

Mr. Heinen's 9th Grade English Distance Learning Plan

April 20-May 15, 2020

Unit Overview

The module is designed to enable you to evaluate and critically analyze several opinion pieces from 2009-11 that make proposals from different perspectives for how to address the obesity crisis and find out more about the current state of the obesity epidemic and the food that is being served at your school. You will then create a proposal, drawing on the information you have gathered through reading and investigation, for encouraging healthy eating at your school.

Office Hours

I will be available to answer any questions 9am-11am Monday-Friday
Mr. Heinen's E-mail – cheinen@tusd.net

Unit Calendar

I have broken up this unit into a day by day breakdown of what you should be getting done each day in order to finish your final proposal by the end of the semester. You will submit all of the activities for each week every Friday. The easiest way to do this is to copy and paste the activities with your answers onto a separate word document and then submit that to Mr. Heinen.

Hard Copy Work Submission

If you do not have access to the internet and are turning in hard copies of your assignments to the school, then all assignments will be due Friday May 15. Please use the following heading on your packet if you turn in anything to the school office:

Student Name:

Teacher Name: Heinen

Class Name/Subject: English 9

Period:

Assignment Week #: 1-4

Week 2

Day 1-2 – April 27-28 – Activity 7

Day 3 – April 29 – Activities 8-9

Day 4 – April 30 – Activity 10

Day 5 – May 1 – Activity 11

Week 3

Day 1 – May 4 – Activity 12

Day 2 – May 5 – Activity 13

Day 3 – May 6 – Activity 14

Day 4-5 – May 7-8 – Activity 15

Weeks 1 and 2 assignments due May 8
Weeks 3 and 4 assignments due May 15

Good Food/Bad Food

Developed by Roberta Ching

Reading Selections for This Module:

Bittman, Mark. "Bad Food? Tax It, and Subsidize Vegetables." *New York Times* 23 July 2011, late ed.: Sunday Review 1. Print.

Article Link:

<http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html?pagewanted=all>.

Brody, Jane E. "Attacking the Obesity Epidemic by First Figuring Out Its Cause." *New York Times* 12 Sept. 2011: D7(L). Print.

Article Link:

<http://www.nytimes.com/2011/09/13/health/13brody.html?pagewanted=all>.

Waters, Alice and Katrina Heron. "No Lunch Left Behind." *New York Times* 19 Feb. 2009: A31. Print.

Article link:

http://www.nytimes.com/2009/02/20/opinion/20waters.html?_r=0.

Web Sites for This Module

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/>

Activity 7: Considering the Structure of the Text—Descriptive Outline

Create a descriptive outline of “No Lunch Left Behind” by describing the content and purpose of each section. 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.

Content and Purpose:

- 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.

CONTENT AND PURPOSE OF THE ARTICLE:

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 8: Considering the Structure of the Text—Quickwrite

Do you eat healthy lunches when you are at school? Why or why not?

Activity 9: Noticing Language—Sentence Combining

Rewrite each of the sets of short sentences below into one or more sentences that contain all of the information in the set. Your new sentence or sentences must be grammatically correct and punctuated correctly; however, there is more than one right answer. The first sentence appears below as an example.

1. Most people lived in cities and towns.

Feet served as a main means of transportation in the cities and towns.

Afterwards there was a mass exodus. The mass exodus was to the suburbs.

The mass exodus left hordes of Americans totally car-dependent.

New Sentence: *Feet served as a main means of transportation when most people lived*

in cities and towns, but then a mass exodus to the suburbs left hordes of Americans totally car-dependent.

Original: *Before a mass exodus to the suburbs left hordes of Americans totally car-dependent, most people lived in cities and towns where feet served as a main means of transportation. (par. 9)*

2. I took a run in Ohio in the morning some years ago.

I passed five fast-food and five family restaurants.

The restaurants were in one long block.

They included one that advertised a breakfast the size of Texas.

The breakfast was three scrambled eggs, two fried potato cakes and a butter croissant.

The breakfast also offered a choice of three sausage links, three ounces of ham or four strips of bacon.

The breakfast was enough to produce a heart attack the size of Texas.

The breakfast cost \$1.

New Sentence:

Original:

3. Turning the problem around will be like what happened with smoking.

It will take many years to turn the problem around.

It will take a slew of different tactics to turn the problem around.

It will take political will to overcome powerful lobbying to turn the problem around.

The lobbying is by culpable industries.

Turning the problem around will begin to bring the prevalence of overweight and obesity back to the levels of the 1970s.

New Sentence:

Original:

4. Many environmental forces have conspired.

The forces are economic interests of the food and beverage industries.

The forces are the way our cities and towns are built.

The forces have conspired to subvert the body's ability.

The ability is natural.

It is the ability to match calories in with calories out.

New Sentence:

Original:

5. Americans have enjoyed an increase in life expectancy.

The increase in life expectancy will be reversed.

The reversal will be by an increase in diseases.

The diseases are caused by obesity.

He emphasized the importance of taking action.

The action must be taken immediately.

New Sentence:

Original:

Activity 10: Analyzing Stylistic Choices

The choices writers make when they choose words create certain effects for their readers. Bittman has included words and phrases that you might not expect to find in a serious proposal. Look at the following words and phrases, and explain why he used them and what their effect is on you, his reader.

1. "(Yes, it's SAD.)" (par. 1)
2. What does SAD mean? Why does Bittman put this sentence in parentheses?
3. "Rather than subsidizing the production of unhealthful food, we should turn the tables and tax things like soda . . ." (par. 5).
4. What does "turn the tables" mean? Why does Bittman use this phrase?
5. "We could sell these staples cheap—let's say for 50 cents a pound—and almost everywhere . . ." (par. 8).
6. Why does Bittman say "let's say for 50 cents a pound?" Why does he set this off with dashes?
7. "Though it would take a level of political will that's rarely seen, it's hardly a moonshot."

(par. 19).

8. What does “it’s hardly a moonshot” mean? Why does Bittman use these words?
9. “To counter arguments about their nutritional worthlessness, expect to see ‘fortified’ sodas . . . and ‘improved’ junk foods.”
10. Why does Bittman put quotation marks around “fortified” and “improved”? What is the tone of this sentence? (par. 24).
11. “First off, we’ll have to listen to nanny-state arguments. . .” (par. 25).
12. Why does Bittman use “we” in this sentence? How could you rewrite this sentence to make it sound more formal?

Postreading

Activity 11: Summarizing and Responding—Rhetorical Précis

Use the article with your annotations to help you write a rhetorical précis of Bittman’s article, “Bad Food? Tax It, and Subsidize Vegetables.” Be sure to paraphrase what Bittman says in your own words; do not quote.

- Sentence 1: Note the name of the author, the genre and title of the work, and publication date in parentheses; a rhetorically accurate verb, and a *that* clause containing the major assertion or thesis statement of the work.
- Sentence 2: An explanation of how the author develops and supports the thesis following the order of the article.
- Sentence 3: A statement of the author’s apparent purpose, followed by an “in order to” phrase.
- Sentence 4: A description of the intended audience, the relationship the author establishes with the audience, or both.

Activity 12: Thinking Critically

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 13: Reflecting on Your Reading Process

You have now read three texts that are part of the conversation taking place over how best to change America's eating habits and combat the obesity epidemic. What have you learned from joining this conversation?

- What reading strategies did you use to read the three texts?
- Which strategies will you use in reading other texts? How will these strategies apply in other classes?
- In what ways has your ability to read and discuss texts like these improved?

Quickwrite: Young people are at increasing risk of disease because of the unhealthy food we eat. What will it take to get students at our school to change their eating habits?

Discovering What You Think

Activity 14: Considering the Writing Task—Good Food/Bad Food

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 at your school. Your proposal should address a problem that you have identified and be addressed to an audience that might help you solve the problem. Possible audiences are student government, your principal, parents of students, or the superintendent of your school district. You may want to propose changes to the food that is available to students or ways of educating them to be consumers of healthier food. You should provide a justification for the solution you propose based on your research and include at least three sources including examples and/or quotations from the articles you have read and information from videos or websites that your teacher has suggested. Brainstorm possible ideas for encouraging healthy eating at your school, and select the one that you feel would have the biggest impact while being practical to implement.

Taking a Stance

As you review your reading, quickwrites, summaries, predictions, and answers to the critical reading questions, consider how you would propose encouraging healthier eating at your school. Brainstorm possible ideas, and select the one that you feel would have the biggest impact in your particular setting. Then write answers to the following questions. What is your proposal for encouraging healthier eating at your school?

- 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?

Writing Rhetorically

Entering the Conversation

Activity 15: Considering Structure

The content of your proposal should include the following (be sure to answer all parts of the questions):

1. Provide the background of your proposal. You will need to answer 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 kind of attitude (positive or negative) does your target audience have toward you? Why do you think your target audience might help you solve 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. Answer 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. Answer 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?