

# EAT UP!: AN INFOGRAPHIC EXPLORATION OF FOOD

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**Genre:** nonfiction

**Themes:** health, environment, data management, media literacy

**Suitable for:** Grades 4–7

**Guided Reading Level:** V

**Common Core standards :** RI.5.1,2,3,4,5,7,8,9,10  
L.5.3,4,4a,4b,4c,5,6  
RF.5.3,3a,4,4a,4c  
SL.5.1,1a,1c,1d,2,3,4,5,6  
W.5.4,6,7,8,9,9b,10

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## **ABOUT INFOGRAPHICS**

*Eat Up!* uses a mixture of artwork, photography, and infographics (charts, graphs, etc.) to present information visually. The text is brief, to convey the basic concepts quickly. Each infographic illustrates a larger idea, and so can be the starting point for longer discussions. A reading list and a detailed bibliography are provided for students or teachers who are interested in looking deeper into a topic.

## **IDEAS FOR CLASSROOM DISCUSSION QUESTIONS AND ACTIVITIES**

### **HEALTHY EATING**

1. Using your most recent meal as an example, can you identify a protein, starch, and fat? (See p 30-31)
2. What is a micronutrient? (See p 32-33, and glossary)
3. Can you identify five different foods that contain micronutrients? Try to name foods of different colors. (See p 32-33)
4. If you can't digest fiber, why is it important part of our diet? Can you name three foods that contain fiber? (See p 31)

## **MAKING HEALTHY CHOICES**

1. What are some alternatives to sugar? (See p 35)
2. Using a recent meal as an example, can you guess which foods are unprocessed, or basically, minimally, or highly processed? (See p 20)
3. What is one change that you could make to eat more healthy food? (See p 58-59 for some ideas. The organizations listed on p 69 also have ideas on their websites.)

## **MEDIA LITERACY**

1. Think of a time when you've asked your parent or guardian to buy a favorite food. Have you ever seen an advertisement for that food? Did that ad influence your feelings about that food? (See p 26–27)
2. Think of a “disguised” ad you've seen, such as a game, infomercial, or social media site. What did you think about the product, both before and after you realized it was an ad? (See p 27)

## **ENVIRONMENT**

1. What are some ways power is used to grow and produce food? (See p 38-39)
2. What is a carbon footprint? (See p 39)
3. How does the food industry affect water? (See p 40-41 and 43)
4. What are some ways farming can contribute to pollution? What are some ways farmers can reduce their impact on the environment? (See p 43)

## **DATA MANAGEMENT**

A lot of information in *Eat Up!* is shown in charts or graphs. Students will have to know how to read these infographics to fully understand the information.

1. Look at the double bar graph on p 51. What is the relationship between the orange bars and the white bars? What are the implications of this relationship? Compare the data given for two different countries.
2. The infographic on p 12 shows the percentage of small and large family-owned and corporate- owned farms in the US, and the amount of food produced by each type of farm. Can you think of another way to present these figures? (ie. bar graph, pie charts, etc.) You can also try this exercise with the infographic on the bottom of p 12.

3. Pages 52 to 53 show information taken from several studies about typical eating habits. Most of the data is given as percentages and averages. Take one example (such as how often we eat fast food, spending on groceries vs eating out, etc.) and track your family's habits for a week. How do they compare to the data given here? Can you illustrate your findings as a chart or graph?