



## ***Food for Thought***

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This curriculum unit is recommended for:  
Language Arts Classes, grades 6-8

**Keywords:** Culture Meal, research paper, in-text citations, argument essay.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** Growing up around a primarily Irish family hooked me into some of my favorite comfort foods and recipes that I now make as an adult. Of course, the stereotypical potatoes were a staple at every dinner in my household, and were the root to many humorous stories that we rehash during the holiday seasons when my family is altogether. Food is an important connection to our culture and the stories that we pass down to our children and families. It is essential that our children learn about where their ancestors come from and the history of the all-important foods that are unique to their culture(s). In this unit, students will be exposed to the structure of a research essay, along with easy steps to guide them through the writing process. From there, they will have the opportunity to investigate their own culture's food history, etiquette and recipes. Finally, they will organize their findings in a clear and coherent research essay to share during the Culture Meal project. This unit incorporates both mathematical strategies with the power of written word to create a delicious and creative interdisciplinary unit.

*I plan to teach this unit during the coming year to 128 students in 6<sup>th</sup> grade language arts.*

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## **Food for Thought**

*Molly Malone*

### Introduction

Written words have the power to uplift our soul, nourish our starving brain, and even allow us to weep out all of the sorrows and fears we hold in the deepest caverns of our bodies. So why do so many people gloss over this powerful dynamism?

The answer is fear; fear of the possibilities, of the criticism that will be received, and fear of the undiscovered truths that may pour out onto the innocent paper. This fear is what prevents many of us from taking the time out of our busy lives to sit down and simply write. The act of writing essays, personal journals, or poetry seems daunting to many people. Like many activities in life, like playing a sport, starting a new job or playing a musical instrument, it takes many repetitions and a lot of practice and exposure to get good at writing.

In attending the weekly seminar “Writing with Power: No Fear Here,” we learned about the importance of each individual’s strengths and weaknesses while writing different types of essays. Most of our fears as fellows came from the critiques we would receive regarding grammar and spelling, since most of us were language arts teachers. How embarrassing would it be to hear that teaching the young adults out there how to write, we, as teachers, were crafting our essays the wrong way, or for that matter forgetting simple elements like the title and page numbers. With all of our fears aside (including the critiques we would receive from each other and our extremely knowledgeable leader), we wrote and we shared and we listened to one another. It was enlightening to hear that we were not all perfect and that many of us shared very differing opinions about the classic essays and poems that we were to respond to. The unique responses and different perspectives are what makes writing essays and responding to essays so enthralling.

After a few sessions of seminar, it was time to start thinking about what type of unit we wanted to develop. At first, this was a challenge because in 6<sup>th</sup> grade our focus is on developing the writing process, and structuring a research essay. Other forms of writing we include in 6<sup>th</sup> grade are poetry, journals, and speeches. I started to head in the direction of warm-up journals turned into personal essays. However, we barely have time to include another project in our curriculum, since we are an International Baccalaureate (I.B) school and have certain criterion that we need to fulfill as well. Therefore, I came up with the idea of combining the art of writing with an already globally connected math project (a combination I have always wanted to try out). For this unit students will be writing a personal essay for their Culture Meal project that they complete in math class; a cross-curricular unit.

Background

Piedmont Middle is no longer considered an “open” school and is now involved with the International Baccalaureate (I.B) program. In order for schools to be considered and IB school, they must obtain recertification every 5 years and follow specifications each school year. We are currently in our renewal year and in the process of submitting units, lessons, projects and student work to be assessed by the board. In the upcoming months we will be completing rigorous interviews, walk-throughs and meetings with the board members to keep our title for the next five years. It can definitely be more work as a teacher in an IB school, which I will discuss in a moment, however the idea behind making the school more globally connected is what makes the hard work worthwhile.

So what exactly do IB teachers have to do extra, or differently than regular middle school teachers? At the start of the school year, we have additional trainings that we attend to keep abreast of the ever-changing curriculum. The trainings take place over two and a half days and are led by top-notch IB coordinators and educators that travel the country and the world. In the trainings we work on our IB unit plans, which consist of mandatory elements: Statement of Inquiry, Key Concepts, Related Concepts, Inquiry questions (Factual, Conceptual, Debatable), IB Objectives that must match with at least one of the four assessment criterion for each subject, and Approaches to Learning. Therefore, when completing an IB project with the students, we must grade them using a regular classroom rubric, along with our specialized IB Criterion rubrics in order to give each student an IB grade.

Within The Middle Years Programme, our subject and grade level is referred to as MYP Year 1 Language and Literature (1). Each subject has four criteria to assess when giving an IB assessment. By the end of the year, each student is given a number between one and seven based on where they fall in the IB rubrics. This number is not included in their final average, but is an indicator of where the students stand within the IB programme at the end of every year. As teachers, we are also required to complete one interdisciplinary unit for each subject. Although we already have an interdisciplinary unit in 6<sup>th</sup> grade language arts (with social studies), including a second interdisciplinary unit would enhance our interconnectedness among subjects. Working in an IB school and fulfilling many of the requirements can be overwhelming at times, but its purpose is to create more globally ready citizens.

This year class sizes in the 6<sup>th</sup> grade have increased, due to the fact that we have added more faculty and positions in the school. This has created many challenges so far this year, including classroom space. As of right now, I am using a back table in order to give each student a place to work. However, I have added a small section of the classroom dedicated to a “sit and relax” type atmosphere, which includes a couch and an ottoman. I am a total believer in the need for differentiated seating. Some students tend to work better relaxed, sitting on a couch, while others need a structured desk and chair to get their work done. When we complete journals in class, students are given the option where

they would like to sit in order to complete their work. This choice is essentially important to giving adolescents the best working environment for their success.

Another change this year in my classroom is my goal to go completely paperless, since every student has a Chromebook to use every day. I use Google Classroom as my platform for homework reminders, projects, assignments, and announcements. When working on writing, students use Google Docs to write journals, complete parts of their essays and work on notes and Webquests throughout the nonfiction unit. I find that using Google Docs is an extremely useful tool to give feedback to my students' writing without making direct edits to their paper. It is easy to comment on their strengths and weakness and give them immediate feedback as they are preparing to edit their rough drafts. This past week I had my students turn in their journals in order to give them feedback on their writing and of course to comment on some of their quirky and hilarious responses. We also use Google Docs when we start writing our research essay at the end of October. Students can share their essays with one another and give productive feedback using the comment section of Google Docs. This allows the essay to get seen by multiple people before I go through it with a fine-tooth comb. Also, during this time I allow students to sign-up for one-on-one meetings with me if they have questions or want extra help with any part of their essay. That way, I can give personal attention to those students who need it. The last tool that is essential in my classroom when we complete formal research essays is Easybib.com. This website allows my students to simply copy and paste their articles into the search bar to generate a citation. Students must find at least three sources to include in their Works Cited page. These online tools will be vital in developing the unit for the Culture Meal project.

### Culture Meal Synopsis

While planning out my unit this summer, I happened to be in one of the IB trainings, where they kept honing in on interdisciplinary units. Of course, our language arts team had already developed a cross-curricular unit, which the students rave about every year, since we started it. However, as another CTI Fellow and I were discussing this project I came across a problem that I always wanted to fix. Why does language arts and math always seem so far apart? How come we never try to integrate our subjects together to enhance student understanding? Then I realized that most of us language arts teachers are terrified of teaching math and vice versa. Would it ever be possible to work in conjunction with the math team to come up with an amazing project that the students will never forget? Then, I remembered a project that math teachers had brought back the previous year to allow students to bring in a delicious family recipe to share with the class. The Culture Meal is loved by both students and teachers because it entices us with a plethora of delectable foods from various parts of the world. Therefore, the Culture Meal would not only fulfill the interdisciplinary goal that I have always tried to conquer, but will also connects to our IB curriculum.

The Culture Meal project was put together by the math team to assess students' understanding of proportions and percentages. The way in which the project assesses proportions is through the use of measurements within specific recipes, and percentages through the crafting of bill receipts. Below is a basic outline of the project by itself.

**Brief Project Overview:** This project has 3 short parts to it:

1. Create a menu from a made-up restaurant that represents your culture. Include #3 on your menu.
2. Create two fake receipts for two people that ate at your restaurant.
3. Provide a *real* family recipe for one of your menu items. Do some math calculations surrounding this recipe.

**1. Restaurant and Menu Requirements:**

- Your restaurant should represent your unique culture
- #3 below should be one item on your menu.
- Your menu must consist of *at least 2 drinks, 2 appetizers, 3 entrees, and 2 desserts.*
- Your menu must fit on one page of paper.
- You must create and include the price of each item on your menu.
- Your menu should be creative and look professional. You may draw it by hand or use a computer and a printer to produce it.
- Your menu must contain the title of your restaurant and your name.

**2. Two Bills/Receipts:**

- 2 separate people walk into your restaurant and order dinner. Create two bills (or receipts) for what each person ordered off of your menu (they are paying separately and therefore have two separate bills).
- There is a 7% tax rate and a 20% tip (calculated AFTER the tax is added in) that must be shown on both receipts.
- These two receipts must show:
  - a. The food that was ordered and the price for each item
  - b. The subtotal before tax
  - c. How much the 7% tax is
  - d. The total including tax
  - e. How much a 20% tip would be (calculated after tax is added in)
  - e. The grand total including food, tax, and tip

**3. Family Recipe:**

- *You must provide a REAL recipe for one of your menu items.* This is to be written or typed on a separate sheet of paper, not on the menu.
- Since it is a recipe, you must include the ingredients and the amount of each ingredient (be sure to label UNITS like cups, teaspoons, tablespoons, etc.)
- You need to tell us how many people your original recipe serves.

- You will then do some math with this recipe: triple your recipe and then halve your recipe.
- Submit the new tripled and halved recipes in a chart format.

### Linking the Culture Meal to Language Arts

What is great about this project is that it already has the students practicing the sequential organizational pattern by writing out their recipes. Students are also writing out their menu that all of their peers will be viewing before eating the meal. As I sat looking at this project in detail, I noticed one major missing component; the students researching their own culture's foods. Instead of simply asking their parent/guardian for a family recipe or even just quickly looking online for recipes, how great it would be if these kids were researching their own culture's food and history. This project is given to the students in December, which is one month after our research paper; a great segue into researching culture.

My goal for this unit is to have the students research their own culture's food history by looking at scholarly articles online and using books from our school's library. They will then write a two-to-three page research paper on the history of foods from their culture. In order to get the students to this final product, they must first go through the research unit to properly search, organize, cite and write their paper.

### Research Unit

Our research unit in 6<sup>th</sup> grade falls within our bigger nonfiction unit in the curriculum. Before diving into the research portion, students are taught to understand the following terms; argument, thesis, support, main idea, summary, primary and secondary sources, and bibliography. After students have taken a formal assessment on these terms we start looking at several examples of strong and weak thesis statements and arguments. From there, we slowly progress through the writings of each piece of the essay starting with our hooker, then the thesis and the rest of the introductory paragraph into topic sentences, body paragraphs, support and finally the conclusion. This process takes us several weeks before even beginning the first draft of our essays. Furthermore, students practice the correct way to search for articles, use direct quotes and create a bibliography before we begin the essay portion.

The challenge we face as 6<sup>th</sup> grade teachers during this unit is that many of our students have not yet been taught how to use research within their papers. Most of the essays they write in 5<sup>th</sup> grade are based on their own opinion of a subject or taking a stance on a common school problem, like too much homework or school uniforms. This is why we spend a great deal of time on our research unit to set up the basics for writing a proper research paper. I think that the addition to another research paper during the year will enhance our students' ability to use these basic tools. Below is a sample research

outline sheet we give to the students to help them practice their researching and citation skills:

*Research and Works Cited*

Directions: Find two-three articles to support your argument and write down the citations for each along with any notes you would like to add to your essay, Keep in mind fact and statistics make your argument stronger. Use [www.easybib.com](http://www.easybib.com) (2) to record your citations that you will put into your "Works Cited" page. For an explanation of in-text citations and how to use different sources in your paper see the website:

<https://owl.english.purdue.edu/owl/resource/747/02/> (3)

1. Source #1: "McDonald's Switch to Cage-free Eggs Has Companies Scrambling." *Newsela*. Los Angeles Times, 2015. Web. 22 Oct. 2015.

Notes:

2. Source #2:Fenn, Laura. "About Us - Walking Classroom." *Walking Classroom*. The Walking Classroom Institute, 2015. Web. 29 Oct. 2015.

Notes:

Now that students have an idea of how to research they start to develop their stance on their topic and create a thesis statement, which we practice writing in class almost daily.

After the thesis statements have been completed and checked, we move on to a basic outline of the paper. Of course before the outline, students have seen many examples of introductory paragraphs, strong and weak outlines and concluding paragraphs. We also spend a good deal of time learning about the important parts of an essay. Below is the outline the students use for the beginnings of their research paper:

INTRODUCTION:

Spark Sentence:

Thesis Statement:

Body P1: Topic Sentence/Reason 1:

Supporting Details (your research):

Body P2: Topic Sentence/Reason 2

Supporting Details (your research):

### Body P3: Topic Sentence/Reason 3:

Supporting Details(your research):

Conclusion: restate your claim and leave the reader with something to think about...

After we are done with the outlining of the essay, students start crafting their rough draft, which is then peer edited through Google Docs, then finally polished in the writing of the final draft. This is the process that we will be using for our first research essay, which will then be minimized during our Culture Meal essay. Obviously the second research essay the students write will be much easier for them to grasp.

### *Before We Begin*

I am excited to add more essay writing to our already jam-packed curriculum. With that being said, we will need to shift some of our other units around in order to make the project work. I would like to make this unit just a simple add-on to our math department's already amazing project and enhance the students' stake in learning about their own culture's food. Furthermore, I want this unit to reveal a hidden aspect of the students' cultures that they may not have already known about before this research. I am looking forward to the reflection, research and a-ha! moments that stem from this interdisciplinary unit.

### **Class and Unit Information**

Here are just a couple of quick points about the classes that will partake in this curriculum unit at Piedmont IB Middle School. I have four blocks of 6<sup>th</sup> grade language arts classes, which consist of 128 students. Each block is approximately fifty-four minutes, which is not optimal for close reading and research. However, small mini-lessons along with chunked out assignments will make it work. These students will also have already completed a research essay about a topic of their choice. The previous research assignment required students to create a five-paragraph research essay that included: a strong thesis statement, in-text citations and a works cited page. The students were also guided through the entire process, which I will include in this curriculum unit (briefly), since most of the 6<sup>th</sup> graders have never written a formal research essay.. The unit will then move into the specifications of The Culture Meal essay. You are welcome to use the entire unit or just the Culture Meal piece to enhance your research essays.



## Teaching Strategies

As discussed in the last section, I will be breaking down the unit into a walk-through writing a research unit briefly then moving into more detailed description of the culture activities and assignments. Some of the teaching strategies and tools addressed in this unit are as follows:

- Google Classroom
- EasyBib
- One-on-one conferences
- Peer evaluations
- Modeling
- Outlining
- YouTube
- Signup Genius
- Holt McDougal Online Textbook (4). Your school must have a subscription to this textbook in order to access the online textbook. However, you can use the PDF and audio versions of the articles and short stories.

### Activities for General Research Paper

I will guide you through the general handouts that I put on Google Classroom for my students in order to keep their thoughts and notes organized. Please see Appendix 2-6 for the following supporting handouts.

#### *Step One*

This handout is for selecting topics for a research paper and also narrowing the topic down to one, instead of three. This step also involves the students writing a strong thesis statement. It is important that as the teacher you show the students the breakdown of a thesis statement along with strong and weak examples. I find that with 6<sup>th</sup> graders it is always helpful to give a generic, fill-in guideline for the thesis statement.

#### *Step Two*

This is the research portion of the essay. Students will be recording the websites they visit using EasyBib and jotting down any notes that they could use as supporting details for their essay. I always take a half of a class period (about 25 minutes) to give students a quick tutorial on EasyBib along with an example for them to try out before researching on their own. Furthermore, it is vital that the students are given a quick lesson on searching the Internet for reliable sources.

### *Step Three*

Step three involves the use of the online textbook, which can easily be substituted for any sample essays you may have on hand (both strong and weak). This allows students to see both strong and weak models of full essays. The questions can be adapted to any essay of your choice (preferably a past student's essay if you have it on hand). This step is also the informal outline that includes a full introduction and notes on the body paragraphs and conclusion. My recommendation is that students are given the practice of writing introductory essays with easier topics before crafting their own.

### *Step Four*

The simple transferring of the outline to a rough draft is the essence of step four. This is also the step that I start up the Signup Genius to conference with students who need more help writing their rough draft or editing their rough draft before the peer evaluation stage. You can also use simple conference sign-ups in your classroom if you are not comfortable using Signup Genius.

### *Step Five*

Peer evaluations are a vital step in the process of writing. In my peer evaluation sheet, I use the Google Docs feature of "editing" for the students to not only mark certain aspects of the rough draft, but to also make constructive critiques of the essay. I give the students an opportunity to ick their partners, since you want them to have someone they trust and rely on to look at their rough drafts and make productive comments and critiques. Another reason Google Docs is a great tool for this portion of the essay writing is because it gives the students a visual of each aspect of their essay (thesis, topic sentences, hook, and supporting details) using different colors as indicators.

### *Step Six*

The final draft is written in this step as the students use the assessment rubric to guide their writing. The final draft includes in-text citations and a works cited page, all which should be explained earlier on in the process.

## **Culture Research Essay Details**

After students have a good sense of how to write a strong research essay, you can move to the second research paper that is designed specifically for The Culture Meal project in math class. For this particular essay, we will become familiar with food customs, traditions and etiquette by reading "The All-American Slurp" by Lensey Namioka (4) in their online textbook. This short story follows a Chinese-American girl who is put into an

awkward situation when she is invited to dinner at her friend's house. She soon learns that the food customs in China and America have their similarities and differences when her friend comes to her house for an authentic Chinese meal. After we read this story in class, students will look at a short article, "American Lifestyles and Habits" (5) that explores what American etiquette looks like to outside visitors. I like to give students a few nonfiction and fiction food-related stories to get them thinking about their own culture and traditions at home when it comes to food. Providing the students with multicultural literature and nonfiction articles will allow them to keep an open-mind when searching for their own culture's foods, etiquette and traditions.

The second phase of this particular assignment is to give the students plenty of resources, websites and ideas for the following prompt: For your culture meal, you will need to inform your fellow students about the history of some of the foods involved in your recipe or your culture. Your essay must be at least three paragraphs and contain in-text citations and a works cited page. You are required to use two sources for your paper, which you must document in your works cited page in MLA format.

Please refer to the Resources section of this unit in order to get some ideas to present to your class. Moreover, to challenge your high-level students, allow them the ability to search the library and online sources without the teacher's help. Many times our students can surprise us by finding amazing resources without holding their hand while they search. Finally, if you are looking for student collaboration, you can always have them work in groups to divide and conquer some of the resources and readings. Providing collaboration will also serve as a way to hit more of the standards for Language and Literature.

#### *Last Note*

The resources provided for the student's research on their culture's food, history and etiquette are comprehensive for a few reasons. First, students will be able to choose which culture from their parents they would like to explore. Lastly, there are far too many different cultures and countries to list a website or article for every single one. The websites and video listed in the resources section will give students a starting point for their research, which will vary year-to-year depending on your own classes. Obviously, students will lead their own research after their initial findings and readings. Therefore, this paper will allow the students ownership in their own learning; something teachers strive for in our classrooms every day.

## **Appendix 1: Implementing Teaching Standards**

Literacy R.L 6.9- Students will read a piece of literature and an article that contains the same theme: The impact of food on a culture.

Literacy R.I 6.7- Integrating information from several different media types; videos, articles, and audio versions of the literature.

Literacy R.I 6.8- Evaluating arguments, claims and the evidence presented in several scholarly articles students will be researching.

Literacy W 6.1- Students will craft their arguments and claims for their first research essay.

Literacy W 6.2- Creating a research essay about the culture meal or important foods found in the student's culture.

Literacy W 6.4- Production of two clear and coherent research essays that use formal style and developed paragraphs.

Literacy W 6.5- Revising rough drafts of both pieces of writing to strengthen the paper and using peer revision when necessary.

Literacy W 6.6- Google Docs will be the primary platform used to write, revise and publish both essays. These essays will be submitted via Google Classroom.

Literacy W 6.7- Both research essays address a single topic that may have multiple viewpoints.

Literacy L 6.2- Students will use punctuation correctly and spell check their final essay before submitting.

## Appendix 2

### Step 1: Research Assignment Sheet

**Directions:** Click the link below to scan through 200 possible topics that you will narrow down to one for your essay. You can also use Newsela, CNN news, or any other sources you find. You must pick your top three and write them on the corresponding lines.

<http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/>

Top 3 topics:

- 1.
- 2.
- 3.

**NEXT- skim the articles for more information regarding the topics and then complete the activity below. You can also use articles from other sources.**

1. My first choice of a topic is: \_\_\_\_\_

2. I am interested in this topic because: \_\_\_\_\_  
\_\_\_\_\_.

3. What do I already know about this topic from prior knowledge and simply skimming the article?

4. Write the thesis statement that you will put in the introductory paragraph for your essay:

5. After reading the article in full I have found (write three facts):

- A)
- B)
- C)

## Appendix 3

### Step 2: Research and Works Cited

Directions: Find two-three articles to support your argument and write down the citations for each along with any notes you would like to add to your essay. Keep in mind facts and statistics make your argument stronger. Use [www.easybib.com](http://www.easybib.com) to record your citations that you will put into your “Works Cited” page. For an explanation of in-text citations and how to use different sources in your paper see the website:

<https://owl.english.purdue.edu/owl/resource/747/02/>

#### EXAMPLE:

Source: "McDonald's Switch to Cage-free Eggs Has Companies Scrambling." *Newsela*. Los Angeles Times, 2015. Web. 22 Oct. 2015.

Notes: This article contains information regarding McDonald's important decision to use cage-free eggs to create a more “organic” meal. Some of the statistics/facts/information that I can use in my essay are: 1. Cage-free eggs contain 5 more grams of protein. 2. McDonalds is supporting small local farms etc...

1. Source #1:

Notes:

2. Source #2:

Notes:

3. Source #3

Notes:

## Appendix 4

### STEP 3: Outlining and Sample Essays

**Directions:** Follow the steps below to interactive student samples of persuasive essays. After you have finished the steps then you will be completing an outline for your own essay.

Log into the online textbook [my.hrw.com](http://my.hrw.com) (6)

1. From the dropdown menu choose **Unit 9: The Power of Research** and from the second dropdown menu: **Writing Workshop: Research Paper**

2. Click the “Student Resources” tab

3. Under the online extras section choose “Interactive Revision: Introductions”

4. Now click on “interactive Student Models”

5. Select “Persuasive Essays”

6. You need to walk yourself through the “Guided Analysis: Keep your Dog on a Leash” first. Take your time and compare the strong and weak models. This will help you with the next step of the process. Answer the questions below:

A. What is the difference between the strong and weak claim?

B. What is the difference between the strong and weak introduction?

C. What is the difference between the reasons and supporting details in the strong and weak model?

7. When you have finished answering the questions above it is time to move on to the independent analysis. Click on the “Television Teaches.” Follow the prompts to highlight the introduction, claim, supporting details, transitions and reasons. You can also use the sticky note tool to add any annotations you would like to comment on. If you would like to check to see if you are right then click on the **“Sample Analysis”** button.

**Part II Directions:** Now it is your turn to outline your own topic for your essay. Be sure to include every aspect of the essay outlined below.

### **INTRODUCTION:**

**Spark Sentence:** The United States is currently facing a serious problem, since 1 out of every 3 kids is medically obese.

**Thesis Statement:**

**Body P1: Topic Sentence/Reason 1:**

Supporting Details(your research):

**Body P2: Topic Sentence/Reason 2:**

Supporting Details (your research):

**Body P3: Topic Sentence/Reason 3:**

Supporting Details(your research):

**Conclusion:** restate your claim and leave the reader with something to think about...

In-text Citations:



## Appendix 5

### Argument Essay Peer Review

You can either have your partner edit your essay on your computer or log into your document through their computer. If there are any parts of the questions that ask you to give feedback please put these at the bottom of your partner's rough draft.

**Follow the directions to identify parts of your partner's essay.**

**PART I: Be SURE TO READ THEIR ESSAY OUT LOUD and give feedback at the bottom of their paper.**

1. Highlight the writer's hook with the color **purple** Does it grab your attention and make you want to read more? Let your partner know.
2. Highlight the writer's claim or thesis statement with a **blue color**. Does it have all parts (claim + reasons)? Is it a strong or weak claim?
3. What are the reasons located in each body paragraph? Highlight these in **green**.
4. Does each body paragraph have supporting details that explain or give clear examples for the reason?
5. Does the conclusion restate the thesis in a different way than the introduction. If so, highlight this is in **orange**. Is the last sentence effective in persuading you to want to learn more about the argument?

### **PART II**

**On your partner's essay, leave a comment on one part of the essay where the writer does a great job. Make sure to be specific about what the writer does well and why. For example:**

*Good job on your thesis statement! You included the suggestion and all 3 reasons for your evidence.*

**Then, leave a comment next to two specific places the writer could improve. Again, be specific and tell the writer how to improve this part. For example:**

*You don't explain much about your issue in your background information. You need transitions. I don't understand how this sentence has anything to do with your reason, etc.*

## Appendix 6- Sample of Assessment Rubric

CATEGORY	10 - Above Standards	7 - Meets Standards	4 - Approaching Standards	1 - Below Standards
Hook	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Organization	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Follows Criteria	Student followed criteria: 1) typed-up in 12 font Times New Roman 2) Works Cited included 3) well-developed paragraphs 4) Submitted electronically in Google Classroom 5) in-text citations	Student followed most criteria: 1) well-developed paragraphs 2) Submitted in Google Classroom 3) Works Cited	Essay is missing some criteria	Student did not follow any criteria.

## List of Materials for Classroom Use

1. Technology for each student (Chromebooks, iPads, desktop computers)
2. Google Docs-used for all aspects of the writing process.
3. Google Classroom-This is a great platform for students to electronically submit their work.

## Resources for Students and Teachers

1. "All American Slurp" <http://readlifelong.weebly.com/all-american-slurp.html>
2. "American Lifestyle and Habits"  
[http://cragdale.weebly.com/uploads/4/9/5/6/4956681/page\\_437.pdf](http://cragdale.weebly.com/uploads/4/9/5/6/4956681/page_437.pdf)
3. Article for research on food . <http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/>.
4. User-friendly forum for students to search for their country's foods  
<http://www.foodbycountry.com/>.
5. Video for students to learn about breakfast foods from different countries  
<https://www.youtube.com/watch?v=ry1E1uzPSU0>.

## Notes:

1. "Middle Years | 11 to 16 | International Baccalaureate®." International Baccalaureate®. 2016. Accessed November 1, 2016.  
<http://www.ibo.org/programmes/middle-years-programme/>.
2. EasyBib. 2016. Accessed November 1, 2016. <http://www.easybib.com/>.
3. "Welcome to the Purdue OWL." Purdue OWL: MLA Formatting and Style Guide. 2016. Accessed November 1, 2016. <https://owl.english.purdue.edu/owl/resource/747/02/>.
4. "All American Slurp." Reading. Accessed November 1, 2016.  
<http://readlifelong.weebly.com/all-american-slurp.html>.

5. "American Lifestyle and Habits." Accessed November 1, 2016.  
[http://cragdale.weebly.com/uploads/4/9/5/6/4956681/page\\_437.pdf](http://cragdale.weebly.com/uploads/4/9/5/6/4956681/page_437.pdf).

6. "Holt McDougal Online." Holt McDougal Online. Accessed November 1, 2016.  
<http://my.hrw.com/>.

### **Annotated Bibliography**

"All American Slurp." Reading. Accessed November 1, 2016.  
<http://readlifelong.weebly.com/all-american-slurp.html>.

This Weebly provides teachers and students with the PDF version of "The All American Slurp," along with both the Spanish and English audio versions of the story. Moreover, teachers can access mini-lessons and activities to go along with the reading.

"American Lifestyle and Habits." Accessed November 1, 2016.  
[http://cragdale.weebly.com/uploads/4/9/5/6/4956681/page\\_437.pdf](http://cragdale.weebly.com/uploads/4/9/5/6/4956681/page_437.pdf).

Students and teachers can easily access this online article to compare and contrast with the short story, "All American Slurp."

Choi, Amy S. "What Americans Can Learn from Other Food Cultures." Ideas.ted.com. December 18, 2014. Accessed November 1, 2016. <http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/>.

A TED article that discusses what Americans perceive about other cultures' food and their etiquette. It is a challenge for 6<sup>th</sup> graders to read, so this may be a resource for teachers to read with their students.

"Food in Every Country." Food in Every Country. 2016. Accessed November 1, 2016.  
<http://www.foodbycountry.com/>.

This is a great website for students to look up their culture's history of food, recipes, etiquette, and many other details pertaining to their project. The website is extremely user-friendly and is a jump-off point for students who do not know where to start their search.

Namioka, Leslie. "*The All-American Slurp*". Accessed November 1, 2016.  
<https://d3jc3ahdjad7x7.cloudfront.net/AJ0bHRfxr0QgcIaVndenziktFDzYuEDo3YonV6zjo5FrTLRA.pdf>.

This is the PDF version of "The All-American Slurp." It can be linked or attached to your Weebly, Wiki or Google Classroom for students to be able to access it easily.

*What Does the World Eat for Breakfast.* BuzzFeed Yellow. March 11, 2014. Accessed November 1, 2016. <https://www.youtube.com/watch?v=ry1E1uzPSU0>.

This quick BuzzFeed film gives students a list of some of their culture's food. It hones in specifically on breakfast, but is enjoyable to watch and spells out foods from many cultures around the world.