

# ERWC Good Food, Bad Food

## Anticipation Guide

### Activity 3

Before reading “Attacking the Obesity Epidemic,” indicate in the first column which of the statements below you believe are true and which are false. After reading , go back and label the statements true or false based on what you learned by reading the article. Record the paragraph number where you found the information. After the class discusses it, make any needed corrections in the last column.

Statement	Before Reading T or F	After Reading T or F	Proof Paragraph	Correction if necessary
Americans now need far fewer calories to be healthy than people did in the 1800s.				
Since the 1970s, the food industry has made it easier to eat a healthy diet.				
Efforts to reduce smoking show that it's almost impossible to get people to change habits.				
Taxing unhealthy food would be an inexpensive way to improve American health.				
Offering healthy lunches at school means kids are more likely to eat healthy food at home.				

## Making Predictions and Asking Questions

### Activity 4

\*Read the first paragraph of “No Lunch Left Behind” silently.

- What do Waters and Heron think should happen to school lunches?
- Now that you’ve read the first paragraph, explain what the title of the article means.

\*Now read the first five paragraphs of “Bad Food?,” and then discuss the following questions:

- What is it going to be about? Why does Bittman put a question mark after “Bad Food?”
- Who do you think is the intended audience for this piece? How do you know this? Is this the same as the audience for “No Lunch Left Behind”?

\*Turn the title of Bittman’s article into a question to answer as you read the essay.