

The Politics of Food

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STUDENT VERSION

Reading Selections for This Module

Barboza, David. "If You Pitch It, They Will Eat." *New York Times* 3 Aug. 2003, late ed., sec 3: 1+. Print.

Berry, Wendell. "The Pleasures of Eating." *What Are People For? Essays*. New York: North Point/ Farrar, Straus and Giroux, 1990. 145-52. Print.

Pollan, Michael. "When a Crop Becomes King." *New York Times* 19 July 2002, late ed.: A17. Print.

Rayner, Jay. "Big Agriculture is the Only Option to Stop the World Going Hungry." *The Observer*. 11 Sept. 2010. Web. 5 Aug. 2013.
<<http://www.theguardian.com/commentisfree/2010/sep/12/food-riots-farming>>.

Reading Rhetorically

Prereading

Activity 1: Homework Assignments

Your teacher may ask you to participate in one of the following extended activities as you work on this module:

1. Keep a food diary, and write down everything you eat and drink from breakfast to your last snack before bedtime.
2. Keep a TV diary. When you watch TV, write down the title of the program that you are watching, the kind of food advertisements (cereal, snacks, cookies, restaurants), and the number of food advertisements during the show. If you watch more than one program or sports game, compare the kind and number of food advertisements for each program. Do they change depending on the expected audience? Record your findings as a chart and a journal entry.
3. Research possibilities in your neighborhood for buying local or organic produce from local sources or farmer's markets. Frequently state colleges have farm stores and sell produce grown on campus.

4. Go to your local market, and research the life of a vegetable in the produce section: Where was it grown? What nutrients was it fed? What pesticides, if any, were used in its production? How was it shipped? How long did it take to arrive at your local market? Write up your findings.
5. There have been some national scares because of food contamination. Research one such outbreak. What food was contaminated, how many people became ill, where was the food shipped, and what was the process for recalling the contaminated food?
6. Wendell Berry writes about how he “dislikes the thought that some animal has been made miserable in order to feed me.” Perhaps you might be interested in researching how animals are treated before becoming “food.” Look up the 5-Step Animal Welfare Rating (globalanimalpartnership.org). It is a method of rating how meat animals are raised. There are ratings for beef, chickens, and pigs. The rating pamphlet has a glossary of terms to help you understand what treatments are allowed and which ones are forbidden. Compare the ratings to what Wendell Berry recommends in his essay. Can you tell from these descriptions why organic or naturally raised animals are more expensive?
7. Frequently there are articles about the “carbon footprint” humans create by living and using resources and the effect our carbon footprint has on the planet. Go online, type in “carbon footprint,” and find the many Web sites to choose from. Take a carbon footprint test, and see how you and your family score. There are even carbon footprints for pets. Complete a journal entry describing your findings.
8. Analyze the five snack foods that you consume regularly, and determine how many corn byproducts you eat (look at the ingredients, calories, fat content, etc.). Based on these five snacks, argue whether or not you have a healthy diet. Does your view change in any way as you read through each text?

Text—“The Pleasures of Eating” by Wendell Berry

Activity 2: Getting Ready to Read

Before we discuss the Berry article, think about how much sugar, fried foods, meat, fish, fresh vegetables, fruit, and so forth that you eat daily. Then respond to one of the following quickwrites. (You have five minutes to write.)

Quickwrite 1: To what extent do advertisers influence your choices regarding the amount of water, flavored drinks, processed foods, meat, fish, fresh fruits, vegetables, fast food, sugar, and the like that you feed your body?

Quickwrite 2: Evaluate your own dietary habits, and discuss whether and in what ways you might change your diet.

Quickwrite 3: Consider what you know about the foods you eat, their origins and their quality. How much do you know about your food?

Quickwrite 4: Think about the amount of time and the quality of the time you spend eating. Do you drive and eat? Do you stand or walk while eating? Discuss how often you sit with your friends and family and enjoy the food that you eat.

Quickwrite 5: Certainly we all are responsible for what we put into our mouths, but at what point do we assume responsibility? At age five, ten, fourteen, eighteen, twenty-one? When (at what age) does a parent's responsibility end and an individual's begin?

Activity 3: Exploring Key Concepts

In your group, discuss the following quotations from the essay you are about to read. Be prepared to share your responses with the class.

1. Wendell Berry asks, "When the food product has been manufactured or 'processed' or 'precooked,' how has that affected its quality or price or nutritional value?" What do you think he means by "processed" food? What is the difference between processed food and natural food? What are some common examples of each kind?
2. Berry says, "The industrial farm is said to have been patterned on the factory production line. In practice, it looks more like a concentration camp." We tend to think of farms as being very different from factories and concentration camps. What does the term "industrial farm" make you imagine? Why would anyone want to make a farm more like a factory?

Activity 4: Surveying the Text

1. Read the title of the article and guess what it might discuss. Jot down your ideas.
2. Wendell Berry's essay "The Pleasures of Eating" comes from a collection of his essays titled *What Are People For?* What do you think the title of the collection might mean? Jot down your ideas.

Activity 5: Making Predictions and Asking Questions

In this module, you will read four different articles. Keep the following questions in mind as you begin to read each one:

- What do you think the subject of the article will be?
- What do you think is the purpose of the article?
- Who do you think is the intended audience? What makes you think that?
- What do you think the writer wants us to do or believe?
- From the title and other features of the selection, what information or ideas might the article present?
- Will the article be negative or positive in relation to the topic? How did you come to these conclusions?

- What kinds of arguments do you expect? What makes you think that?

The following questions are specific to the Berry article. Write down your answers in your notes.

1. Read the first two paragraphs of Berry’s “The Pleasures of Eating.” Jot down your predictions, based on the title and these early paragraphs, of what Berry might discuss.
2. Read the first four paragraphs of Berry’s essay. Adjust your predictions about what Berry might try to do in his essay.
3. Turn the title of Berry’s essay into some questions that you might keep in mind as you read the essay.

Activity 6: Understanding Key Vocabulary

The following vocabulary words are important to the understanding of the Berry essay. If you are puzzled by the vocabulary words when you encounter them in the text, you can return to your vocabulary template for the definitions.

If you know the word, check the sentence from the essay; then write the definition in your own words, and check the box “know it well.” If you don’t know it or are not sure of the meaning, look up the word, check the sentence to make sure you have the correct definition, and then write it down, and check the appropriate box.

Word and Paragraph	Definition	Know it well	Have heard of it	Don’t know it
rural (1)				
proposition (3)				
agricultural (3)				
consumers (3)				
passive (3)				
persuaded (3)				

Word and Paragraph	Definition	Know it well	Have heard of it	Don't know it
processed food (3)				
precooked (3)				
urban shoppers (4)				
obstacles (4)				
abstract (4)				
specialization (5)				
consumption (5)				
patrons (5)				
industrial food consumer (5)				
industrial eater (6)				
uncritical (6)				
cultural amnesia (6)				
implies (6)				
a pig in a poke (6)*				

Word and Paragraph	Definition	Know it well	Have heard of it	Don't know it
food politics (8)				
food esthetics (8)				
food ethics (8)				
perfunctory (8)				
obliviousness (9)				
edibles (9)				
monocultures (10)				
confinement (10)				
volume (11)				
scale (11)				
relentlessly (11)				
species (12)				
diverse (13)				
estranged (13)				

Word and Paragraph	Definition	Know it well	Have heard of it	Don't know it
horticulture (13)				
comely arts (13)				
industrial farm (14)				
concentration camp (14)				
extensive (15)				
intact (17)				

*This will probably not be in the dictionary. Do a Google search for this reference.

As you read the Berry article, you may want to highlight these words in the text.

Activity 7: Reading for Understanding

The grid below divides Berry's essay into sections or chunks. For each section, answer the following questions in your own words:

- What does it say?
- What does it mean?
- Why does it matter?

When you finish, share your grid with a partner to see if you answered the questions in the same way. Discuss the areas where you disagree. See if you can reach an agreement on what the section says, what it means, and why it matters.

After this discussion, revisit the predictions you made in Activity 5. What predictions turned out to be true? Which ones did not?

Paragraphs	What does it say? (Summary or gist)	What does it mean? (Interpretation)	What does it matter? (Implications or consequences)
1-2	American farming and rural life is declining. City people can help by eating responsibly.	Some people eat irresponsibly.	Changing our eating habits will help farms.
3-5			
6			
7-9			
10-11			
12-13			
14-15			
16-17			

Activity 8: Noticing Language—Sentence Modeling

Among the delights and pitfalls of reading Berry is the fact that he uses hyperbole to create humor. The combination and the volume of words can be overwhelming. Here you have an opportunity to take a breath, relax, and enjoy the experience.

Locate the sentence below in “The Pleasures of Eating.” (Hint: It’s in paragraph 9.) Define any unknown words. Next, find a partner, and read the sentence aloud, striving to read it in the most expressive manner possible. (It is a Dickensian sentence!)

The passive American consumer, sitting down to a meal of pre-prepared or fast food, confronts a platter covered in inert, anonymous substances that have been processed, dyed, breaded, sauced, gravied, ground, pulped, strained, blended, prettified and sanitized beyond resemblance to any part of any creature that ever lived.

The model sentence relies heavily on interesting descriptive words, phrases, and verbs in a series, so using a thesaurus or dictionary may be helpful. Just be careful to choose words you know; words that are unfamiliar may be inappropriate to use in the context of your topic.

The key to sentence imitation is to first understand the grammatical structure of the sentence you are imitating.

Look for the subject first because the subject of a sentence is its focus.

- In Berry's sentence the subject is **consumer**.

Next, look for the main verb in the sentence. What is the subject doing?

- In Berry's sentence, the verb is **confronts**.

So what is the consumer confronting?

- The consumer confronts **substances** (presumably food).

Here is Berry's sentence again. Notice how Berry expands each element in his sentence to give it rhetorical punch.

What is the consumer like?

passive and American, sitting down to a meal

What is the meal like?

of prepared or fast food

What does the consumer do?

confronts a platter

What is the platter like?

covered in substances

What are the substances like?

inert, anonymous, that have been processed, dyed, breaded, sauced, gravied, ground, pulped, stained, blended, prettified and sanitized beyond resemblance to any part of any creature that ever lived

Berry takes these elements and combines them into one powerful sentence:

The passive American **consumer**, sitting down to a meal of pre-prepared or fast food, **confronts** a platter covered in inert, anonymous **substances** that have been processed, dyed, breaded, sauced, gravied, ground, pulped, strained, blended, prettified and sanitized beyond resemblance to any part of any creature that ever lived.

To create your own sentence, you will first decide on a **topic** for the sentence (related to the politics of food), a **subject**, a **verb** that shows what the subject is doing, and descriptive words, phrases, and clauses that provide additional details and dramatic impact. Here is an example:

The diver stares at the pool below.

Topic: a diver on a high diving board

Subject: The diver

Verb: stares

Now comes the fun part where you give flavor and emotion to the sentence. Notice that Berry first describes the consumer. Here is an example using the diver. Our diver will be young and nervous.

The diver:

The terrified, adolescent diver, standing knock-kneed and trembling on the six meter board,

What does the diver do?

stares at the tiny aquamarine rectangle of water,

What is the water doing?

shimmering, shifting, swelling, slopping, swirling, sloshing, splashing, splattering,

Where is the water?

miles below his toes

What do his toes do?

clench tightly to the wobbling, sandpapered board.

The finished sentence:

The terrified, adolescent diver, standing knock-kneed and trembling on the six meter board, stares at the tiny aquamarine rectangle of water, shimmering, shifting, swelling, slopping, swirling, sloshing, splashing, and splattering miles below his toes that clench tightly to the wobbling, sandpapered board.

Okay, so it is not as good as Wendell Berry, but the idea is to give it a try! You can change it as you go along.

It is important to remember, however, that while long, descriptive sentences are fun to create and may be very effective in certain situations, often it is the short, simple sentence that is most clear. Often skillful writers will conclude a series of long, complex sentence that are packed with information with one short punchy sentence that grabs the reader's attention. At the end of a paragraph describing an Olympic diving competition, the writer might finish with the following sentence: The young diver stood on the high board in complete terror. Now try your own. Write a short sentence on the politics of food and identify the subject and verb. Then expand the elements in your

sentence with descriptive words, phrases, and clauses. Ask yourself questions like the ones above.

Activity 9: Annotating and Questioning the Text

In Activity 7, you filled out a Say, Mean, Matter chart for different sections of the Berry article. In that activity, you made objective notes about what Berry was talking about, what you thought he meant, and what the consequences might be. You were working to *understand* the article. Now you are going to work on *questioning* the article. As you read the article and your notes, make further notes in the opposite margin or on another sheet of paper. Remember that Berry is writing for an audience that has already asked him what they can do to be more responsible eaters, so he is preaching to the choir to a certain extent and may not feel that he has to present evidence for every one of his claims. Think about the following questions:

- Berry asserts that “Most eaters . . . think of food as an agricultural product perhaps, but they do not think of themselves as participants in agriculture.” What does he mean by this? Is it true? How would you find out?
- Berry says that “food industrialists” think that “[t]he ideal industrial food consumer would be strapped to a table with a tube running from the food factory directly into his or her stomach.” Does he provide evidence for this idea? Do you think that this is true?
- In this passage, Berry defines the “industrial eater” as a “victim”: “The industrial eater is, in fact, one who does not know that eating is an agricultural act, who no longer knows or imagines the connections between eating and the land, and who is therefore necessarily passive and uncritical—in short, a victim.” Do these qualities actually characterize a “victim”? If consumers are victims, who is victimizing them? Do you feel like a victim?
- Berry says, “Our kitchens and other eating places more and more resemble filling stations, as our homes more and more resemble motels.” What does he mean by this? Is this true of your kitchen and home?
- Berry says that if one got all of one’s knowledge of food from advertisements, “one would not know that the various edibles were ever living creatures, or that they all come from the soil, or that they were produced by work.” Is this true in your experience? Why would food companies hide the origins of their products?
- Berry says that in the food industry, “the overriding concerns are not quality and health, but volume and price.” Does he have any evidence that food companies care only about price? Do you think this is true?
- Berry lists seven actions one can take to reclaim “responsibility for one’s own part in the food economy.” Are you convinced that people who change their behavior in these ways will lead better lives? Why or why not?
- In Berry’s conclusion, he argues that “[e]ating with the fullest pleasure—pleasure, that is, that does not depend on ignorance—is perhaps the profoundest enactment of our connection with the world.” Is this essay really about “pleasure”? Is it the sensory

pleasure of taste and smell, or is it a self-satisfied pleasure from doing the “right” thing?

Activity 10: Analyzing Stylistic Choices

What are the denotative and connotative meanings of the key words noted below? Do you think the connotation or denotation you have for the word is the same as that intended in the text? Refer back to the text to see if your use and the author’s are in agreement. If not, in what way are they dissimilar?

Berry’s “The Pleasures of Eating” is about participating in the “agricultural act”—essentially being present for one’s food and understanding and appreciating the process from its beginning to our eating it. For the most part, Berry has a relaxed style, a personal voice. Although he does use sophisticated language at times, he speaks directly to the reader. Look at the following words and phrases, and discuss with your partner or your small group why Berry chose them to explain his concerns about our lack of knowledge concerning agricultural processes:

- mere consumers—passive, uncritical, and dependent (paragraph 5)
 - victim (paragraph 6)
 - one reason to eat responsibly is to live free (paragraph 7)
 - remarkable obliviousness (paragraph 8)
 - dependent on toxic chemicals (paragraph 10)
 - ignorance and helplessness (paragraph 12)
 - bechemicaled factory-fields (paragraph 14)
 - factory production line... looks more like a concentration camp (paragraph 14)
1. How are you affected by this language?
 2. The word “bechemicaled” is a bit unusual. What does the prefix “be” mean? What are some other ways of saying this? Why did Berry choose this word?
 3. How do the connotations of these words contribute to what Berry is trying to do in the paragraph or overall argument?

Activity 11: Summarizing and Responding

Using the Say, Mean, Matter chart from Activity 7 and other notes, write a summary of Berry’s essay, “The Pleasures of Eating.” Limit it to 10 sentences or fewer.

Activity 12: Thinking Critically

Discuss the following questions with your classmates, and record your notes to use when you are writing about this article.

Questions about Logic (Logos)

1. What are Berry's major claims and assertions? Do you agree with them?
2. Are any of his claims weak or unsupported? Which ones and why?
3. Can you think of counterarguments that Berry doesn't consider?
4. Do you think the author has left something out on purpose? Why?

Questions about the Writer (Ethos)

5. Does this author have the appropriate background to speak with authority on this subject?
6. Berry makes a reference to Sir Albert Howard. Who is he? What is his book, *Soil and Health*, about?
7. What does Berry's style and language tell you about him?

Questions about Emotions (Pathos)

8. Do you think the author is trying to manipulate your emotions? How?
9. Do your emotions conflict with your logical interpretation of the arguments?

Activity 13: Quickwrite

Choose one of the quickwrite topics below:

Quickwrite 1: Find Wendell Berry's list of ways of eating responsibly, and determine which ones are possible or desirable for you and your family. Which ones could you do? Would it make you and your family healthier or happier? Do you agree with Wendell Berry that these are good actions to take?

Quickwrite 2: Have you ever worked in a fast food restaurant? Do you know someone who has? Describe what it is like to work in this kind of restaurant and whether your experiences there make you more or less likely to agree with Wendell Berry.

Text—“When a Crop Becomes King” by Michael Pollan

Prereading

Activity 14: Making Predictions and Asking Questions

Consider the following questions, and make predictions about what the article will be about. Make notes about your predictions for later reference.

1. Read the title of the article, and guess what it might discuss. Jot down your ideas.
2. Read the first paragraph of Pollan’s “When a Crop Becomes King.” Based on the title and the first paragraph, jot down your predictions of what Pollan’s point of view might be.
3. Read the first four paragraphs of Pollan’s essay, and adjust your predictions about what Pollan might try to prove.
4. Turn the title of Pollan’s essay into some questions that you might keep in mind as you read the essay.

Activity 15: Understanding Key Vocabulary

The following vocabulary words are important to your understanding of this essay. If you are puzzled by the vocabulary words when you encounter them in the text, you can return to your vocabulary template for the definition.

If you know the word, check the sentence from the essay, write the definition in your own words, and check the box “know it well.” If you don’t know it or are not sure of the meaning, look up the word, check the sentence to make sure you have the correct definition, write it down, and check the appropriate box.

Word and Paragraph	Definition	Know it well	Have heard of it	Don’t know it
dubious (1)				
Domestication (2)				
insinuated (3)				
subsidized/subsidies (4, 6)				

Word and Paragraph	Definition	Know it well	Have heard of it	Don't know it
evolved (6)				
wreaks havoc (6)				
stave off (6)				
ethanol (6)				
biodegradable (6)				
qua (7)				
begrudge (8)				
domestication/ domesticating (8, 13)				
soared (9)				
metabolized (10)				
fructose (10)				
glucose (10)				
triglyceride (10)				
sustainable (12)				
predators (13)				

Word and Paragraph	Definition	Know it well	Have heard of it	Don't know it
douse (13)				

Reading

Activity 16: Reading for Understanding

Read Pollan's essay silently, and note in the margin where your predictions turn out to be true. Note also what surprises you: What didn't you know? Does he persuade you to accept his point of view? What, specifically? To what extent?

In groups of three or four, read a paragraph at a time, and ask yourself the following questions for each paragraph:

- What does the paragraph say?
- What does the paragraph mean?
- What does it matter?

Discuss your responses in your groups.

Activity 17: Annotating and Questioning the Text

As you reread Pollan's essay, "When a Crop Becomes King," make marginal notations: ask questions, express surprise, disagree, elaborate, and note any moments of confusion. Here is one way to structure marginal notations.

1. In the left-hand margin, label the following:

- The introduction
- The issue or problem Pollan is writing about
- The author's main arguments
- Examples the author gives
- The conclusion

2. In the right-hand margin, write your reactions to what the author is saying.

Exchange your annotations and compare your labeling and responses in small groups or in pairs. Discuss why different people annotate a text differently.

Activity 18: Analyzing Stylistic Choices

“When a Crop Becomes King” is about a very specific crop—corn. The language is both sophisticated and informal. Look at the following words and phrases, and discuss with your partner or in your small groups why Pollan chose them to highlight the huge social and environmental issues that he sees surrounding the overproduction of corn in the U.S. and our romantic sense of the crop. Notice the soothing language of the first paragraph—its romantic treatment of corn as fanciful and idealistic.

- plants stretch toward the sun (paragraph 1)
- ears of sweet corn (paragraph 1)
- ceremonies of an American summer (paragraph 1)
- second great lawn (paragraph 1)

How are you affected by this language?

Now examine the words Pollan uses in the rest of his essay. They are the opposite of fanciful and idealistic.

- dominion (paragraph 4)
- welfare for the plant (paragraph 5)
- cornification (paragraph 6)
- corn we consume is invisible (paragraph 6)
- corn diet wreaks havoc (paragraph 6)
- illness and infection (paragraph 6)
- pushed sugar aside (paragraph 7)
- expanding race of corn eaters (paragraph 7)
- epidemic of obesity (paragraph 9)
- serious and lasting damage (paragraph 11)
- greediest of plants (paragraph 11)
- killed off marine life (paragraph 11)
- huge, inefficient, polluting machine (paragraph 12)
- guzzles fossil fuel (paragraph 12)

- douse it with chemicals (paragraph 13)
- poison our water (paragraph 13)
- cracked system (paragraph 13)

How are you affected by this language?

Postreading

Activity 19: Summarizing and Responding—One Pager

- Collect important facts, words, phrases, sentences, and ideas from the reading. This collection should represent the primary arguments and/or rhetorical strategies of the text.
- On a standard sized, unlined piece of paper, create a graphic representation, or drawing, that relates to the reading and the quotes you chose. Your purpose in creating this One-Pager is to give the viewer an instant overview of the content of the article.
- In a section of your drawing, write your quotes. In another section of the drawing, write a personal response to what you have read: comment, interpretation, evaluation, etc.
- Include the title and author.
- The most effective presentation will fill the entire page, use color, and use ink for the written portion.

Grading Rubric – One-Pager	
Visually captures the argument, rhetorical strategy, and organization of the essay	10 pts/ _____
Includes insightful personal reflection about the essay	10 pts/ _____
Uses quotes that are important to the essay and relate to the visual image	10 pts/ _____
Requirements = effective presentation, spelling, grammar	5 pts/ _____
Total: 35-32=A 31-28=B 27-24=C 23-21=D	Comments:

Text—“If You Pitch It, They Will Eat” by David Barboza

Prereading

Activity 20: Making Predictions and Asking Questions

Read the title and first four paragraphs of Barboza’s essay silently and consider the following questions.

1. Based on the title and these early paragraphs, what do you think Barboza is discussing?
2. Turn the title into some questions you might keep in mind as you read the essay.
3. Who do you think is the intended audience for this piece?
4. What type of argument do you think Barboza is going to make?

Activity 21: Understanding Key Vocabulary

If you know the word, check the sentence from the essay; then write the definition in your own words, and check the box “know it well.” If you don’t know it or are not sure of the meaning, look up the word, check the sentence to make sure you have the correct definition, then write it down, and check the appropriate box.

Word and Paragraph	Definition	Know it well	Have heard of it	Don’t know it
blitzkrieg (3)				
obesity (3)				
nutritionists (3)				
proliferation (5)				
sedentary (11)				
epidemic (11)				

Word and Paragraph	Definition	Know it well	Have heard of it	Don't know it
kickback (24)				
concur (26)				
differentiate (30)				
raffish (35)				
reveled (35)				
resonate(36)				
scapegoat (41)				
abdication (42)				
regulate (43)				
litigation (54)				
analyst (54)				
bottom line (58)				
conscience (58)				
paradigm (58)				

Reading

Activity 22: Reading for Understanding

Read Barboza's essay silently, and note in the margin where your predictions turn out to be true. Note also what surprises you: What didn't you know? Does he persuade you to accept his point of view? What, specifically? To what extent?

In groups of three or four, read a paragraph at a time, and ask yourself the following questions for each paragraph. Some of the paragraphs are quite small, so combine them where it makes sense to do so.

- What does the paragraph say?
- What does the paragraph mean?
- Why does it matter?

Discuss your responses in your group.

Activity 23: Considering the Structure of the Text

This activity will help you discover the main method of organization in the essay.

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?
- Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?
- Discuss in groups or as a class why the lines were drawn where they were.

In the left-hand margin of the text, label and summarize the information in sections of the essay by using the following outline.

- The introduction
- The issue or problem Barboza is writing about
- The author's main arguments
- Examples the author gives
- The conclusion

In the right-hand margin, write your reactions to what the author is saying using the same outline. This will provide you with a valuable resource when you begin your essay.

You will have the examples the author uses and your own reactions to those examples ready to be used to support your claim.

- The introduction
- The issue or problem Barboza is writing about
- The author’s main arguments
- Examples the author gives
- The conclusion

Activity 24: Noticing Language

We all use words to influence an audience. Words can have a powerful effect on our emotions. Below is a set of words chosen from the Barboza article.

- In the middle column, note whether the word or phrase is positive, negative, or neutral in connotation.
- Then, in the right hand column, write a word or phrase that is either opposite in connotation or neutral.

Word or Phrase	Connotation (+/- or neutral)	Opposite or Neutral
blitzkrieg		
bottom line		
plastered		
sedentary		
breach of duty		
abdication		
fast-food joints		

Word or Phrase	Connotation (+/- or neutral)	Opposite or Neutral
perverts (VERB)		
assault		
junk food		
dominate		
unhealthy		
overeating		
scapegoat		
obesity		
blur the line		
kickback		
ban		
backlash		
shoving it down their throat		
manipulation		
proliferation		

Word or Phrase	Connotation (+/- or neutral)	Opposite or Neutral
sugary snacks		
epidemic of obesity		
animated pitchmen		
captive audience		

Your group is creating an advertising campaign for a food product or a food company (you choose).

- Create some advertising copy for your imaginary product or company, selecting words you have identified as positive. Write down some slogans and informational statements for your advertising campaign.
- Now imagine that you are a group totally opposed to this product or company and that you want to destroy its image. Write some negative slogans and statements using the words you identified as negative.
- As you are working, think about the advertisements you have seen on television, in magazines, or on the Internet. Think about the words used in the articles you have read.
- Create a verbal image that is clear, that is easy to understand, and that makes a strong impression.
- When you finish your slogans and statements for your two campaigns, share them with the class or another group to see if they have the desired rhetorical effect.

A Synthesis of the Texts—

“The Pleasures of Eating” by Wendell Berry
“When a Crop Becomes King” by Michael Pollan
“If You Pitch It, They Will Eat” by David Barboza

Postreading

Activity 25: Understanding Key Vocabulary—Selling and Unselling a Product

Take out the vocabulary charts you filled out for the Berry, Pollan, and Barboza articles. Which words and phrases have a positive connotation? Which have a negative connotation?

Bring a picture of a product label or an actual product package from home. Make sure that you also have the list of ingredients.

- First, write down all the words and phrases that appear on the front of the package. For example, here are the words from a box of breakfast cereal made by General Mills:

With Whole Grain First Ingredient

PER $\frac{3}{4}$ CUP SERVING: 120 CALORIES, 0g SAT FAT, 200mg SODIUM, 9g SUGARS

CALCIUM 10% DV, IRON 25% DV

Simply Nutritious NATURALLY FLAVORED Honey Nut Chex

With a Touch of Honey

GLUTEN FREE

SAME GREAT TASTE

No artificial flavors or colors!

Sweetened corn cereal with real honey and natural almond flavor

- Second, analyze the language of the package. Next to each word or phrase, write down why it is there and what effect it is intended to have on the reader. How does it contribute to selling the product?
- Third, look at the ingredients. Ingredients are listed from most prevalent to least prevalent. In this example, the following is the ingredient list:

1. Whole Grain Corn
2. Corn Meal
3. Sugar
4. Honey
5. Salt
6. Brown Sugar Syrup
7. Molasses
8. Canola and/or Rice Bran Oil
9. Natural Almond Flavor
10. Natural Flavor
11. BHT Added to Preserve Freshness
12. Vitamins and Minerals (a long list)

Looking at the ingredient list and using what you learned from the Berry, Pollan, and Barboza articles, including the vocabulary for talking about food and nutrition, write some advertising copy for “unselling” this product. In other words, you will create an anti- advertisement that encourages people NOT to buy the product.

- Use at least five of the new vocabulary words in your anti- advertisement. Be sure you understand each word’s meaning and use in the text.
- Remember to include persuasive strategies to “unsell” your product.
- Share your anti-advertisement with a partner; then revise and edit it according to the feedback you get.
- Then prepare to present it to the class.

Activity 26: Analyzing Stylistic Choices

What did the author intend or imply by making specific choices of words, sentence structures, organization strategies, or use of other linguistic features? Which ones are important to notice?

Let’s take a look at a few sentences by the three authors.

Diction (word choice, tone, level of formality)

- “McDonald’s calls this promotion and brand extension. But, a growing number of nutritionists call it blitzkrieg that perverts children’s eating habits and sets them on a path to obesity” (Barboza).
- “The ideal industrial food consumer would be strapped to a table with a tube running from the factory directly into his or her stomach” (Berry).
- “The ears of sweet corn are just starting to show up on local farm stands, inaugurating one of the ceremonies of an American summer” (Pollan).

What effect do the word choice, tone, and level of formality of these three writers have on their readers?

Figurative Language (language not intended to be taken literally)

- “And two others (child actors) reveled in having so much sugar on their Kellogg’s Cinnamon Krunchers cereal that even the tidal wave of milk that washed over their treehouse couldn’t wipe off the sugary flavor” (Barboza).
- “It requires that the citizenry should give up their hereditary and sensible aversion to buying a pig in a poke. It wishes to make the selling of pigs in pokes an honorable and glamorous activity” (Berry).
- “And then in order to dispose of all the corn this cracked system has produced, we eat it as fast as we can in as many ways as we can – turning the fat of the land into, well, fat. One has to wonder whether corn hasn’t at last succeeded in domesticating us” (Pollan).

What effect does the use of figurative language have on the tone of these sentences? Why does the author use figurative language and what effect does it have on the overall purpose of the essay?

Sentence Structure

- “Runoff from these chemicals finds its way into the groundwater and, in the Midwestern corn belt, into the Mississippi River, which carries it to the Gulf of Mexico, where it has already killed off marine life in a 12,000 square mile area” (Pollan). 1 sentence/42 words
- “Most urban shoppers would tell you that food is produced on farms. But most of them do not know what farms, or what kinds of farms, or where the farms are, or what knowledge or skills are involved in farming” (Berry). 2 sentences/40 words
- “Product tie-ins are everywhere. There are SpongeBob SquarePants Popsicles, Oreo Cookie preschool counting books, and Keebler’s Scooby Doo Cookies. There is even a Play-Doh Lunchables play set” (Barboza). 3 sentences/28 words

Notice the number of sentences in each example and the number of words in each excerpt. What do the differences tell you about the author's style? What do they tell you about each author's audience and purpose?

Punctuation

- “We know a lot more about what 80 million acres of corn is doing to the health of our environment: serious and lasting damage” (Pollan). (colon)
- “Eating with the fullest pleasure—pleasure, that is, that does not depend on ignorance—is perhaps the profoundest enactment of our connection with the world” (Berry). (dashes, commas, and word repetition)
- “On the commercial,” she says, “There’s a captain that goes on the submarine, and there’s an octopus, and three kids. And then the girl says, ‘Just taste this, pirate.’ And the pirate says, ‘Ayyy, yummy!’” (Barboza). (quotation marks)

In the first example, why does the author use a colon? In the second example, why the dashes and the commas? In the third sentence, what effect do the quotation marks have on the sentences? What do the differences tell you about the author's style and intent?

Activity 27: Thinking Critically—What is Evidence?

Authors use evidence to persuade their audience. What is evidence? We might call it “a reason to believe.” The list below contains various kinds of evidence with an example of each kind from one of the three articles. In your notebook, write down another example of each kind of evidence.

Statistics (logos): Evidence that cites specific numbers, percentages, or dates. This evidence may or may not be a part of expert testimony.

Since 1980 the number of obese children has more than doubled to 16 percent, according to the federal Centers for Disease Control and Prevention (CDC). (Barboza)

Imagery (pathos): An appeal to the senses intended to draw the reader into the experience and “see” the situation with the mind's eye.

People who know the garden in which their vegetables have grown and know that the garden is healthy will remember the beauty of the growing plants, perhaps in the dewy first light of morning when gardens are at their best. (Berry)

Expert Opinion/Testimony (ethos): Either a quotation or a summary from an individual person or professional agency with expertise, experience, or knowledge of the topic.

The problem of obesity is so staggering, so out of control, that we have to do something,” says Walter Willett, a professor of nutrition at the Harvard School of Public Health. (Barboza)

Facts/Factual Examples (logos): An example presented as a reliable “fact” to support the author's main idea, although no source is offered to prove its truth.

The average bushel of corn (56 pounds) sells for about \$2 today; it costs farmers more than \$3 to grow it. (Pollan)

Personal/Anecdotal Experience (pathos/ethos): A story from the author's personal history or observations used in support of the main idea.

But do these commercials really resonate with children? Nicky Greenberg, who is six, often spends her afternoons watching Nickelodeon. She can sing the theme song from "SpongeBob SquarePants," and she says her parents buy her Kellogg's Cinnamon Toast Crunch because she loves the commercials. (Barboza)

Commonly Held Assumptions/Belief (logos): A statement presented about human nature or human behavior as if all readers would be in agreement with the author.

It would not do for the consumer to know that the hamburger she is eating came from a steer who spent much of his life standing deep in his own excrement in a feedlot, helping to pollute the local streams, or that the calf that yielded the veal cutlet on her plate spent its life in a box in which it did not have room to turn around. (Berry)

Author's Opinion (ethos): A statement regarding the author's personal beliefs or conclusions based on experience.

The knowledge of the good health of the garden relieves and frees and comforts the eater. The same goes for eating meat. The thought of the good pasture and of the calf contentedly grazing flavors the steak. Some, I know, will think it blood thirsty or worse to eat a fellow creature you have known all its life. On the contrary, I think it means that you eat with understanding and with gratitude. (Berry)

Activity 28: Quickwrites

Quickwrite: Analyze your own diet or your family's diet in light of the Pollan, Barboza, and Berry articles you have studied. Is it possible for you to eat a more healthy diet? Why or why not?

Quickwrite: Imagine that you will be having Berry, Barboza, or Pollan (or all three) to dinner. What would you serve them? Why would you make these choices? And where would you purchase the food?

Activity 29: Reflecting on Your Reading Process

Answer the following questions:

1. What problems did you have reading these texts?
2. What strategies helped you overcome these problems?
3. Do you think these strategies will work with other readings?

4. If you had to sum up your attitude toward food in two or three sentences after reading these three articles, what would you say?

Text—“Big Agriculture Is the Only Option to Stop the World Going Hungry” by Jay Rayner

Prereading

Activity 30: Getting Ready to Read

Read the title and the subtitle of the Rayner article. Answer the following questions:

- Do you think that Rayner will agree or disagree with Wendell Berry or Michael Pollan? Why or why not?
- Which article so far was the most difficult to read with an open mind?
- Do you think that you will agree with Rayner? If not, do you think you can read with an open mind? Why or why not?

Activity 31: Understanding Key Vocabulary

Look over the following list of words before you read. Then go to the appropriate paragraphs, and highlight the selected words in the text.

- bout (¶ 1): a fight
- commodity (¶ 2): something bought and sold
- foodies (¶ 3): people who are very interested in high quality, delicious food
- gastroporn (¶ 4): high quality pictures or descriptions of food items or prepared dishes that emphasize the sensuousness of the food.
- inherently evil (¶ 4): evil is inborn, natural
- hinder (¶ 4): hold back, prevent
- unblemished (¶ 5): without a blemish, perfect
- harried (¶ 5): bothered, harassed, annoyed
- shedding (¶ 7): dropping off, like an animal sheds fur
- Sunday supplements (¶ 11): magazine-like publications that come with the Sunday newspapers

Reading

Activity 32: Reading for Understanding

The previous articles argued against “Big Agriculture” in favor of local, organic, home-grown, and self-prepared food. Wendell Berry says he likes “to eat vegetables and fruits that [he knows] have lived happily and healthily in good soil, not the products of the huge, bechemicaled factory-field.” Michael Pollan laments the fact that government policies have made corn, especially high fructose corn syrup, a major part of our diet. However, Rayner, at least judging from the headline, is going to argue that we need factory farms, or the world will starve. As you read for the first time, you probably won’t be able to avoid thinking “What would Berry say to this? What would Pollan say? What would Barboza say?” However, you should also be asking, “What if Rayner is right?”

As you read the article, note in the margins what you think these other writers would say to each point. Do any of them have good arguments against the points that Rayner is making? Are there any sections where Rayner is responding to the types of arguments that the other authors have made?

Activity 33: Considering the Structure of the Text—Descriptive Outlining

This activity will help you discover the main method of organization in the essay.

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?
- Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?
- Discuss in groups or as a class why the lines were drawn where they were.

Now draw lines between the major sections of the essay. For each section, consider the following questions, and make notes in the left margin:

- What is the section about?
- What does it say about that topic?
- What is the main argument in the section? How is it supported?
- What does the section do for the reader?

When you are finished with your descriptive outline, share it with a partner to see if you divided the article in the same way. If there are differences, are they in the ways you analyze how the arguments fit together?

Activity 34: Noticing Language

Briticisms

This article was published in a British newspaper. British English is somewhat different from American English. The rules of punctuation are different. For example, you may notice that in this article, commas and periods go outside the quotation marks instead of inside (see paragraphs 1 and 8). Spelling is also slightly different. The British use “s” in words that Americans spell with “z” and spell words like “color” and “flavor” as “colour” and “flavour,” ending in “-our.” Some words also have different meanings or connotations in British English than in American. In this article, the word “bespoke” means “custom made” or “made to order.” This word usually refers to clothing, but here the writer is talking about custom or hand-made food as opposed to factory farm food.

Look at the following words and phrases. Then go to the appropriate paragraphs in the article, and read the sentence that contains the word in context. Work with a partner or in a small group to answer the following:

In your own words, what point is the writer trying to make in each of those sentences?

- “leave it to Tesco report” (§ 1): Tesco is a large British chain of retail stores similar to Wal-Mart. The company tried to enter the U.S. market with the Fresh and Easy stores, but the plan didn’t go well because they didn’t understand American consumers very well.
- organisation (§ 2): In American English, “organization”
- unappetising (§ 3): In American English, “unappetizing”
- recognise (§ 9): In American English, “recognize”
- bespoke (§ 10): In British English, “custom-made” especially of clothing
- colour (§ 11): In American English, “color”

A larger question about language: If British English and American English are different, which one is the “correct” version? Why is it correct?

Activity 35: Annotating and Questioning the Text

Rayner is writing about British food policy in a British newspaper. Although he does talk about other countries, most of his examples are from England. Great Britain is an island nation with 88,745 square miles and a population of 60 million. For comparison, California is a state with more area (163,696 square miles), but a smaller population (38 million) and the entire U.S. is 3.794 million square miles with a population of about 314 million.

An important part of Rayner’s argument is based on what Aristotle called the topic of “past fact/future fact,” or, in other words, the idea that what happened in the past (food

riots) is more likely to happen again in the future. One could extend this kind of argument to include location (i.e., what happened in one place is more likely to also happen in another place). For American readers, the important question is whether Rayner's examples from England are relevant to our situation in our own country.

To help yourself think about this important point, read through the text of the article again. Write a "B" in the left margin where you think the argument applies only to Britain and a "U" where you think the argument is more "Universal," applying to the whole world. In the right margin, note why you chose the letter you did.

One way of thinking about this is to note when Rayner uses the pronouns "we" or "our" and ask "Who do they refer to? Does it include Americans or people in other parts of the world?" And even if the immediate reference is to Britain, can the same argument be applied to other countries

Postreading

Activity 36: Thinking Critically

The following questions are based on Aristotle's three appeals: logos, ethos, and pathos. Using your notes and annotations about the Rayner article, answer each question.

Questions about Logic (Logos)

1. What are the major claims and assertions made in this reading?
2. What evidence has the author supplied to support these 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 counterarguments has the author addressed?
4. Do you think the author has left something out on purpose? Why?
5. How have the author's ideas developed over the course of the text?

Questions about the Writer (Ethos)

6. What can you infer about the author from the text?
7. Does this author have the appropriate background to speak with authority on this subject?
8. What does the author's style and language tell the reader about him or her?
9. Does the author seem trustworthy? Why or why not?

Questions about Emotions (Pathos)

10. Do you think the author is trying to manipulate the reader's emotions? In what ways? At what point?
11. Do your emotions conflict with your logical interpretation of the arguments?
12. Does the author use humor or irony? How does that affect your acceptance of his or her ideas?

A Synthesis of the Texts—

“The Pleasures of Eating” by Wendell Berry
“When a Crop Becomes King” by Michael Pollan
“If You Pitch It, They Will Eat” by David Barboza
“Big Agriculture Is the Only Option to Stop the World Going Hungry” by Jay Rayner

Activity 37: Summarizing and Responding

In this module, you have read and analyzed four articles. Although they are all about food, they do not take the same positions or make the same arguments. Here are the articles:

- “The Pleasures of Eating” by Wendell Berry
- “When a Crop Becomes King” by Michael Pollan
- “If You Pitch It, They Will Eat” by David Barboza
- “Big Agriculture is the Only Option to Stop the World Going Hungry” by Jay Rayner

Using your annotations and notes for each article, write a short summary of each by writing one sentence in answer to the following questions:

- What is the article about?
- What is the main argument?
- What does the author want us to do?

After writing your summaries, think about the following questions:

- Do any of the authors share assumptions?
- How does each author frame his argument? Which frame do you feel is the most compelling or significant, and why?

- How does each author support or challenge the claims or concerns of the other authors?
- Where does each author stand on the question of good food vs. cheap food? How do you believe each author would define those terms?

Now write a statement explaining which author you agree with the most and why. It is rare that we agree “totally” with anyone, so make sure that you also note whatever reservations you have about the author’s position.

Connecting Reading to Writing

Discovering What You Think

Activity 38: Considering the Writing Task

Food is an essential part of the human experience. It is necessary for life and is a key ingredient of culture. A government that cannot feed its people is not a good government. People make individual choices about what to eat and how to prepare it, but governments also make policies that control and influence the type, abundance, and quality of food. A balanced diet can make us healthy while eating a limited diet of one or two types of food, even if the food is high quality, can make us sick. Food can appear to be healthy but contain pesticides, contaminants, or dangerous bacteria. We make personal choices about food, but our choices are influenced by advertising and government policies.

For example, Wendell Berry wants us to become more aware and involved in the food we eat. He wants us to ask questions and make personal choices. Michael Pollan discusses the unintended consequences of massive government subsidies on the price and availability of corn. His argument is a policy argument. David Barboza discusses the influence of advertising on the food we desire. He is interested in how advertising influences our personal choices. Although Jay Rayner does not mention Wendell Berry by name, he clearly thinks that if everyone made the personal choices that Berry recommends, it would lead to food that was too expensive for most people to buy, with dire social consequences.

Taking the statement you wrote in Activity 37 explaining which author you agree with the most as a starting point, and taking the arguments and evidence of all four authors into account, choose **one** of the following writing tasks:

1. **Personal View:** In response to the four articles you read in this module, write an essay in which you state your own personal preferences regarding food and nutrition. In this paper, describe the main criteria by which you will make decisions about food. Discuss what kinds of food you will buy for yourself and your family members, where you will buy it, and how you will prepare it. In addition to references to one or more of the four articles, support your food plan with logical arguments and evidence.

2. **Policy View:** In response to the four articles you read in this module, what should policy-makers (politicians, school boards, food safety experts, etc.) do to make the food supply healthy and affordable? You might discuss such issues as food labeling, agricultural subsidies, nutritional education, food inspections, and regulations. You might also discuss whether certain types of unhealthy foods should be banned from stores, restaurants, or schools. Write an essay in which you describe a policy or a plan that would improve our food supply or the health of the population. In addition to references to one or more of the four articles, support your plan with logical arguments and evidence.

One way to proceed with either one of these assignments is to describe what one or more of the authors you have read would say about this question and respond to his arguments and views.

Activity 39: Taking a Stance

Read the following list of points and examples about writing a good argumentative essay. Then create your own plan for taking a stance on your chosen topic.

1. **State your opinion on your topic in your thesis statement.**

To write a thesis statement for an argument essay, you need to take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

Note Michael Pollan's thesis in his first paragraph: "These days the nation's nearly 80 million-acre field of corn rolls across the countryside like a second great lawn, but this wholesome, all-American image obscures a decidedly more dubious reality." This is a *debatable* thesis.

- Not debatable: Most people like to eat corn in the summer.
- Not debatable: Many adults buy corn in the supermarket during the summer.

Pollan sets up his argument with some background about corn and about the domestication of plants and how important that is to the health and propagation of the plant itself. This background information is necessary for the reader to understand Pollan's position.

2. **Find out as much as you can about your audience before you write.**

Knowing your readers' background and feelings on your topic will help you choose the best supporting evidence and examples. Suppose that you want to convince people in two different age groups to quit eating so many snack foods. You might tell the group of teenagers that snack foods will make them gain weight and have cavities. But with a group of adults, you might discuss the statistics about health and longevity.

Pollan's essay was first published in the *New York Times*, which has a highly educated readership, mostly in the northeast part of the U.S. His discussion has to take into consideration the varieties of people who read the *New York Times* throughout the U.S and in the world. His essay is filled with facts.

3. Choose evidence that supports your thesis statement.

Evidence is probably the most important factor in writing an argument essay. Without solid evidence, your essay is nothing more than opinion; with it, your essay can be powerful and persuasive. If you supply convincing evidence, your readers will not only understand your position but also perhaps agree with it.

Evidence can consist of facts, statistics, statements from authorities, examples, or personal stories. Examples and personal stories can be based on your own observations, experiences, and reading, but your opinions are not evidence. Other strategies, such as comparison/contrast, definition, and cause/effect, can be particularly useful in building an argument. Use any combination of evidence and writing strategies that will help you support your thesis statement.

Note the following use of evidence by Pollan:

- **Facts**
 - The average bushel of corn (56 pounds) sells for about \$2 today. (paragraph 4)
- **Statistics**
 - Nearly 10 percent of the calories Americans consume now come from corn sweeteners; the figure is 20 percent for many children. (paragraph 7)
- **Statements from Authorities**
 - A recent study at the University of Minnesota found that a diet high in fructose (compared to glucose) elevates triglyceride levels in men shortly after eating, a phenomenon that has been linked to an increased risk of obesity and heart disease. (paragraph 10)
- **Examples and Personal Stories**
 - None

4. Anticipate opposing points of view.

In addition to stating and supporting your position, anticipating and responding to opposing views is important. Presenting only your side of the argument leaves half the story untold—the opposition's half. If you acknowledge that there are opposing arguments and answer them, you will move your readers more in your direction; you will impress them with your honesty.

- Wendell Berry says, in paragraph 6, "Perhaps I exaggerate, but not by much." That acknowledgment adds to his credibility. We all exaggerate at times.

5. Find some common ground.

Pointing out common ground between you and your opponent is also an effective strategy. Common ground refers to points of agreement between two opposing positions. For example, one person might be a vegetarian and the other a meat eater. Acknowledging that vegetarians do, in fact, have to make sure they eat enough protein begins the conversation with meat eaters. Most people care about the health of their bodies. When you state in your essay that you agree with your opponent on certain points, your reader sees you as a fair person.

- In paragraph 21, Berry says, “Though I am by no means a vegetarian, I dislike the thought that some animal has been made miserable in order to feed me.” He admits that although he eats meat, he’s also concerned with the animal itself. Few would argue that he ought not care about how an animal is raised.

6. Maintain a reasonable tone.

Just as you probably would not win an argument by shouting or making mean or nasty comments, do not expect your readers to respond well to such tactics. Keep the “voice” of your essay calm and sensible. Your readers will be much more open to what you have to say if they think you are a reasonable person.

- Note Pollan’s rhetorical questions in paragraph 8: “So why begrudge corn its phenomenal success? Isn’t this the way domestication should work?”

7. Organize your essay so that it presents your position as effectively as possible.

By the end of your essay, you want your audience to agree with you. So you want to organize your essay in such a way that your readers can easily follow it. The number of paragraphs may vary depending on the nature of your assignment.

Now create your own plan by responding to the same list of points:

1. **State your opinion on your topic in your thesis statement.** (Hint: Make sure that your thesis is something that is debatable.)
2. **Find out as much as you can about your audience before you write.** (Hint: For the “Personal View” essay, your audience will probably be family members and friends who may not agree with your food plan. For the “Policy View” essay, your audience will be appropriate policy makers and others who might vote for them or influence them.)
3. **Choose evidence that supports your thesis statement.** (Hint: Go through your notes, quickwrites, and annotations to see what you can use. At this point, just go through your materials and make checkmarks or draw circles around relevant parts. We will develop this aspect in greater detail in the next activity.)
4. **Anticipate opposing points of view.** (Hint: Who is your opposition? What are they likely to argue?)

5. **Find some common ground.** (Hint: We all have to eat. We all like to save money. We all want good health.)
6. **Maintain a reasonable tone.** (Hint: What words sound reasonable? What words sound unreasonable?)
7. **Organize your essay so that it presents your position as effectively as possible.** (Hint: What might be a good lead in or hook? What arguments should come first? What arguments should come last?)

Activity 40: Gathering Evidence to Support Your Claims

Fold a sheet of notebook paper into quarters and label it so that it looks like this:

Facts	Statistics
Statements from Authorities	Examples and Personal Stories

List the evidence you want to use in the appropriate boxes. Don't write down full statements because there won't be enough room. Write down things like "Rayner on apples" or "Barboza on breakfast cereal." Do the same thing with any personal anecdotes you want to use as examples. You might write, "My little brother in the supermarket," "My obsession with cheese snacks," or "The time mom cooked healthy stuff."

Once you have filled out the squares, think about the relationships between the different items. Draw lines between related items in different squares, noting on the line what type of relationship it is. An idea from one author might be opposed to another. A statistic from one article might support an idea in another. A personal anecdote might illustrate a point that one of the authors made.

When you write an argumentative essay like this one, you are putting ideas and information together from different sources, combining it with your own experience, and producing a new text with a different contribution to the conversation.

Activity 41: Getting Ready to Write

At this point you will pitch your idea for your essay to a partner. Use the following prompts as a model for your pitch:

- In my essay, I am going to argue that...
- I am going to get my reader interested by talking about...
- I am going to support my thesis by talking about...
- My strongest point is...
- My strongest opposition is from...
- But I can rebut the opposition by saying...
- By the end, I hope my reader will be convinced that...

After you have made your pitch, your partner should ask questions about the paper and make suggestions. Then switch roles.

Writing Rhetorically

Entering the Conversation

Activity 42: Composing a Draft

With your copies of the articles, your notes, annotations, quickwrites, writing plans, and other materials close at hand, begin writing your first draft. You will revise this draft later, so at this point, don't worry too much about grammar, spelling, or punctuation. Concentrate on getting your ideas down

Activity 43: Considering Structure

Look at the first draft of your essay. Answer the following questions:

- How many paragraphs do you have?
- Are any of the paragraphs much longer than the others? Could they be divided up? Where might they be divided?
- Does your beginning or introduction accomplish the following rhetorical tasks?
 - Direct readers' attention to the topic or issue the writing addresses?
 - Establish the importance of the topic?
 - Provide background information that the audience may need?

- Introduce the thesis, purpose, or main claim of the writing in order to suggest how the piece will be developed?
- Does the body of the essay do the following tasks for the reader?
 - Explain, illustrate, and develop the topic or issue?
 - Develop the ideas in sufficient detail to be clear and convincing?
 - Present examples or arguments supported by evidence?
 - Quote, paraphrase, or summarize other texts that support your purpose?
 - Present and analyze data?
 - Address counterarguments or alternative positions or explanations
 - Use words, phrases, and clauses as well as varied syntax to indicate transitions between the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims?
- Does the conclusion do the following tasks?
 - Connect the writing to some larger claim or idea?
 - Point the reader to next steps or new questions raised by the essay?
 - Identify the conclusions the writer has reached and their significance?
 - Evaluate or analyze the conclusions drawn by the argument?
 - Explain the implications of the major point of the essay?

In the margins of your draft, indicate where you might improve your essay in your next draft.

Activity 44: Using the Words of Others

There are three ways to introduce language and ideas from other writers into your own writing: quotes, paraphrases, and summaries.

Direct quotation: The first way is a direct quotation. For example, you could quote Wendell Berry in this way:

In “The Pleasures of Eating,” Wendell Berry says, “Though I am by no means a vegetarian, I dislike the thought that some animal has been made miserable in order to feed me.”

The quotation marks indicate which words are Berry's and which words are yours. It is also possible to include an extended section of an article in a block quote. For example, we might decide that the quote that we have been working with needs more context. However, when using a block quote, it is necessary to frame it by leading into it and commenting on it afterwards. It needs to be clear to the reader why the block quote is there. It will not speak for itself. Here is an example:

In "The Pleasures of Eating," Wendell Berry argues that both the animals and plants we eat should have happy healthy lives before we eat them.

Though I am by no means a vegetarian, I dislike the thought that some animal has been made miserable in order to feed me. If I am going to eat meat, I want it to be from an animal that has lived a pleasant, uncrowded life outdoors, on bountiful pasture, with good water nearby and trees for shade. And I am getting almost as fussy about food plants. I like to eat vegetables and fruits that I know have lived happily and healthily in good soil, not the products of the huge, bechemicaled factory-fields that I have seen, for example, in the central valley of California. The industrial farm is said to have been patterned on the factory production line. In practice, it looks more like a concentration camp.

Reading this, one might get the idea that animals and plants have the same rights as humans. Can we really afford this?

In the block quote, no quotation marks are necessary. The indentation indicates that the words belong to someone else.

Paraphrase: We can also paraphrase Berry's ideas in our own words. We might write something like this:

In "The Pleasures of Eating," Wendell Berry says that he does not like to eat animals that were made miserable in order to feed him.

Note that the pronouns have changed from first person "I" and "me" to third person "he" and "him." The lack of quotation marks around Berry's idea indicates that the words are yours, though the sentence indicates that the ideas are his. A paraphrase must still give credit to the author of the ideas.

Summary: You wrote short summaries of each of the four articles in Activity 38, using the following points:

- What is the article about?
- What is the main argument?
- What does the author want us to do?

Any one of these could be used in your essay if you wanted to give the reader a quick overview of what an article was about.

Now look over your rough draft. Are there places where it would be smoother if you changed a quotation into a paraphrase? Is there a block quotation that needs better framing? Is there a place where a nice quotation from one of the articles would help make your point better? Make annotations on your draft indicating where you should make these changes.

Activity 45: Negotiating Voices

When you integrate words and ideas from different sources, the reader sometimes becomes confused about who is saying what. If you quote someone you disagree with, is it clear that you disagree? If two of your sources disagree, is it clear who believes what and which one you agree with? The best way to keep the different voices separate is to use standard academic phrases that introduce, compare, and contrast different ideas.

Here are some examples.

This sentence introduces an author's idea with "according to":

According to Wendell Berry, when most people shop at a supermarket, they "know nothing about the kind or quality of this food, or where it came from, or how it was produced and prepared, or what ingredients, additives, and residues it contains."

The following sentence introduces an idea from one author using the common "says that" or "argues that" construction:

Wendell Berry argues that an "industrial eater" is someone "who no longer knows or imagines the connections between eating and the land, and who is therefore necessarily passive and uncritical—in short, a victim."

Using "although," this example introduces an idea the writer is going to disagree with:

Although Wendell Berry makes a good case that people should know more about their food, Rayner is correct in arguing that "cost is key."

This passage introduces a topic and gives us several different perspectives. The phrase "in contrast" introduces an opposing point of view:

The issue of who is responsible for poor eating habits that lead to obesity and poor health is controversial. Wendell Berry argues that we should "eat responsibly," by which he means that the individual is responsible. David Barboza notes that big food companies "deny that they are to blame for the epidemic of excess weight." These companies say that "sedentary behavior, a lack of exercise and poor supervision" are to blame. In contrast, Michael Pollan blames government policies for the fact that "our entire food supply has undergone a process of 'cornification,'" but he also pretends to blame the plant itself, which "has insinuated itself into our landscape, our food system—and our federal budget." In my view, Berry is right: individual choices are the most powerful factor in health and nutrition.

This passage introduces two opposing points of view:

In “The Pleasures of Eating,” Wendell Berry argues, “When food, in the minds of eaters, is no longer associated with farming and with the land, then the eaters are suffering a kind of cultural amnesia that is misleading and dangerous.” On the other hand, in “Big Agriculture Is the Only Option to Stop the World Going Hungry,” Jay Rayner says, “We need to abandon the mythologies around agriculture, which take the wholesome marketing of high-end food brands at face value—farmer in smock, ear of corn, happy pig—and recognise that farming really is an industry.” Berry urges us to remember what farms used to be like, but Rayner urges us to forget the mythology and accept factory farms. Is it possible that they are both right?

The transitional phrase “on the other hand” indicates that what follows will be an opposing position. The last sentence implies that the writer is going to take a position that is between the two of them.

Read over your paper. Look at the phrases that you used to introduce the words and ideas of others. Is it clear who said what? Is it clear what the relationships between the ideas are? Make notes about what you might need to change in your revision.

Revising and Editing

Activity 46: Revising Rhetorically

In this activity, you will take strategies that you applied earlier to the texts you read for this module and apply them to your own essay. You are going to think more about the effects of your essay on readers than about what you have to say.

- First, take a few sheets of blank paper. Draw a box on the paper for each paragraph of your essay. Make the boxes about the same size and shape as the actual paragraph.
- Second, divide each box in two with a dotted line so that you have a left side and a right side.
 - On the left side, answer the “descriptive outline” questions for each paragraph:
 - What is the paragraph about?
 - What does it say about the topic
 - What does the paragraph do for the reader?
- Third, read your completed descriptive outline. Does it make you think of any gaps you need to fill or other changes you might make? Make notes in the appropriate left-hand box.
- Now imagine that your best friend or a partner from your class is going to read your essay. As you reread your essay, make a “mental movie” of your reader responding to your essay. In the right hand side boxes, make notes about what you think this

reader's response will be. You might find yourself writing things like "Really?" "Wow!" or "I don't think so!"

- Are there any changes in your essay that you might consider for this reader?

You may want to repeat this last exercise for other readers. You might make a "mental movie" of a parent or a teacher reading your essay. Or you might imagine that you are going to publish your essay in the school newspaper and imagine how newspaper readers would react. This activity builds your sense of audience.

Activity 47: Ethos, Logos, Pathos

If you did Activity 46, you re-read your essay at least twice thinking about different readers. If you did not do Activity 46, you may need to re-read your essay again. In either case, answer the following questions about the rhetoric of your essay:

- What kind of "ethos" or image do you project in this essay? Do you sound knowledgeable and serious? Do you sound sincere? Do you sound like a smart aleck? What aspects of your essay create this impression? Is this the impression you want to create? Is there anything you want to change?
- Are your logical arguments reasonable and well supported? Do you think your readers will be convinced? Is there anything you need to change?
- Do you rely on "pathos" or emotional appeals in this essay? How will your reader's emotions be affected? Will this make your essay more persuasive, or less? Is there anything you want to change?

Make notes on your draft about any changes you want to make.

Activity 48: Considering Stylistic Choices

Sometimes the right word, or the wrong word, can have a dramatic effect on the reader. Writers can make stylistic choices in order to enhance the clarity of their messages, make emotional connections with readers, and establish their ethos. These choices draw readers in or push them away. You can consider the effectiveness of your stylistic choices by responding to the following questions:

- How will the language you have used affect your reader's response?
- Which words or synonyms have you repeated? Why?
- What figurative language have you used? Why did you use it?
- What effects will your choices of sentence structure and length have on your reader?
- In what ways does your language help convey your identity and character as a writer?
- Is your language appropriate for your intended audience?

Activity 49: Rewriting Your Draft

After all of the work with quotations, paraphrases, introductory phrases, and rhetorical strategies, it is time to rewrite your first draft and make all the changes you decided on. This draft is for readers. Try to make it as readable and persuasive as possible.

Activity 50: Proofreading Your Draft

When we are focused on expressing our ideas; making logical arguments; supporting our arguments with facts, examples, statements from authorities; and thinking about our readers, it is easy to misspell words, make grammatical errors, and misuse punctuation. Before you hand in your new draft, proofread carefully. One useful technique is to read your essay backwards. Read the last sentence, then the next to last sentence, and so forth. This keeps you from getting caught up in the flow of the essay so that you can focus on grammar and mechanics.

Your teacher will give you an “Editing Checklist.” Use it to note your most important problems.

Activity 51: Creating a Revision Plan

Your teacher has given you feedback on your essay. You might also have some feedback from your classmates. Getting feedback is often an emotional experience. You might see some comments and think, “Oh, yeah I always have that problem.” Or you might think, “What! They didn’t get what I was trying to say!” Whatever your reaction, and this is true for all writers, the most important thing is to think about how to make it better.

On a blank sheet of paper, write a paragraph about what you need to do for your final draft. You might consider questions like these:

- What is my biggest problem? How can I fix it?
- What did the reader like about my essay? How can I do more of that?
- Are there any comments I don’t understand? Who can I ask about these?

Activity 52: Creating the Final Draft

Taking your feedback and your revision plan into account, prepare the final draft for submission to your teacher. Make all the changes you think are necessary. Proofread your paper one last time.

Congratulations! You have finished! And you have contributed to the conversation about food and nutrition that is an ongoing concern in this country.

Activity 53: Reflecting on Your Writing Process

After turning in your final draft, think about the following questions:

- What have you learned about your writing process?
- What were some of the most important decisions you made as you wrote this essay?
- What did you learn about writing from reading Berry, Pollan, Barboza, and Rayner?
- What strategies did you learn in this module that you might use in future reading and writing assignments?