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# EXAMINING THE EFFECTS OF FAST FOOD AND FOOD SOLD AT CALEXICO HIGH SCHOOL

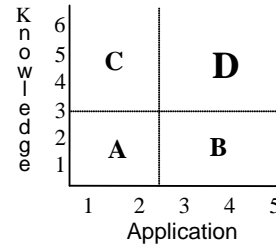
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**Subject(s)**

**American Literature**

**Grade Level  
11**

**Rigor/Relevance Framework**



**Instructional Focus**

**ELA Standards**

**Reading 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**Reading 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**Reading 2.3:** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**Reading 2.4:** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

**Reading 2.5:** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

**Reading 2.6:** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**Writing 2.3:** Write brief reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

**CTE Standards**

**Health Technology 10- V.2:**

- a. Examine Risk Factors that impact health and wellness.
- b. Investigate the negative impact risky behaviors have on the optimal function of each system.

**Student Learning**

- Students will analyze the cultural issues of fast food in America.
  - Students will investigate the effects of fast food on the human body.
  - Students will examine the effects of school food on their peers’ academic performance.
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**Performance Task****Overview:**

**Students will write a Letter to the Editor using their investigations' findings that makes the best argument for taking personal responsibility for one's eating habits.**

**Description:**

- Introduction: As a student, you are told to take accountability for your decisions. In the professional world, especially the medical professional world, we are to take accountability and responsibility for our own actions.
- Step 1: Distribute Shannon Brownlee's "Its Portion Distortion that Makes America Fat" Read as a class and annotate for main idea and sub claims.
- Step 2: Distribute David Barboza's "If you Pitch it, They Will Eat." Read as a class and annotate for main idea and sub claims.
- Step 3: Assign students to observe the effects fast food has on their peers after eating one day. Have them write a paragraph that reflects on those observations made in the field.
- Step 4: Have students meet in groups and share their results of the observations.
- Step 5: Distribute Weintraub's "The Battle Against Fast Food Begins in the Home". Read as a class and annotate for main idea and sub claims.
- Step 6: Distribute Zinczenko's "Don't Blame the Eater". Read as a class and annotate for main idea and sub claims.
- Step 7: Now, assign students to observe the effects the food sold at school has on their peers. Have them complete the same steps as their observations with the fast food effects.
- Step 8: Then, assign students to write a letter to one of the above editors using their observations and the information given in groups to reflect on the effects of fast food and the food sold on campus to their peers. Remind them of your introduction and how to incorporate their decisions with the medical professional field. What would a doctor say about these effects?

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**Essential Skills**

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**Assessment**

See Appendix 1: Rubric

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**Attachments/ Resources**

Shannon Brownlee "Its Portion Distortion that Makes America Fat"  
David Barboza "If you Pitch it, They will Eat it"  
Daniel Weintraub "The Battle Against Fast Food Begins in the Home"  
David Zinczenko "Don't Blame the Eater"  
FF Teacher's version  
FF Student version

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**Standards**

**CTE:**  
Health Technology 10- V.2

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# Appendix 1

## Rubric - Fast Food Editorial

Writer's Name: \_\_\_\_\_

### Focus and Content:

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|-------------|--|
| 1 2 3 4 5 6 | 1. Does the writer clearly explain their argument?   |
| 1 2 3 4 5 6 | 2. Does the essay demonstrate understanding of the issues in the reading passage?  |
| 1 2 3 4 5 6 | 3. Does the essay indicate the extent to which the writer agrees or disagrees with editor's position they are responding to? |
| 1 2 3 4 5 6 | 3. Do the following paragraphs provide specific evidence to support the writer's position?                                   |
| 1 2 3 4 5 6 | 4. Is there enough commentary (examples, explanation) to help you understand why the writer holds this position?             |
| 1 2 3 4 5 6 | 5. Does the writer provide enough details about each of these examples?  |
| 1 2 3 4 5 6 | 6. Does the writer effectively use other sources to support the thesis?  |

### Organization:

- |             |  |
|-------------|--|
| 1 2 3 4 5 6 | 1. Does the essay have an effective introduction, an adequate body, and a solid conclusion?                                |
| 1 2 3 4 5 6 | 2. Does the introduction state the specific topic and have a clear thesis?   |
| 1 2 3 4 5 6 | 3. Does each body paragraph include a topic sentence, supporting details, and analysis of the significance of these ideas? |
| 1 2 3 4 5 6 | 4. Are coherence devices used effectively within and between paragraphs?   |
| 1 2 3 4 5 6 | 5. Does the conclusion support the thesis and tie together the ideas of the essay?   |

### Grammar & Mechanics:

- |             |   |
|-------------|---|
| 1 2 3 4 5 6 | 1. Are verbs correct (correct form, agree with subject, correct tense)?                         |
| 1 2 3 4 5 6 | 2. Are nouns accurate (articles, plurals, possessives)?   |
| 1 2 3 4 5 6 | 3. Is word choice precise? Are word forms correct?  |
| 1 2 3 4 5 6 | 4. Does the writer use effective and varied sentence structure and avoid fragments and run-ons? |
| 1 2 3 4 5 6 | 5. Other:   |