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| Date | Activity | Competency | In Class | Due Today |
|  | **Introductory Activities** |  |  |  |
| Wednesday,  Nov. 6 | Activity 1: Food Journal | III.A  IV.A.  V. | Activity 1 |  |
| Wednesday,  Nov. 6 | Activity 2: Freewrite | III.A.  III.B.  V. | Activity 2 | In class freewrite |
| Wednesday,  Nov. 6 | Activity 3: Food, Inc. | I.B.3  II.A-D.  V. | Activity 3 |  |
| Wednesday,  Nov. 6 | Activity 4-5: The Weight of a Nation | I.B.3  II.A-D.  V. | Activity 4 |  |
|  | **Ethics of Food -** |  |  |  |
| Monday,  Nov. 11 | **Reading 1: “Extra Large, Please” or The Rich Get Thinner, the Poor Get Fatter”**  Activity 6-7: SQW4R | I.A.1-2  I.B.-D.  V. | Go over Activity 5  Activities 6-7 | Activity 4-5: Food, Inc. summary and The Weight of a Nation Outline |
| Monday,  Nov. 11 | Activity 8: Paragraph (Low Stakes) | II. A.-D.  III. A.-B.  V. |  |  |
| Wednesday,  Nov. 13 | **Reading 2: *Fast Food Nation***  Activity 9-14 | I.A.-D.  II. A.-E.  III. A-F  V. | Activities 9-13  Activity 14 overview | Activity 8: Paragraph |
| Wednesday,  Nov. 20 | **Evaluating Sources**:  Activities 15-17 | IV. A.-B.  II.A-E.  V. | Activities 15-18 | Activities 9-14 |
| Monday,  Nov. 25 | **Final Essay**  Activity 19-30: | III. A-F  IV. A-B  V. | Activities 19-30 | Activity 18 |
| Wednesday,  Nov. 27 | No School- Thanksgiving |  |  |  |
| Monday,  Dec. 2 | **Final Essay**  Activity 30: |  |  | Activity 30 |

**Workshop Notes:**

* In workshop three, you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Over the next three and a half weeks, you will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The following lessons will ask you to think critically about America’s food system.
* This workshop will focus heavily on the reading and writing processes. As you know, a process is a multistep method of achieving a goal. The goals of this workshop are to explore ways to read for deeper understanding and to use the writing process to write informatively and persuasively.
* Provide Vocabulary and other essential materials to students on the first day.
* Final Reading Assignment: A fully annotated reading of either “Throughput” or “The New Industrial Migrant” with Reading Response
* Final Writing Assignment: 3-4 pages typed in MLA format, third person, on the following choices of prompts: 1. **Food Insecurity/Deserts and the Poor and the Obesity Epidemic:** “The Rich Get Thinner, The Poor Get Fatter” argues that poverty and the lack of healthy choices are the reasons for obesity in the South. Research other reasons for the obesity epidemic in this country. In addition, in the HBO series The Weight of a Nation and Food, Inc., experts discuss the difficulties of finding and affording healthy food choices. Based on the movies Food, inc. and the HBO series The Weight of a Nation how can the alternative food movement appeal to minorities and people living in food deserts? What role does the government play in this plan (Michelle Obama)? Propose a plan of action to combat this epidemic. **2. Worker Safety/Security**: After learning about the dangerous and demeaning working conditions of agricultural and fast-food workers, what should be done to make these industries more accountable to their workers?
* Evidence of all steps of the writing process is required.

**Day One**

*The Day’s Guiding Questions:*

* What is the purpose of the SQW4R strategy and how has it helped you become a better reader thus far in the course?
* How can you transfer the reading and writing processes and apply them to new situations and materials: lectures, movies, field experiences?
* What are the individual factors and the outside factors and powers that affect our own diet and the American food system?

Activity 1: Food Journal (homework- ongoing)

Set up food journal like Cornell Notes.

Notes: Give a lesson on Cornell Note structure. The journal is not being graded on grammar, spelling, mechanics. Students are encouraged to use it to generate ideas for thinking and writing as the unit progresses. In the end, students will reflect on their learning in their final portfolio/digital story/cover letter. The goal is get students to apply their learning to their own life and become more aware of the choices we as consumers make.

Activity 2: Focused Freewriting (20 minutes)

Notes: Students write on the following prompt:

The Center for Disease Control and Prevention statistics state that 35.7% of U.S. adults are obese and approximately 17% of U.S. children between the ages of 2-19 are obese. What do you think are the main sources of this epidemic? Who do think is more at risk of becoming obese? Why do you think that is? Do you think that this is a problem of the lack of individual responsibility or a societal issue?

Give students 5 minutes to share one thing that they wrote in their freewrite or focused freewrite with their group members.

Activity 3: Watch *Food, Inc.* and Create Notes and Outline based on the movie (90 Minutes movie + 30 mintutes writing)

Notes: Lesson on note taking and graphic organizers: Notes provided on Canvas. Provide various examples and types of notes. Use the IVF format to write a one paragraph summary of the ideas presented in the movie.

Provide parameters for activity 5: HW (15 minutes)

Activity 5: HBO Series The Weight of Nation

Notes: Jigsaw Cooperative Learning Technique (<http://www.jigsaw.org/overview.htm>)

Divide students into groups of four. Each member of the group is responsible for learning his/her part of the movie and sharing it with the rest of the group orally and with visual information in the form of an outline.

**Day Two:**

*The Day’s Guiding Questions:*

* How do you set a purpose for reading if there are now subtitles?
* What type of article is this? How should you attack this type of article?
* What is “implied main idea” and how do you find it?
* How can you use transition words and phrases effectively in a paragraph? What are they for?
* How should society address the growing obesity epidemic?

Activity 6-7: Reading 1 SQW3R and Critical thinking Questions

Notes: Use the SQW3R strategy to read and comprehend Reading 1: “Extra Large, Please” or The Rich Get Thinner, the Poor Get Fatter.” The “Extra Large, Please” article is written at a lower level and the questions are scaffolded to support a lower-level reader. Both articles come with questions so students will not have to write the questions to set a purpose for reading.

Activity 8: One Paragraph (Low Stakes)

Notes: Provide lessons reviewing paragraph structure. Explain to the students that they are giving an educated opinion on one of the prompts in an academic and third person point of view. Emphasize topic sentences, transitions, and references to the authors.

**Day 3:**

*The Day’s Guiding Questions:*

* What are the working conditions in the industries that feed us?
* What rights do the workers have to fair wages and safe working conditions?
* What is the relationship between corporations and the government?
* How can annotations and an outline help us to comprehend at a deeper level?
* How do affixes support vocabulary development?

Activity 9: High Stakes Reading 2

Notes: Students have the choice between two different articles from the book Fast Food Nation by Eric Schlosser. “Throughput” (9A) is slightly less dense, so I designated it as the lower-level choice. However, “The New Industrial Migrant” (9B) is more controversial and disturbing, so students may find it more interesting. Students are to work through the SQW4R strategy as they read one of these sections. Because they are working on this in class, I would ask students to read out loud for part of the time and discuss how they might annotate the text.

Activity 10: Guided Outline

Notes: Students will outline the article they choose using a formal outline guide provided. Students may add to the outline with a graph, chart, or picture as they see fit. The goal is that they are able to use a variety of strategies to improve reading comprehension: I.B.3.

Activity 11: Questions

Notes: In groups or individually, students will answer the questions provided for their reading selection. They should answer questions in complete sentences and use direct quotes from the reading to support their answers. This is where they will need the lesson on integrating and citing sources. The idea is that they will be able to use this information in their essay.

Activity 12-13: Vocabulary (HW)

Students will be able to work with prefixes and suffixes to help them determine the meaning of the given work and notice how it changes the part of speech of the word. As they read, I want them to have strategies for figuring out the meaning in context, then going back and getting a deeper understanding of the vocabulary word later. There are a number of tools available for this online and in apps. See the tool box.

Activity 14: Reading Response (HW)

Notes: Students will use the template for the reading response in the toolbox. The IVF summary includes the thesis statement derived from I- Identify what you read, V- Verb it, and F- Finish it. The instructions and verbs are in the guide. Students will probably need support in the analysis portion of the reading response (paragraph 2). There are tools provided to help them with purpose and tone. I show them how to use the guiding questions in the guide to formulate this into a coherent paragraph without sounding like a list of answers.

**Day 4:**

*The Day’s Guiding Questions:*

* How do you apply the strategies for reading articles to other sources?
* What makes an on-line source credible?
* What resources are available at the college and how do I use them?

Activity 15: Evaluating Sources

[http://www.dhmo.org/facts.html#FACTS](http://www.dhmo.org/facts.html%23FACTS%20)

Notes: This is a website that looks like a very legitimate scientific source. Students will go through the guide and answer the questions using the information on the website. This will be good for them to begin to use their skimming and scanning strategies using web-based articles. In the end, you will guide them through the process of determining what is DHMO using prefixes and other clues. Dihydrogen Monoxide – Di means two hydrogens. Mono- means one oxide. This is the same as H2O or water.

Activity 16: Evaluating Sources – CRAAP Test

Lesson evaluating sources. Start by asking students what criteria makes a source credible. Create a list on the board. After they are out of ideas, give them the CRAAP Test guide. Discuss their criteria and that of the Test. Use the CRAAP Test to look at new sources. In Activity 17.

Activity 17: Evaluating Sources Continued

Notes: I chose this Google search because the sources I found are related to the pieces we read about in Eric Schlosser. What I found was that feedingamerica.org is the 4th largest charity in the United States. When I started to dig around, I noticed that its sponsors are the same corporations that we read about in Fast Food Nation. Whether or not this makes the organization suspect, I think it is important for students to look at where their information is coming from. It will just be interesting to see what the students notice and how deeply they look. This is a critical thinking exercise. I am wondering if any of the links will spark their thinking about the kinds of food might be supporting the food insecure. Regardless, these searches have interesting facts and are presented clearly.

Activity 18: Utilizing Resources: Virtual Library

Notes: Students need to know that there are more ways to get information besides just Google. This short introduction to the Virtual Library introduces students to integrating sources, citing, academic / college-level material and more. CQ researcher gives students a great introduction/overview to controversial topics. The Point of View Reference Center directs students to academic articles about the topic. If you only have limited time, as a class, you can at least look at the format of the articles on CQ and how to search on both sites.