

Teaching suggestions for and Common Core Standards met by *Rude Dude's Book of Food* by Tim J. Myers:

**Lesson Ideas for *Rude Dude's Book of Food*:**

The following unit ideas all operate at the highest Bloom's-taxonomy levels, meet many Common Core standards (see below), and are based on the Common Core principle of students interacting critically with rich, challenging texts. Each can be adapted for younger students.

**1--FOOD HISTORY JIGSAW:**

Food history is a unique and motivating way to help students see broader historical forces and interactions (as well as many other things!). Using the question "Is food just stuff we eat?" as a jumping-off point, the teacher breaks the students into small cooperative-learning groups. Each group is responsible for one chapter in the book.

The task: "We're going to pretend that the principal of our school (or some other authority figure) says we're wasting our time by reading about food history, since food is just something we eat. Using your chapter, show that it's valuable to learn about food history. You can come up with any reasons you like, but you must back them up with evidence from the book (or from other research)."

It's often best to give each group member a particular job: discussion-leader; note-taker; oral presenter (though there can be more than one); "on-tasker" (keeps everyone on task AND makes sure all members of the group are heard)--and, very importantly, devil's advocate (who tries to make the main point stronger by bringing up opposing arguments).

The students will then present orally as groups, each group acting as one piece of the ultimate jigsaw puzzle.

After the jigsaw presentations, each student will write an essay defending the study of food history (or speaking against it); the group work and presentations will have provided the student with lots of support information and critical analysis for his or her essay.

**2--FOODS ANALYSIS UNIT:**

With the childhood obesity and other food-related problems, it's important to be able to determine which foods and food habits are healthy. This unit combines science and research skills to help students make better food choices.

After an introduction or review of appropriate research strategies, the teacher breaks the students into small cooperative-learning groups. Each group is responsible for one chapter in the book and must research the health qualities of that particular food. One way of doing this would be to have students predict, before any research, how healthy or unhealthy that food is, then compare their predictions with what they find through research.

The results can then be shared with the class (or with other classes, even the whole school) in a variety of ways: oral presentation; PowerPoint; video; student-made or student-written website, blog, visual work like posters. Students could also keep personal food logs to think critically about their own food habits.

The final assignment could be individual essays in which students discuss what they've learned and how they plan to apply it.

**3--FOOD AND GLOBALIZATION:**

We live in a time when much is being shared, copied, etc. on a global scale. After reading about the global spread of popular foods, student groups can research other things or ideas that are being spread globally. Possibilities include music, movies, TV shows, fashion, ideas, forms of government, words or ways of speaking/languages, inventions, stories, fads, etc. (Research could determine others).

Student groups could then each take one globally-spread idea, object, etc. and research it, sharing their findings with the class. (One way to do this might be through skits).

The climax of the unit comes when students divide into debate groups and debate the pro's and con's of globalization. Individual student essays could follow.

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### **How *Rude Dude's Book of Food* meets Common Core standards:**

According to the National Governors Association and the Council of Chief State School Officers ([www.corestandards.org](http://www.corestandards.org)), "Students Who are College and Career ready...come to understand other perspectives and cultures...and...acquire the habits of reading independently." They are able to "[d]escribe the connection between a series of historical events...or concepts..." This is at the heart of the Common Core--and of *Rude Dude's Book of Food*.

But the book also meets many of the Core's English and social studies/history standards for 3rd through 6th grade (and can be adapted to, for example, science objectives or research objectives; see above). It also clearly fits with the general reading standards, especially since it's highly motivating and rich in vocabulary and expression. And it can easily be used as a jumping-off point for many Common Core writing standards.

(I've eliminated any standards that are repeated across the grade levels or under different headings, so there are actually many more than appear here).

#### **Social studies/history:**

(retrieved 6/27/13 from [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf))

#### **General:**

Students who are college and career ready in reading, writing, speaking, listening, and language:  
--build strong content knowledge  
--establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance...to gain both general knowledge and discipline-specific expertise  
--know that different disciplines call for different types of evidence (e.g., documentary evidence in history)  
--come to understand other perspectives and cultures...through reading  
--evaluate other points of view critically and constructively. Through reading...students can vicariously inhabit worlds and have experiences much different than their own

#### **K-5 standards:**

3. Analyze how and why individuals, events...ideas develop and interact over the course of a text  
10. Read and comprehend complex literary and informational texts...proficiently

#### **Grade 3:**

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language...including figurative language such as metaphors and similes  
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story

#### **K-5 Informational text standards:**

3. Describe the connection between a series of historical events...or concepts...in a text  
8. Describe how reasons support specific points the author makes in a text

#### **Grade 3:**

3. Describe the relationship between a series of historical events...using language that pertains to time, sequence, and cause/effect

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
5. Use text features and search tools (e.g., sidebars) to locate information
8. Describe the logical connection between particular sentences and paragraphs in a text

Grade 4:

2. Determine the main idea of a text and explain how it is supported by key details; summarize
5. Describe the overall structure...of events, ideas, concepts, or information in a text

Grade 5:

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
5. Compare and contrast the overall structure...of events, ideas, concepts, or information in two or more texts

**College and Career Readiness Anchor Standards for Language**

3. Apply knowledge of language to understand how language functions in different contexts...and to comprehend more fully when reading
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of...nuances in word meanings

Grade 3:

- b. Recognize and observe differences between the conventions of spoken and written standard English
- b. Identify real-life connections between words and their use
- c. Distinguish shades of meaning among related words

Grade 4:

- b. Recognize and explain the meaning of common idioms, adages, and proverbs

**Standard 10: Range, Quality, and Complexity of Student Reading K–5**

- Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)
- Informational text: Includes...books about history, social studies

**College and Career Readiness Anchor Standards for reading 6-12:**

"Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts."

**Key Ideas and details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it
2. Determine central ideas or themes of a text and analyze their development
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text

**Craft and Structure**

4. Interpret words and phrases as they are used in a text...and analyze how specific word choices shape meaning or tone
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions

of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole  
6. Assess how point of view or purpose shapes the content and style of a text

Grade 6:

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Reading Standards for Informational Text 6–12

Grade 6:

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

Language Standards 6–12

Grade 6:

a. Vary sentence patterns for meaning, reader/ listener interest, and style

b. Maintain consistency in style and tone

c. Distinguish among the connotations (associations) of words with similar denotations (definitions)

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Range of Text Types for 6–12

"Literary nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of historical...accounts...written for a broad audience."

Range of Reading and Level of text Complexity

"Reading is critical to building knowledge in history/social studies...and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts...because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction."