaims.
15	<i>Sugar Changed the World</i> pp. 83–88 “The Sound of Liberty”	Students continue their reading of <i>Sugar Changed the World</i> . Students begin reading “The Sound of Liberty” which explores the events set in motion by the Haitian Revolution. Students use the Unfolding Analysis Tool to identify the series of events presented in this passage, determine the motivations the authors assign to these events, and consider how the authors organize these events to make connections between key ideas in the text.

Lesson	Text	Learning Outcomes/Goals
16	<i>Sugar Changed the World</i> pp. 88–91 “The Sound of Liberty”	Students complete their reading of “The Sound of Liberty” which explores how European and American fear damaged the newborn Republic of Haiti. Student analysis focuses on determining a central idea of this passage and identifying and exploring how specific details shape and refine this idea. Through collaborative discussion, students are encouraged to consider how this section of text further develops the ideas that they explored in the previous lesson.
17	<i>Sugar Changed the World</i> pp. 101–104 “Back to Our Stories: New Workers, New Sugar”	Students engage in collaborative discussion, focusing their analysis on how the authors further refine central ideas of the text. Students analyze such issues as the ongoing struggle between freedom and property and the impact that local decisions had on a global scale through the connections that are drawn in this passage.
18	“Where Sweatshops Are a Dream”	Students read the fourth supplementary text of the module, “Where Sweatshops are a Dream,” which explores the idea that factory jobs in poor countries are actually a means of alleviating poverty. Students listen to a masterful reading of the text and analyze the first half of the text for the author’s use of rhetoric.
19	“Where Sweatshops Are a Dream”	Students complete their reading of “Where Sweatshops are a Dream” and continue to analyze and explore argument writing in preparation for the End-of-Unit Assessment. Students analyze the author’s claims and evidence in order to deepen their understanding of the ways in which authors construct arguments.
20	<i>Sugar Changed the World</i> pp. 6–104	Students continue their reading of <i>Sugar Changed the World</i> by analyzing how the authors use the stories of important figures to introduce and refine central ideas throughout the text. Students work in groups using the index to identify when an important figure appears, what the context is, and how the story of the figure relates to a central idea.

Lesson	Text	Learning Outcomes/Goals
21	<i>Sugar Changed the World</i> pp. 114–118 “Serfs and Sweetness” and “The Sugar Genius”	Students read “Serfs and Sweetness” and “The Sugar Genius” which detail the impact of mechanized beet sugar production on the need for human labor and the implications of that shift in production on the slave trade. Students examine how the authors weave together central ideas presented throughout the book in this section.
22	<i>Sugar Changed the World</i> pp. 121–126 “Satyagraha”	Students complete their reading of <i>Sugar Changed the World</i> and collaborate in groups to trace the authors’ development of a central claim in “Satyagraha,” which details Gandhi’s non-violent approach to protesting unethical labor practices. Students complete the Unfolding Analysis Tool which prompts them to make connections between the claims developed in “Satyagraha” and the claims developed in other sections of <i>Sugar Changed the World</i> .
23	<i>Sugar Changed the World</i> pp. 127–130 “How We Researched and Wrote this Book”	Students read the post-text essay “How We Researched and Wrote This Book” and analyze how the authors advance their purpose throughout the text. Students demonstrate their understanding in a brief written evaluation of how successful the authors were in achieving what they set out to do based on the specific goals outlined in this essay.
24	All Module Texts	Students begin the process of constructing an outline for their argument essay guided by the Argument Outline Tool. Students determine a central claim in response to their End-of-Unit Assessment question, drawing upon the arguments that they have been delineating and evaluating from supplemental texts in this module.
25	All Module Texts	Students begin the process of drafting the body paragraphs of their evidence-based argument essay. The writing process is guided by the organization and analysis of claims and counterclaims students developed on their Argument Outline Tool.

Lesson	Text	Learning Outcomes/Goals
26	All Module Texts	Students review how to use formal style and objective tone in their argument writing. After revisiting the conventions of formal style and objective tone established in 9.3.3, students engage in peer review and teacher conferences of the first drafts of their introduction and body paragraphs.
27	All Module Texts	Students receive instruction about central claim development and writing conclusion paragraphs. Students draft their conclusions, provide peer feedback, and conference with the teacher.
28	All Module Texts	Students continue to revise and edit their argument essays. Students review grammatical conventions established in 9.3 and receive direct instruction on parallel structure and the importance of varying phrases and clauses in conveying meaning and adding interest.
29	All Module Texts	Students work in class to complete their final argument essays for their End-of-Unit Assessment. Students call upon the conventions and strategies they have learned over the course of the last five lessons to edit, polish, and rewrite as necessary.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate *Sugar Changed the World* and all supplementary texts
- Review the 9.4 Rubric and Checklist
- Review all unit standards and post in classroom

### Materials and Resources

- Copies of the text *Sugar Changed the World*, “Globalization,” “How Your Addiction to Fast Fashion Kills,” “Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?,” “Where Sweatshops Are a Dream”
- Masterful recording of the texts (optional)
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters

- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist
- Copies of the 9.4 Rubric and Checklist
- Copies of 9.4 Common Core Learning Standards Tool

## Module Performance Assessment

In this five-lesson Performance Assessment, students demonstrate the skills and habits they have practiced throughout this module as they read and analyze five new texts and compose an argument essay. These texts provide students with content knowledge as well as a variety of perspectives and arguments around local food production as an ethical alternative to globalized food production. These five texts also encourage students to further consider the contemporary concerns of globalization and observe how these issues play out in the nutritional choices people make. This work encourages students to use the analysis they completed through the module to inform the development of their own argument writing on the topic of ethical production and consumption.

Detailed instructions for the five-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on individual class schedules and student scaffolding needs.

This Performance Assessment is evaluated using the 9.4 Rubric.

### Prompt

**Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.**

### Process

In this five-lesson performance assessment, students analyze five previously unread argument texts: “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement”; “Why Buy Locally Grown?”; “Buying Local: Do Food Miles Matter?”; “What Food Says About Class in America” and “Why Eat Local?” Students draw evidence from these texts to form an argument in response to the following prompt: **Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.**

On day one, students are exposed to a new text and use the Evaluating Argument and Evidence Tool to identify and evaluate authors' claims, supporting evidence and counterclaims. Students engage in discussion concerning what "ethical consumption" means in this context, drawing on their conversations from the previously read module texts and their Mid-Unit and End-of-Unit Assessments. On the following two days students analyze texts independently and in groups, while they begin to synthesize their analysis and evaluation of the arguments in the texts. Students use this analysis to begin to develop their own argument. On the fourth day, students outline and organize their evidence in preparation for writing their argument essay. On the fifth day, students use their outline, tools, and evidence to compose their argument essays.

### Lesson 1

Students read and analyze a new text, using the Evaluating Argument and Evidence Tool to identify and evaluate authors' claims, supporting evidence and counterclaims. Additionally, students build an understanding of the term "ethical consumption," drawing on their analysis of *Sugar Changed the World* and the supplementary module texts.

### Lesson 2

Students read and analyze two new texts and use the Evaluating Argument and Evidence Tool to identify and analyze the different central claims, supporting claims, counterclaims, and evidence of the two texts.

### Lesson 3

Students read and analyze two new texts and use the Evaluating Argument and Evidence Tool to analyze the different central claims, supporting claims, counterclaims, and evidence of the two texts.

### Lesson 4

Students continue to synthesize and evaluate the claims and evidence presented in the texts while further solidifying their own position on the topic. Students outline and organize their evidence in preparation for writing their argument essay.



**Lesson 5**

Students compose their argument essay using their outline, tools, and textual evidence. Students use the 9.4 Rubric and Checklist to guide their writing in response to the following prompt: **Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.**

**Texts**

**Unit 1 :**

Aronson, Marc and Marina Budhos. *Sugar Changed the World*. New York: Clarion Books, 2010. Print.

Kristof, Nicholas. "Where Sweatshops Are a Dream." *The New York Times*, 14 Jan. 2009. [http://www.nytimes.com/2009/01/15/opinion/15kristof.html?\\_r=](http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=)

McMullen, Anna. "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" *CNN*, 26 April 2013. [www.cnn.com](http://www.cnn.com)

Odell, Amy. "How Your Addiction to Fast Fashion Kills." *School of Law Fordham University*, 02 May 2013. <http://law.fordham.edu>

"Globalization: The Growing Integration of Economies and Societies around the World." *WorldBank.org*, 2013. <http://go.worldbank.org/V7BJE9FD30>

**Performance Assessment**

Almendral, Aurora. "Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement." *WNYC*, 21 Nov. 2012. <http://www.wnyc.org/story/252235-upstate-new-york-immigrant-farmworkers-are-hidden-part-locally-grown-food-movement/>

"Why Buy Locally Grown?" [www.dosomething.org](http://www.dosomething.org)

"Buying Local: Do Food Miles Matter?" *Harvard Extension Hub, Extension Blog*, 19 Nov. 2012. [www.extension.harvard.edu](http://www.extension.harvard.edu)

Miller, Lisa. "What Food Says About Class in America." *Newsweek* 22 Nov. 2010. [www.newsweek.com](http://www.newsweek.com)

Pollan, Michael. "Why Eat Local?" *Nourishlife.org*, 20 Oct. 2010. [http://youtu.be/DhaG\\_Zi6izU](http://youtu.be/DhaG_Zi6izU)