



The Chocolate Collection

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Sub-Unit 1 • pages 4–11



Sub-Unit 2 • pages 12–34



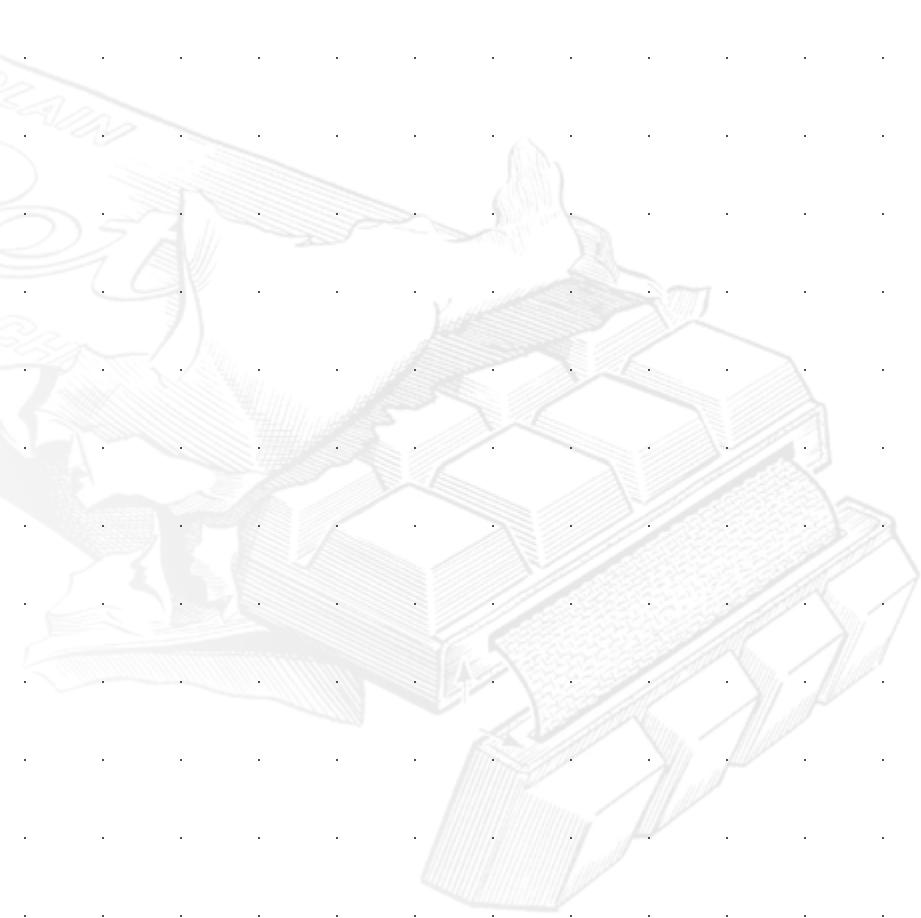
Sub-Unit 3 • pages 36–57

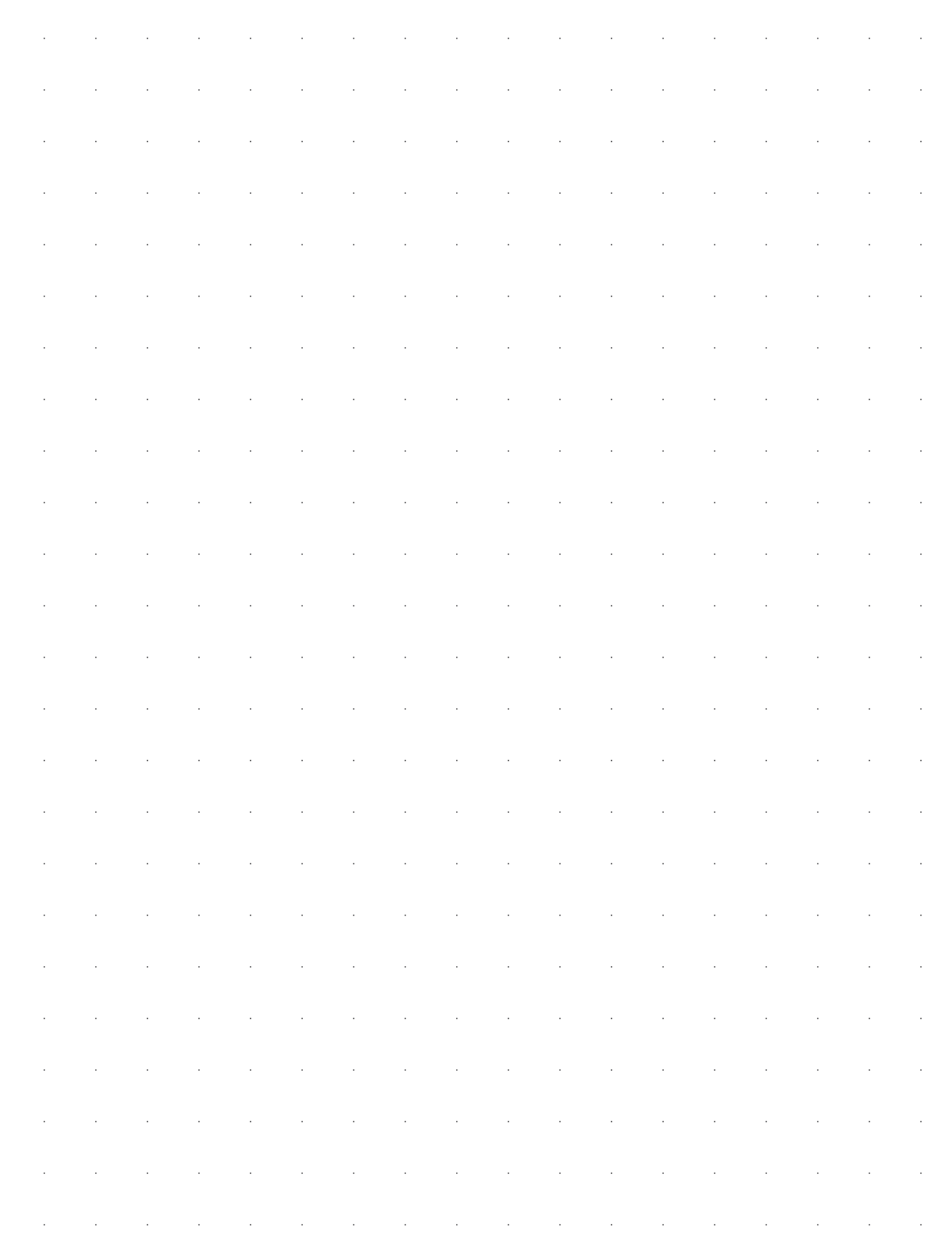


Sub-Unit 4 • pages 58–67



Sub-Unit 5 • pages 68–87





Scientific American,
CIRCULATION 16,000.
PUBLISHED WEEKLY

JOURNAL OF SCIENTIFIC,
NEW-YORK, AUGUST 28,

At 128 Fulton street, N. Y., (Sun Buildings),
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er in 6 months.

RAIL-ROAD NEWS.

Walking on the Track.

stated that four persons were killed by
s on Thursday and Thursday night,
k, between Albany and Buffalo. One
ases occurred between Syracuse and
man was walking on the track, and
ight train approaching him, step-
track upon another. The express
ning up on that track, and owing
The locomotive struck him in
illed him. Why will pedestri-
e track?
take from

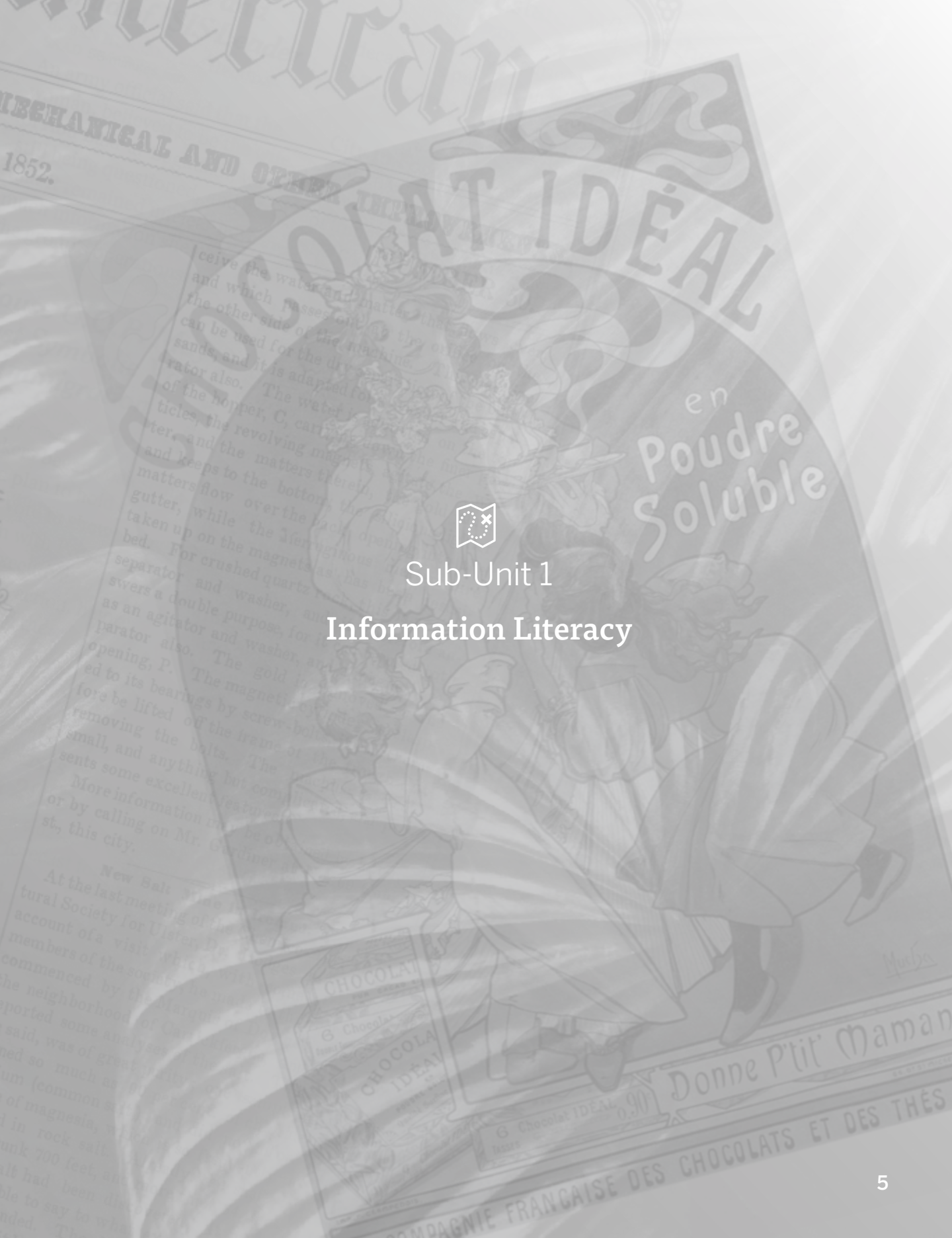


ALZ-UND RAUHWARENKUNDE
ALEXANDER TUMA

...straps, I, so connected, forms one mag-
...in the cylinder; the outside extremities
...being the negative and positive poles. This
...a very simple way of making these mag-
...nets, and of connecting them on a revolving
...cylinder; we believe they are the most sim-
...le ever constructed.

The object of this magnetic cylinder is the
removal of the black oxide of iron from the
yellow dust of California and Australia, which
is so difficult of separation from the
the magnets attract and hold it, while
on from the

Handwritten signature or logo, possibly 'Tuma' or similar, in a decorative script.



Sub-Unit 1

Information Literacy

1. Write down the website your teacher projects here:

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2. List three things you learned from this website:

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3. Explain the author's point of view. What evidence do you find convincing? What evidence do you find questionable? Explain why.

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Use this page to take notes on the website your teacher provides.

1. What do you think each domain extension is short for? Write your answers next to each domain listed below.

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.edu

.org

.com

.net

2. Is one type of domain extension more reliable than another? Use evidence from the website to explain your response.

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1. Select a brief direct quote from the sentence in the article and rewrite it using the frame technique.

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2. Determine if your and your partner's quotes are correctly framed, and explain your thinking. Be sure to explain why or why not.

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Paraphrase the original text by restating what the writer is saying.

Original	Paraphrase
<p>From “The Sweet Lure of Chocolate” by Jim Spadaccini</p> <p>While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p>	
<p>From “The Iceberg Was Only Part of It,” <i>The New York Times</i>, by William J. Broad</p> <p>On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	



Sub-Unit 2

Scavenger Hunt and Internet Research

Text Scavenger Hunt 1—Close Reading Questions

Text 9, “Pilot Dropped Candy into Hearts of Berlin” (Student Edition, page 312)

1. What motivated Gail Halvorsen to drop candy from his plane? Support your answer with evidence from the text.

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2. How did Halvorsen get the nickname “Uncle Wiggly Wings”? Support your answer with evidence from the text.

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3. The author suggests that the candy bars symbolized hope. What does he mean? Support your answer with evidence from the text.

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Text Scavenger Hunt 1—Close Reading Questions

Text 24, Excerpt: *Chocolat* (Student Edition, page 345)

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

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2. “There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes.” (13) What is happening to the narrator at this moment? Support your answer with evidence from the text.

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3. What is Anouk proposing to do at the end of this passage? Support your answer with evidence from the text.

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Text Scavenger Hunt 1—Close Reading Questions

Text 8, “Letter from Lord Rothschild to Laurence Fish” (Student Edition, page 309)

1. How would the chocolate bomb be detonated? Support your answer with evidence from the text.

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2. What information does the writer say he does not have about the chocolate bomb? Support your answer with evidence from the text.

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3. Why did the chocolate bomb fail? Support your answer with evidence from the text.

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Text Scavenger Hunt 2—Close Reading Questions

Text 23, Excerpt: Act I, Scene Eight from *Così fan tutte*: *English National Opera Guide*
(Student Edition, page 343)

1. Does Despina seem to like her job? How do you know? Support your answer with evidence from the text.

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2. Despina knows she is not supposed to taste the chocolate. What prompts her to break the rules and taste it anyway? Support your answer with evidence from the text.

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3. Quote the line from the opera that best sums up the injustice that Despina is singing about.

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Text Scavenger Hunt 2—Close Reading Questions

Text 20, "Chocolate" from *American Smooth* (Student Edition, page 340)

1. Which lines in the poem describe the rich taste of chocolate?

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2. Rita Dove creates vivid images in her poem. List two of those images here.

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3. Does Dove find chocolate irresistible? Which line provides the answer?

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Text Scavenger Hunt 2—Close Reading Questions

Text 12, “Is It Fair to Eat Chocolate?” from *Skipping Stones* (Student Edition, page 326)

1. What is the primary reason for using child labor on cocoa plantations today? Support your answer with evidence from the text.

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2. What can you do to help end slavery? Support your answer with evidence from the text.

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3. What does Fair Trade Certified mean? Support your answer with evidence from the text.

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Text Scavenger Hunt 2—Close Reading Questions

Text 25, Excerpt: *The Dharma Bums* (Student Edition, page 348)

1. Why does the narrator “need” a Hershey bar? Support your answer with evidence from the text.

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2. What do you think the narrator means when he claims that a Hershey bar would “save my soul” (3)? Support your answer with evidence from the text.

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3. Describe the setting. Where are these characters? Support your answer with evidence from the text.

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Image Scavenger Hunt—Close Reading Questions

Image 26, Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz (Student Edition, page 349)

1. How would you describe the two children in this work of art?

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2. What do you think would be some of the difficulties of making a work of art out of chocolate?

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Image Scavenger Hunt—Close Reading Questions

Image 7, The Daily Ration for Robert Falcon Scott's Trek to the South Pole
(Student Edition, page 307)

1. Does the daily food allotment seem like a healthy diet? What's missing?

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2. Look closely at the setting. How would you describe the room the men are in?

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Image Scavenger Hunt—Close Reading Questions

Image 21, *The Penthievre Family* or *The Cup of Chocolate* by Jean-Baptiste Charpentier
(Student Edition, page 341)

1. Choose one of the subjects and describe his or her gaze.

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2. If the people in this painting were characters in a story you were writing, how would you describe them?

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Text Scavenger Hunt 1—Close Reading Questions

Text 28, “The Sweet Lure of Chocolate” (Student Edition, page 350)

1. Describe the pulp inside cacao pods—what does it look like? What does it taste like? Support your answer with evidence from the text.

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2. What is the name of the rare cacao variety mentioned in the article? What are its characteristics? Support your answer with evidence from the text.

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3. Which Spanish conquistador introduced cacao beans to Spain?

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Text Scavenger Hunt 1—Close Reading Questions

Text 29, “The Tropics” from *The Story of Chocolate* (Student Edition, page 353)

1. What climate does the cacao tree need in order to grow? Support your answer with evidence from the text.

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2. List the three places scientists believe the cacao tree might have originated.

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Text Scavenger Hunt 2—Close Reading Questions

Text 17, “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today* (Student Edition, page 337)

1. What are three benefits of chocolate that researchers have found?
 - A. Lower cholesterol
 - B. Better blood vessel function
 - C. Faster weight loss
 - D. Improved blood pressure
 - E. Fewer dental problems
2. In paragraphs 4 and 5, the author of the article argues that people should eat chocolate
 - A. never.
 - B. sometimes.
 - C. frequently.
3. Why do you think the author mentions how each study was paid for? Support your answer with evidence from the text.

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Text Scavenger Hunt 2—Close Reading Questions

Text 16, “Can Chocolate Be Good for My Health?” (Student Edition, page 336)

1. Look at paragraph 1. If a reader didn't know the meaning of “reputation,” what word in the paragraph would provide a helpful context clue?
 - A. Dream
 - B. Status
 - C. Gained
 - D. Studies

2. What type of chocolate does this article recommend eating?

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3. What are some of the potential health benefits of eating chocolate? Support your answer with evidence from the text.

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Text Scavenger Hunt 2—Close Reading Questions

Text 24, Excerpt: *Chocolat* (Student Edition, page 345)

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

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2. “There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes.” (13) What is happening to the narrator at this moment? Support your answer with evidence from the text.

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3. What is Anouk proposing to do at the end of this passage? Support your answer with evidence from the text.

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Text Scavenger Hunt 3—Close Reading Questions

Text 17, “Dark Chocolate: A Bittersweet Pill to Take” from *USA Today* (Student Edition, page 337)

1. What are three benefits of chocolate that researchers have found?
 - A. Lower cholesterol
 - B. Better blood vessel function
 - C. Faster weight loss
 - D. Improved blood pressure
 - E. Fewer dental problems

2. In paragraphs 4 and 5, the author of the article argues that people should eat chocolate
 - A. never.
 - B. sometimes.
 - C. frequently.

3. Why do you think the author mentions how each study was paid for? Support your answer with evidence from the text.

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Text Scavenger Hunt 3—Close Reading Questions

Text 28, “The Sweet Lure of Chocolate” (Student Edition, page 350)

1. Describe the pulp inside cacao pods—what does it look like? What does it taste like? Support your answer with evidence from the text.

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2. What is the name of the rare cacao variety mentioned in the article? What are its characteristics? Support your answer with evidence from the text.

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3. Which Spanish conquistador introduced cacao beans to Spain?

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Text Scavenger Hunt 3—Close Reading Questions

Text 24, Excerpt: *Chocolat* (Student Edition, page 345)

1. Name three chocolate treats that are made in this chocolate shop. Support your answer with evidence from the text.

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2. “There is moisture on my face. Something, perhaps the bittersweet aroma of the chocolate vapor, stings my eyes.” (13) What is happening to the narrator at this moment? Support your answer with evidence from the text.

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3. What is Anouk proposing to do at the end of this passage? Support your answer with evidence from the text.

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Sub-Unit 3

Argumentative Writing and Collection Research

What type of chocolate do you prefer: dark, white, or milk? Write a short paragraph persuading your reader that your favorite type of chocolate is the best.

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1. What is your claim about your chocolate of choice?

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2. What evidence or facts support your claim?

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3. What reason explains how and why your evidence supports your claim?

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4. Rewrite your paragraph from page 38 to include both your claim and your supporting evidence.

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5. Look over the paragraphs you wrote before and after you learned how to construct a persuasive argument. Which paragraph provides a stronger, more persuasive argument? How does using evidence make a stronger argument?

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Text 12, “Is It Fair to Eat Chocolate?” from *Skipping Stones* (Student Edition, page 326)

1. Summarize the overall claim the article makes about the production of chocolate.

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2. What is one piece of evidence the writer uses to support the claim?

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Text 11, Excerpt: Appendix C Statement from *Labour in Portuguese West Africa*
(Student Edition, page 316)

1. Summarize the overall claim the article makes about the production of chocolate.

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2. What is one piece of evidence the writer uses to support the claim?

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Is there a change that you would like to see in the way cocoa beans are harvested? Write a claim about the change you'd like to see based on the evidence in the quotes on page 384 of your Student Edition.

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Write a claim that would be supported by the evidence in the two quotes on page 384 of your Student Edition.

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1. **Audience:** Think about your audience. What are you trying to prove to the candy store owner about cocoa farming? Write your ideas below:

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2. **Claim:** Compose a one-sentence claim to a candy store owner about the labor methods used in cocoa farming throughout history, based on both texts.

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3. **Reason(s):** Write a reason/reasons that explain why the evidence supports the claim.

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4. **Evidence:** List at least two pieces of supporting evidence from the texts you have just read. Which pieces of evidence best support your claim?

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5. **Change/Action:** Think about what you want your audience to do with this claim and evidence. What change or action do you want the candy store owner to take?

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1. Based on her reading of her poem, how does Rita Dove feel about chocolate?

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2. How do you know? List two reasons.

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3. What is one detail about the reading that stood out to you?

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4. Based on your reading of the poem, how does the poet feel about chocolate?

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5. How do you know? List two reasons.

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6. What is one detail about chocolate that stood out to you as read the poem?

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7. Rita Dove uses sensory details to describe chocolate. Find an example of when she uses a sensory detail to describe the taste of chocolate and write this detail below.

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Image Close Reading Questions

Image 3, Codex Zouche–Nuttall (small section of a larger manuscript), Mexico

(Student Edition, page 301)

1. This picture shows the use of chocolate in a wedding ceremony. What does this say about the status, or importance, of chocolate in Mixtec society?

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2. Name three animals in this image.

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Image Close Reading Questions

3. If you didn't know when this image was created, would you think it was hundreds of years old or modern? Explain your answer.

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4. Why did you choose this image to compare to Rita Dove's poem? What idea, feeling, or detail about chocolate in this image is similar to something in the poem "Chocolate"?

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Image Close Reading Questions

Image 4, Mask of Quetzalcóatl (Student Edition, page 302)

1. Describe this mask in three words.

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2. What features make it look like it was created long ago?

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3. Why did you choose this image to compare to Rita Dove's poem? What idea, feeling, or detail about chocolate in this image is similar to something in the poem "Chocolate"?

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Image Close Reading Questions

Image 22, *Still Life with Strawberries and Chocolate* by Juan Bautista Romero

(Student Edition, page 342)

1. Where is this “picnic” taking place? Include as many details as possible.

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2. How does the artist arrange the loaves of bread to focus your attention on the strawberries and the chocolate?

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3. Why did you choose this image to compare to Rita Dove’s poem? What idea, feeling, or detail about chocolate in this image is similar to something in the poem “Chocolate”?

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Image Close Reading Questions

Image 21, *The Penthièvre Family or The Cup of Chocolate* by Jean-Baptiste Charpentier
(Student Edition, page 341)

1. Choose one of the subjects and describe his or her gaze.

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2. If the people in this painting were characters in a story you were writing, how would you describe them?

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3. Why did you choose this image to compare to Rita Dove's poem? What idea, feeling, or detail about chocolate in this image is similar to something in the poem "Chocolate"?

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Image Close Reading Questions

Image 26, Portrait Painted with Bosco Chocolate Syrup on Display at Neiman Marcus by Vik Muniz (Student Edition, page 349)

1. How would you describe the two children in this work of art?

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2. What do you think would be some of the difficulties of making a work of art out of chocolate?

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3. Why did you choose this image to compare to Rita Dove's poem? What idea, feeling, or detail about chocolate in this image is similar to something in the poem "Chocolate"?

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Sub-Unit 4

Debate and Internet Research

1. List three pieces of evidence from your assigned text that support the idea that chocolate should be added to school lunches every day.

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2. List three pieces of evidence from your assigned text that support the idea that chocolate should not be added to school lunches every day.

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After your group has decided on the three strongest pieces of evidence for and against chocolate in school lunches, add them to the corresponding spaces below.

Each member of your group should have the same final responses.

1. **Yes**, chocolate *should* be added to school lunches every day.

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2. **No**, chocolate should *not* be added to school lunches every day.

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2. Review the evidence you collected in the last lesson. Write one or two sentences for each piece of evidence to explain how it supports your claim for or against chocolate.

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3. You've already added your strongest piece of evidence to your opening statement. Now, rewrite your opening statement to include the explanation you just wrote for that piece of evidence.

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Debate Peer Evaluation

Group #

Opening Statement:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 1:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 2:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 3:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Group #

Opening Statement:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 1:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 2:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 3:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Group #

Opening Statement:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 1:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 2:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Evidence 3:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

1. Work with your group to write a counterargument to disprove or weaken the opposing point you chose. This should be no longer than two or three sentences.

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2. Write the most convincing statement you can make for your side. Make sure that this closing statement includes a restatement of your strongest piece of evidence. Your closing statement should be no longer than two or three sentences.

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Debate Peer Evaluation

Group #

Counterargument:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Closing Statement:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Consider both Parts 1 and 2 of this group's debate for your evaluation of their overall presentation:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Group #

Counterargument:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Closing Statement:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Consider both Parts 1 and 2 of this group's debate for your evaluation of their overall presentation:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Group #

Counterargument:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Closing Statement:

- Extremely convincing
- Somewhat convincing
- Not at all convincing

Consider both Parts 1 and 2 of this group's debate for your evaluation of their overall presentation:

- Extremely convincing
- Somewhat convincing
- Not at all convincing



Sub-Unit 5

Write an Essay

Essay Prompt

Research Option 1: Chocolate and Slavery

Chocolate and slavery? When did slavery become a part of chocolate production? Is slavery still used on cacao plantations today? Write an informative essay about the history of slavery in the production of chocolate.

Research Option 2: Chocolate = Happiness...or Does It?

Can eating chocolate affect your mood? Your brain chemistry? Is it addictive? Study the scientific research on chocolate and determine what experts have found. Research the texts in the Collection and on the Internet to find the information you need. Be ready to make a claim and cite sources.

Essay Text

The Chocolate Collection

Notes

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Take a few minutes to review the two research options. Do you have any questions about either of the options? Which one would you like to explore further?

Write any notes here.

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Conduct Research

Look through the Collection to see which resources will be useful in completing your project.

Complete your research chart using the information you find about your topic.

In the left column, write the source information: author, title, publisher, date, place of publication, line number, plus the URL for Internet sources. You'll need this information in a later lesson when you create a Works Cited page.

Write information relevant to your project in the right column.

Collection or Internet Source	Information for My Topic

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.

A series of horizontal dotted lines for writing an essay.



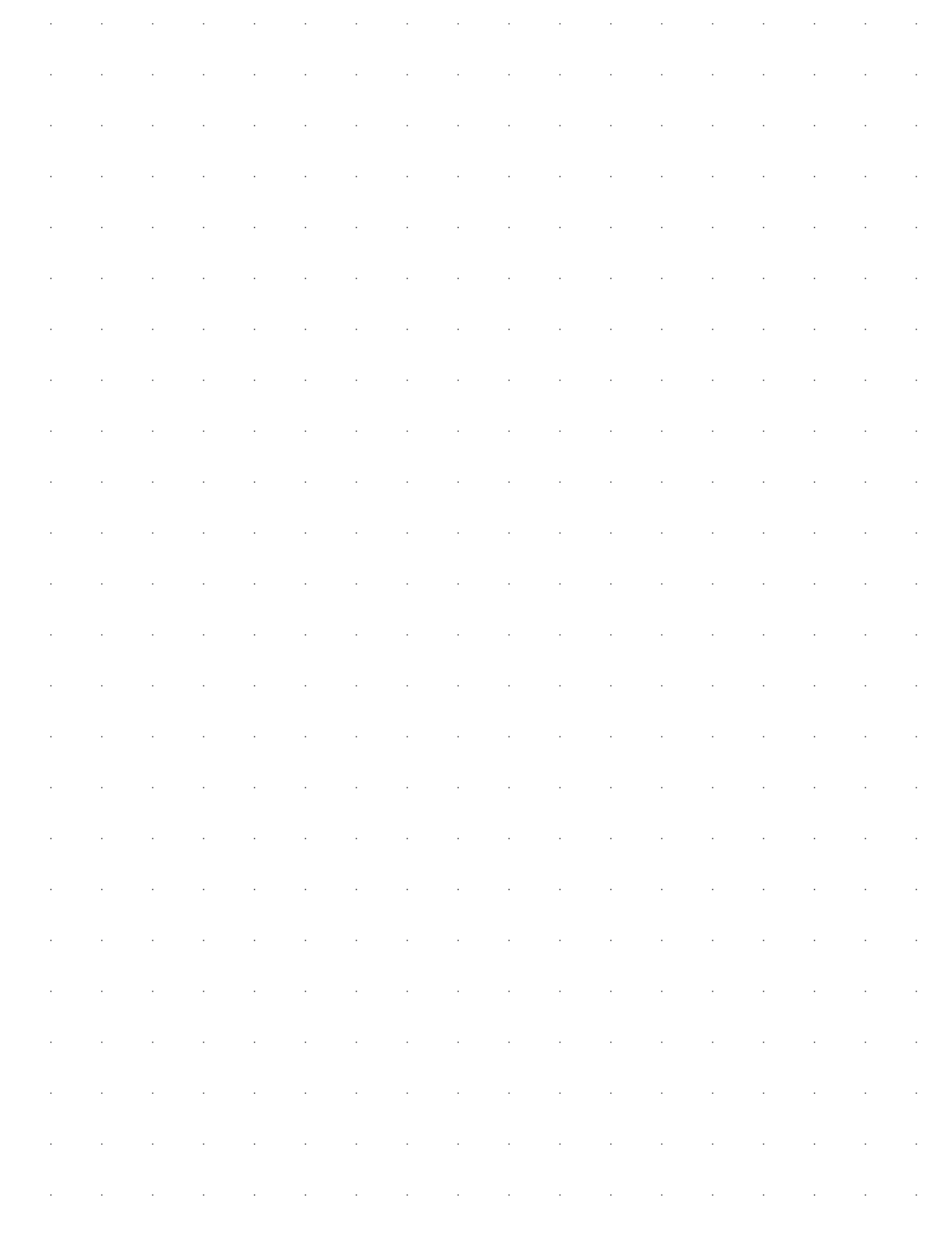


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