

To Eat or Not to Eat?

Knowledge Set Teaching Guide

This knowledge set is designed to help students explore elements of argumentative writing while focusing on the topic of food safety. The embedded instruction in each text guides students to identify persuasive techniques and evaluate their effects. After progressing through the series, students will construct their own arguments applying the techniques they have learned.

Target Grades & Subject(s): Grades 6-10; English Language Arts

Learning Objectives

- Students will be able to identify the elements of argumentative writing and evaluate an argument based on the author’s reasoning and evidence. (CCSS RI.8)
- Students will evaluate an author’s stance and credibility. (CCSS RI.7)
- Students will construct arguments by synthesizing evidence from multiple sources. (CCSS W.1)

Before Teaching this Series

- Introduce academic vocabulary: claim, evidence, reasoning, stance
- Remind students that authors write texts for a variety of reasons (to inform, persuade or entertain) and use different techniques to communicate their message.

Texts in this Series (download texts [here](#))

Text 1: From beer as preventative to modern-day bacteria, food safety is still on the agenda (4 pages)	
This article provides background information about food safety issues. This context will help students as they begin to evaluate claims and evidence related to food safety in the remaining articles of this set.	<u>Extension Activity</u> : Ask students to select a common food and find out the steps in its production and/or growth.
Text 2: Is double-dipping a food safety problem or just a nasty habit? (3 pages)	
The scaffolded instruction and questions in this text will help students recognize elements of argumentative writing. Students will evaluate the author’s credibility and reliability. They will also begin identifying the evidence the author provides to support his conclusion.	<u>Discussion Questions</u> : - What findings from the study did you find most surprising? - Based on the article, explain whether you think double-dipping is a public health issue?
Text 3: Explainer: Is it really OK to eat food that's fallen on the floor? (3 pages)	
This text addresses another common food safety question. As students read, they will continue examining how the author establishes his credibility and the structure of the argument presented.	<u>Extension Activity</u> : In small groups, have students create a poster, pamphlet, or other display to convince others that the five-second rule is just a myth.
Text 4: Cookie Dough Is Dangerous Even When It Doesn't Have Eggs: FDA (1 page)	
The final two articles in this set address the issue of eating raw cookie dough. These texts allow students to examine counterarguments and compare and contrast different perspectives. The instruction in this text guides students to evaluate the sufficiency and accuracy of the evidence presented.	<u>Discussion Questions</u> : - Do you think the results from the study would convince most people not to eat raw cookie dough? - Based on the article, would you eat raw cookie dough?
Text 5: Why public health worries don't have to ruin your cookie dough (3 pages)	
The instruction within this article brings together skills students have practiced throughout this series -- evaluating evidence, and examining the author’s stance and credibility. After reading, students write arguments that incorporate persuasive techniques modeled by the different texts.	<u>Extension Activity</u> : After students have written arguments about whether or not people should eat raw cookie dough, have students participate in a debate to share their ideas.