

Would You Eat This?

Could bugs one day become a staple in the American diet?

About the Story

Lexile® Measure 990L

For qualitative complexity factors,
go to Scope Online.

Learning Objective: to
synthesize key ideas from two
nonfiction articles

Featured Skill: synthesis

**Additional skills covered in
this lesson plan:** key ideas
and details, supporting a claim,
compare and contrast, problem
and solution

Essential Questions:

- What role does food play in our lives?
- How can we demonstrate respect for other cultures?
- How can we contribute to a more sustainable future?

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, W.2, SL.1, SL.4

For more standards information—including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Article read-alouds
- Text-to-speech
- Vocabulary

Video:

- “Edible Insects”

Differentiated Article:

- Lower-Lexile version

Connected readings from the Scope archives:

- “How Tacos Conquered America” and “The Story of Spaghetti and Meatballs”
- “How Pizza Conquered America” and “Sushi Takes Over”
- “Hot Dog World”
- “Love at First Crunch”
- “Mac and Cheese Mania”
- “Why Are These Chips Soooooo Delicious?”

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Synthesis
- Choice Board
- Core Skills Workout: Text Evidence,* Text Structure*
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 minutes)

Do Now: Journal (5 minutes)

- Project the prompts below. Have students choose one prompt to respond to.
 - Think of a food you absolutely love but which you think someone else might find gross. Draw a picture of this food and write a description of it. Share why you enjoy it so much, and try to convince someone who has never tried it to give it a chance. What might surprise them about its taste?
 - Have you ever eaten insects? Describe the experience. If you haven't eaten insects, would you? Why or why not?
 - Have you ever thought a food was totally disgusting—until you tried it? Describe the food and explain why you didn't think you'd like it and what happened when you tried it.
 - Is there any food you used to like but because of a certain experience can no longer bring yourself to eat? Describe the food and the experience.
- Invite volunteers to share their responses.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *cultural, defects, delectable, delicacy, revulsion, scrumptious, vital*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

Watch a Video (5 minutes)

- Project the video “**Edible Insects**” at Scope Online.

2. Read and Discuss (45 minutes)

“Would You Eat This?”

- Invite a volunteer to read the As You Read box on page 22 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version of the article.*) Optionally, have students listen to the **audio read-aloud** while they follow along. The read-aloud is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Close-Reading and Critical-Thinking Questions**, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

The following questions can be shared in printable or interactive form.

1. **What is entomophagy’s role in various cultures around the world?** (key ideas and details) *People around the world have been eating insects for a very long time. In the past, some cultures considered insects to be special treats. Today many people still eat bugs. In fact, more than 2,000 types of insects are eaten around the world. About 2 billion people, which is a quarter of all the people on Earth, include insects in their meals. So while many Americans may view entomophagy as strange, it is obviously seen as quite normal in many places.*
2. **The introduction states that “eating [bugs] is easy on the environment.” How is this claim supported in the article?** (supporting a claim) *First, the article mentions that farming insects requires fewer resources (land, water, energy) than farming traditional livestock. For example, the article states that raising crickets for meat takes significantly less water and feed than raising cattle for beef. Second, the article explains that because insects grow and reproduce so quickly, farmers can produce large amounts of them efficiently.*
3. **What are some of the challenges mentioned in the article that may interfere with insect eating becoming popular in the United States?** (key ideas and details) *The challenges mentioned in the article that may interfere with insect eating becoming popular in the United States include the “ick factor” (that is, the cultural aversion to eating bugs), the lack of infrastructure for insect farming, and the relatively high cost of insect-based foods.*
4. **How does the nutritional content of insects compare to that of traditional sources of protein?** (compare and contrast) *The article mentions that many insect species are rich in*

protein, iron, fiber, and other essential nutrients. It specifically compares cicadas and beef, stating that cicadas contain the same amount of protein per pound as beef. However, it notes that you would have to eat a large quantity of cicadas (about 230) to obtain the same amount of protein found in a 12-ounce steak.

5. **According to the article, why might insect consumption be important to the future of food production?** (problem and solution) *The article suggests that insect consumption might be important to the future of food production because of the growing global population. The world's population is expected to reach 9.8 billion by 2050, which is a huge number of people to feed. The article suggests that insects could be an efficient and sustainable source of food to meet the growing demand.*

“Gross! Yuck! Ew!”

- Read the informational text as a class. Optionally, have students listen to the read-aloud while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- As a class, discuss the following **Close-Reading and Critical-Thinking Questions**, some of which apply to both articles.

Close-Reading Questions (5 minutes)

The following questions can be shared in printable or interactive form.

1. **How is disgust a survival tool?** (key ideas and details) *Disgust is a survival tool because it helps us avoid things that might make us sick, such as vomit, feces, and rotting meat, which often contain germs, such as parasites.*
2. **What factors influence what people find disgusting? Can feelings of disgust change?** (key ideas and details) *The factors that influence what people find disgusting include an innate sense of what might be dangerous, cultural background, and prior experiences. The article suggests that feelings of disgust can change over time with exposure and familiarity, the way that nurses become accustomed to blood and pus.*
3. **What message does author Kristin Lewis convey about different tastes and trying new foods?** (inference) *Lewis encourages an open-minded approach to food and people's food preferences. She encourages readers to respect diverse food preferences and to be willing to explore new culinary experiences.*

Critical-Thinking Questions

(5 minutes)

The following questions can be shared in printable or interactive form.

1. Would you try the dishes featured in the article? Why or why not? *Answers will vary.*
2. What do you think it would take for insect eating to become popular in the U.S.? *Answers will vary.*

3. Write About It: Synthesis

(45 minutes)

- Have students complete the **Featured Skill Activity: Synthesis**. This activity prepares them to respond to the writing prompt on page 26 in the printed magazine and at the bottom of the digital story page:

Do you think insects could ever become a staple of the American diet? Why or why not? Draw from both “Would You Eat This?” and “Gross! Yuck! Ew!” to support your ideas.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

More stories about the role food plays in our lives from the Scope archives:

- Paired Texts: [“How Tacos Conquered America”](#) and [“The Story of Spaghetti and Meatballs”](#)
- Paired Texts: [“How Pizza Conquered America”](#) and [“Sushi Takes Over”](#)
- Infographic: [“Hot Dog World”](#)
- Short Read: [“Love at First Crunch”](#)
- Short Read: [“Mac and Cheese Mania”](#)
- Short Read: [“Why Are These Chips Soooooo Delicious?”](#)