

# *Good Food/Bad Food*

*Module 3: Expository Reading and Writing Course*

### Good Food/Bad Food– Student Packet

In this module you will evaluate three proposals that argue for different approaches to the obesity epidemic and create your own proposal for how to improve the eating habits of your generation.

#### Items needed to complete the module:

- Articles:
  - Bittman, Mark. “Bad Food? Tax It, and Subsidize Vegetables.” New York Times 23 July 2011, late ed.: Sunday Review 1. Print.
  
  - Brody, Jane E. “Attacking the Obesity Epidemic by First Figuring Out Its Cause.” New York Times 12 Sept. 2011: D7(L). Print.
  
  - Waters, Alice and Katrina Heron. “No Lunch Left Behind.” New York Times 19 Feb. 2009: A31. Print.
  
- Internet access to view the following websites:
  - Dr. Robert C. and Veronica Atkins Center for Weight and Health UC Berkeley  
<http://cwh.berkeley.edu/resources/2/20/53/16%2C38%2C96>
  
  - Food Inc.  
<http://www.takepart.com/foodinc/>
  
  - Michael Pollan  
<http://michaelpollan.com/>
  
  - The Edible Schoolyard  
<http://edibleschoolyard.org/>
  
  - Yale Rudd Center for Food Policy and Obesity  
<http://www.yaleruddcenter.org/>
  
- Handouts:
  - Activity 3: Making Predictions—Anticipation Guide
  - Activity 4: Considering the Structure of the Text—Descriptive Outline
  - Activity 5: Understanding Key Vocabulary
  - Activity 6: Annotating and Questioning the Text

**Instructions:** Complete all of the activities on a separate sheet of lined paper unless space is provided on the handout. Label each activity so that it is easy for your teacher to check your work.

**Activity 1: Quickwrite**

Write a paragraph in response to the following question.

Americans are at increasing risk of disease because of our eating habits. What will it take to get us to change our eating habits?

**Activity 2: Surveying the Text**

Before you read the articles, answer these questions.

1. What do the titles “Attacking the Obesity Epidemic by First Figuring Out Its Cause” and “Bad Food? Tax It, and Subsidize Vegetables” tell you about what the articles will be about? Can you guess what “No Lunch Left Behind” is going to be about from its title?
2. All three articles were published in the New York Times in 2009 and 2011. What can you predict about the articles? How do you think the articles will be the same? How do you think they will be different?

**Activity 3: Making Predictions—Anticipation Guide**

See handout

**Read “Attacking the Obesity Epidemic by First Figuring Out Its Cause”**

Finish filling out the anticipation guide.

**Read “No Lunch Left Behind”**

**Activity 4: Considering the Structure of the Text**

See handout

**Read “Bad Food? Tax It, and Subsidize Vegetables”**

**Activity 5: Understanding Key Vocabulary**

See handout

**Activity 6: Annotating and Questioning the Text**

See handout

**Activity 7: Thinking Critically Questions**

Use the Yale University Rudd Center online calculator referenced in Bittman’s article to figure out projections for revenue generation by a soda tax before responding to the questions below. The calculator is located at <http://www.yaleruddcenter.org/sodatax.aspx>.

Answer the following questions about the traditional rhetorical appeals that Bittman makes in “Bad Food? Tax It, and Subsidize Vegetables.” Be sure to consider what you think Waters and Heron, “No Lunch Left Behind,” and Brody, “Attacking the Obesity Epidemic,” would say in response to Bittman’s arguments.

**Group 1: Questions about Logic (Logos)**

1. What are Bittman’s major claims and assertions? Do you agree with his claims?
2. What evidence does he use to support his claims? How relevant and valid do you think the evidence is? How sound is the reasoning? Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?
3. What would Brody and Waters and Heron say in response to Bittman’s proposal?

**Group 2: Questions about the Writer (Ethos)**

1. What can you infer about Bittman from the text? Does he have the appropriate background to speak with authority on the subject? Is he knowledgeable on this subject?
2. What does Bittman’s style and language tell you about him?
3. Can you trust Bittman based on the evidence he provides and the way he addresses his readers? How trustworthy do you think he is compared to Brody? To Waters and Heron?

**Group 3: Questions about Emotions (Pathos)**

1. Does “Bad Food?” affect you emotionally? What parts?
2. Do you think Bittman is trying to manipulate your emotions? In what ways?
3. Does Bittman appeal to your emotions more than Brody and Waters and Heron? If so, does that make you agree with his proposal more or less?

**Activity 8: Conducting Additional Research**

Spend time on the Internet reading visiting the websites listed at the beginning of this module, as well as other related sites. Take notes on any facts, figures, or ideas that you think you will want to use in your written proposal.

**Activity 9: Writing Rhetorically: Entering the Conversation****Writing Task**

Desperate times call for desperate measures, but what measures are realistic and will really work to solve the problem of the obesity epidemic? You have learned about and discussed different causes of the obesity epidemic, including the unhealthy food available to students in schools and young peoples' unhealthy eating habits. For this project, you will write a proposal for how to encourage healthier eating for your generation. Your proposal should address a problem that you have identified and be addressed to an audience that might help you solve the problem.

- You should provide a justification for the solution you propose based on your research
- Include at least four sources including examples and/or quotations from the articles you have read and information from videos or websites that your teacher has suggested.

As you review your annotated reading, quickwrite, predictions, and answers to the critical reading questions, consider how you would propose encouraging healthier eating to a group of your peers. Brainstorm possible ideas, and select the one that you feel would have the biggest impact on them.

After brainstorming ideas, select the one that you feel would have the greatest impact. Then answer the following questions:

- Who is your audience? Why should they agree with your proposal?
- How does your idea relate to what others have to say about encouraging healthy eating?
- What might others say in response to your proposal? Who might agree and who might disagree with it?

- What evidence from the readings and research, including the data from the survey, will persuade your audience to agree with your proposal?

- How much background information will your audience need to understand your proposal?

- What will those who disagree with your proposal have to say about it? What evidence might they use?

- How did your views change during your reading and research?

- What factors caused you to change? Could you use these factors to change someone else's views?

## Building Your Proposal

The content of your proposal should include the following:

1. Provide the **background** of your proposal. You will need to consider the answers to the following questions:

What's your purpose for writing the proposal?

Who is the target audience for your proposal?

How much does your target audience understand about the problem?

What strategies do you plan to use to convince your target audience?

2. **Clarify the problem.** Describe the problem specifically, and explain why it potentially affects students at your school. Also, consider answering the following questions:

Which cause seems to contribute most significantly to the problem?

What have other people said about the problem?

What data confirm the importance of the problem? Present your evidence to support your opinions.

3. **Propose the best solution** to the problem. Consider answering the following questions:

What different solutions have others proposed?

What is your solution?

Be specific about what your target audience should do to help you solve the problem.

Why do you think your solution is the most practical and the best?

What evidence can you use to justify your solution?

## Polishing Your Proposal

Re-read your draft carefully considering best organization, sentence structure, sentence variety, and word choice.

Proofread for grammar, spelling, and mechanics.

Submit the final draft of your proposal with the completed module packet.

### Activity 3: Making Predictions—Anticipation Guide

Before reading “Attacking the Obesity Epidemic,” indicate in the first column which of the statements below you believe are true and which are false. After reading, go back and label the statements true or false based on what you learned by reading the article. Record the number of the paragraph in which you found the information. After you discuss the answers and the evidence, make any needed corrections in the last column.

<b>Anticipation Guide: “Attacking the Obesity Epidemic by First Figuring Out Its Cause”</b>				
<b>Statement</b>	<b>Before Reading <i>T or F</i></b>	<b>After Reading <i>T or F</i></b>	<b>Proof Paragraph</b>	<b>Correction <i>(only if necessary)</i></b>
Americans now need far fewer calories to be healthy than people did in the 1800s.		<i>T</i>	<i>10</i>	
Since the 1970s, the food industry has made it easier to eat a healthy diet.				
Efforts to reduce smoking show that it’s almost impossible to get people to change habits.				
Taxing unhealthy food would be an inexpensive way to improve American health.				
Offering healthy lunches at school means kids are more likely to eat healthy food at home.				

### Activity 4: Considering the Structure of the Text—Descriptive Outline

Directions: Create a descriptive outline of “No Lunch Left Behind” by describing the content and purpose of each section, or, what the section “says” (content) vs. what it “does” (purpose). The first section has been done as an example. Answers will vary.

#### **No Lunch Left Behind** By Alice Waters and Katrina Heron Berkeley, CA.

- 1 THIS new era of government bailouts and widespread concern over wasteful spending offers an opportunity to take a hard look at the National School Lunch Program. Launched in 1946 as a public safety net, it has turned out to be a poor investment. It should be redesigned to make our children healthier.

**Content and Purpose:** *The National School Lunch Program is a failure and should be reformed to improve children's health. The purpose is to make a recommendation for how to improve children's health.*

- 2 Under the program, the United States Department of Agriculture gives public schools cash for every meal they serve—\$2.57 for a free lunch, \$2.17 for a reduced-price lunch and 24 cents for a paid lunch. In 2007, the program cost around \$9 billion, a figure widely acknowledged as inadequate to cover food costs. But what most people don't realize is that very little of this money even goes toward food. Schools have to use it to pay for everything from custodial services to heating in the cafeteria.
- 3 On top of these reimbursements, schools are entitled to receive commodity foods that are valued at a little over 20 cents per meal. The long list of options includes high-fat, low-grade meats and cheeses and processed foods like chicken nuggets and pizza. Many of the items selected are ready to be thawed, heated or just unwrapped—a necessity for schools without kitchens. Schools also get periodic, additional “bonus” commodities from the U.S.D.A., which pays good money for what are essentially leftovers from big American food producers.
- 4 When school districts allow fast-food snacks in the lunchroom they provoke widespread ire, and rightfully so. But food distributed by the National School Lunch Program contains some of the same ingredients found in fast food, and

the resulting meals routinely fail to meet basic nutritional standards. Yet this is how the government continues to “help” feed millions of American schoolchildren, a great many of them from low-income households.

**Content and Purpose:**

- 5 Some Americans are demanding better. Parent advocacy groups like Better School Food have rejected the National School Lunch Program and have turned instead to local farmers for fresh alternatives. Amid steep budgetary challenges, these community- supported coalitions are demonstrating that schools can be the masters of their own menus. Schools here in Berkeley, for example, continue to use U.S.D.A. commodities, but cook food from scratch and have added organic fruits and vegetables from area farms. They have cut costs by adopting more efficient accounting software and smart-bulk policies (like choosing milk dispensers over individual cartons), and by working with farmers to identify crops that they can grow in volume and sell for reasonable prices.
- 6 Many nutrition experts believe that it is possible to fix the National School Lunch Program by throwing a little more money at it. But without healthy food (and cooks and kitchens to prepare it), increased financing will only create a larger junk- food distribution system. We need to scrap the current system and start from scratch. Washington needs to give schools enough money to cook and serve unprocessed foods that are produced without pesticides or chemical fertilizers. When possible, these foods should be locally grown.

**Content and Purpose:**

- 7 How much would it cost to feed 30 million American schoolchildren a wholesome meal? It could be done for about \$5 per child, or roughly \$27 billion

a year, plus a one-time investment in real kitchens. Yes, that sounds expensive. But a healthy school lunch program would bring long-term savings and benefits in the areas of hunger, children's health and dietary habits, food safety (contaminated peanuts have recently found their way into school lunches), environmental preservation and energy conservation.

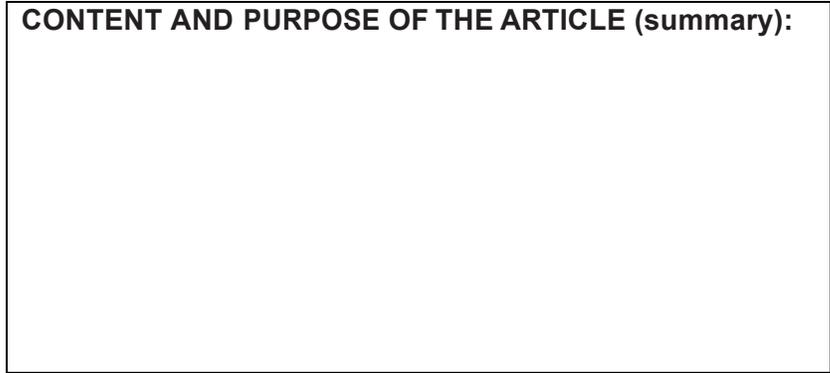
- 8 The Agriculture Department will have to do its part, by making good on its fledgling commitment to back environmentally sound farming practices and by realizing a separate program to deliver food, especially fresh fruits and vegetables, from farms to schools. It will also need to provide adequate support for kitchens and healthy meal planning. Congress has an opportunity to accomplish some of these goals when it takes up the Child Nutrition and Women Infants and Children Reauthorization Act, which is set to expire in September.
- 9 But the Department of Education should take some initiative, too. After all, eating well requires education. We can teach students to choose good food and to understand how their choices affect their health and the environment. The new school lunch program should be partly financed by the Department of Education, and Arne Duncan, the secretary of education, should oversee it. Vice President Joseph Biden should also come to the table by making school lunch a priority of his White House Task Force on Middle Class Working Families.

<b>Content and Purpose:</b>
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- 10 Every public school child in America deserves a healthful and delicious lunch that is prepared with fresh ingredients. Cash-strapped parents should be able to rely on the government to contribute to their children's physical well-being, not to the continued spread of youth obesity, Type 2 diabetes and other diet-related problems. Let's prove that there is such a thing as a good, free lunch.

*Alice Waters is the president of The Chez Panisse Foundation. Katrina Heron is a director of the foundation and a co-producer of [civileats.com](http://civileats.com).*

**CONTENT AND PURPOSE OF THE ARTICLE (summary):**



**Drawing Conclusions from Structure**

How are the authors' arguments ordered? (Which arguments come first, in the middle, last?) What is the effect of this on the reader?

How has the structure of the text helped make the argument clear, convincing, and engaging?

## Activity 5: Understanding Key Vocabulary

Directions: *Choose the word that best fills in the blank in the sentences below. Look back at “Attacking the Obesity Epidemic” to see how the word or phrase is used. If you still cannot figure out the meaning, look it up in a dictionary.*

**Key words:** subvert    culpable    crave    push factors    obesogenic  
interventions    controversial    laden

1. A supersize cheeseburger is \_\_\_\_\_ with enough calories for a whole day.
2. The television industry is \_\_\_\_\_ for allowing ads for sugared cereals on children’s shows.
3. I try not to eat \_\_\_\_\_ foods because I know they make me gain weight.
4. A fast food restaurant on every corner is a \_\_\_\_\_ that encourages people to eat more calories than they use.
5. In the middle of the afternoon, I \_\_\_\_\_ a bag of chips and a 16-ounce soda.
6. Encouraging farmers’ markets is an \_\_\_\_\_ that helps people eat more fruits and vegetables.
7. Junk food is so tasty that it \_\_\_\_\_ our efforts to eat less of it.
8. Taxing junk food is \_\_\_\_\_ because many people think they should have the right to eat unhealthy food if they choose to.

*Now fill in the blanks in the sentences below using words from “Bad Food?”*

**Key words:** indisputable    fix    subsidizing    staple foods    ubiquitous  
borne    precedent    comprehensive

1. Paying farmers to grow corn is \_\_\_\_\_ a crop that makes us fat since corn is used to make high-fructose corn syrup.
2. Fruits, vegetables, and whole grains are \_\_\_\_\_ that we need to survive; unfortunately fat, sugar, and salt are not.
3. The successful campaign to get people to stop smoking sets a \_\_\_\_\_ for a similar campaign to get them to eat healthy food.

4. The \_\_\_\_\_ for the obesity epidemic will be complex, but that shouldn't stop us from getting started immediately.
5. We have never had a \_\_\_\_\_ program that addresses all the causes of the obesity epidemic at one time.
6. Fast-food restaurants are \_\_\_\_\_; there's even one outside the Forbidden City in Beijing.
7. The health costs of the obesity epidemic are \_\_\_\_\_ by the American taxpayer, so getting people to eat a healthier diet is in all of our interests.
8. Although the arguments for reversing the obesity epidemic are \_\_\_\_\_, the fast food industry opposes many changes that could help.

