**Name:** _____ **Class:** _____ **Date:** _____

# ELA Grade 7 Unit 2 - Print

1

**Speech delivered at the United Nations Earth Summit in 1992, by then 12-year-old Canadian Severn Cullis-Suzuki**

Hello, I'm Severn Suzuki speaking for E.C.O.—The Environmental Children's Organisation.

We are a group of twelve- and thirteen-year-olds from Canada trying to make a difference ... We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. Coming here today, I have no hidden agenda. I am fighting for my future.

Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come.

I am here to speak on behalf of the starving children around the world whose cries go unheard.

I am here to speak for the countless animals dying across this planet because they have nowhere left to go. We cannot afford to be not heard ...

I used to go fishing in Vancouver with my dad until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day —vanishing forever ...

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realise, neither do you!

You don't know how to fix the holes in our ozone layer. You don't know how to bring salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back forests that once grew where there is now desert.

If you don't know how to fix it, please stop breaking it!

Here, you may be delegates of your governments, business people, organisers, reporters or politicians—but really you are mothers and fathers, brothers and sister, aunts and uncles—and all of you are somebody's child.

I'm only a child, yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil—borders and governments will never change that.

I'm only a child yet I know we are all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel ...

In Canada, we live the privileged life, with plenty of food, water and shelter—we have watches, bicycles, computers and television sets.

Two days ago here in Brazil, we were shocked when we spent some time with some children living on the streets. And this is what one child told us: "I wish I was rich and if I were, I would give all the street children food, clothes, medicine, shelter and love and affection."

If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy?

I can't stop thinking that these children are my age, that it makes a tremendous difference where you are born, that I could be one of those children living in the Favellas of Rio; I could be a child starving in Somalia; a victim of war in the Middle East or a beggar in India ...

Do not forget why you're attending these conferences, who you're doing this for—we are your own children. You are deciding what kind of world we will grow up in ...

**Part A:**

Read the sentence from Cullis-Suzuki's "Speech delivered at the United Nations Earth Summit in 1992."

I'm only a child, yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil—borders and governments will never change that.

Which statement **best** explains how the speaker connects this idea to her argument about responsibility?

A)She encourages audience members to take responsibility for their own country's natural resources.

B)She encourages audience members to take responsibility for the well-being of families around the world.

C)She reminds audience members that they have the responsibility to consider how their actions impact other people around the world.

D)She reminds audience members that they have the responsibility to reject greedy behavior in their communities.

**Part B:**

Which example from the speech **best** shows how the speaker makes the connection described in Part A?

A)I'm only a child yet I know we are all in this together and should act as one single world towards one single goal.

B)I'm only a child and I don't have all the solutions, but I want you to realize, neither do you!

C)If a child on the street who has nothing, is willing to share, why are we who have everything still so greedy?

D)Losing my future is not like losing an election or a few points on the stock market.

2

Which statement **best** explains how Cullis-Suzuki connects the ideas of privilege and greed in her “Speech delivered at the United Nations Earth Summit in 1992”?

A)She challenges the idea that people who have enough money in life tend to be more selfish.

B)She points out the contradiction that people who lack opportunities in life are sometimes the most generous.

C)She recognizes the fact that people with financial troubles tend to improve their lives by caring for others.

D)She emphasizes that the experience of living in poverty tends to make people more concerned with material things.

3

Which statement **best** explains how Cullis-Suzuki compares her point of view to that of other children her age in “Speech delivered at the United Nations Earth Summit in 1992”?

A)She regrets the fact that, unlike many other kids her age, her voice goes unheard.

B)She points out that, unlike many other kids her age, she was born into a life of privilege.

C)She acknowledges the fact that, unlike many other kids her age, she is more intelligent than most adults.

D)She explains that, unlike many other kids her age, she can observe the effects of climate change in her daily life.

4

Read the sentence from Cullis-Suzuki’s “Speech delivered at the United Nations Earth Summit in 1992.”

If you don't know how to fix it, please stop breaking it!

Which statement **best** explains how the speaker uses reasoning to support this demand?

A)She criticizes people for breaking their promises to protect the environment for future generations.

B)She offers practical solutions to various environmental crises that affect humans around the world.

C)She provides detailed descriptions of environmental disasters to make people feel ashamed of their actions.

D)She offers specific examples to show that humans lack the ability to solve the environmental problems they create.

5

Which statement **best** explains how Cullis-Suzuki’s repetition of the phrase “I’m only a child” supports her message to the audience in her “Speech delivered at the United Nations Earth Summit in 1992”?

A)It establishes a humble tone to show that she respects the audience.

B)It connects with the audience based on common experiences she shares with them.

C)It emphasizes the fact that, due to her young age, she has less experience and power than the audience

D)It stresses the idea that, despite her having a small family, she feels a responsibility to the global community.

6

**To GMO* or Not to GMO?**
by George Erdosh and Marcia Amidon Lusted

**What Is Genetic Alteration?**

Biotechnology, the science that deals with genetic alteration, is a relatively new discipline that alters a plant on the molecular level. DNA is one of the basic elements in the cells of every living organism, whether they're from a mushroom or a dinosaur or a human being.

Scientists can clip a gene from the DNA of one plant and splice it into the DNA of another plant—that's genetic alteration.

Here's an example. The strawberry plant is very sensitive to frost. If the temperature drops below freezing, that's the end of your strawberry crop for this year. But parsley is resistant to frost. It has built-in antifreeze chemicals that protect it from even heavy frost. If the biotechnologist can splice that gene responsible for producing antifreeze chemicals from parsley into the strawberry plant, the farmer may be able to start planting strawberries three or four weeks earlier in the spring. We'll have an earlier crop and longer harvest season.

**Changing Plants Isn't New**

Ever since humans started growing plants some 10,000 years ago, farmers have improved plants a great deal. The original apples were the size of crabapples, bitter and flavorless; green peppers were cherry-sized and so hot that you were in agony should you bite into one. Without altering some of our plants, we couldn't have survived and supported today's huge world population.

The difference between then and now is the length of time that is necessary to develop new crop strains. Back then, farmers always selected and saved the best of their crops to plant as the next year's seeds. This strategy of repeated selection for specific food qualities allowed food plants to slowly improve until we got large, juicy, tasty apples and sweet green peppers.

Today's genetic alteration makes some of the same kinds of changes, but the results come in a few years.

**How Safe Is It?**

There is no easy answer to the question of how safe GMO foods are, or what their long-term effects might be. Many people wonder about what unintended consequences GMO foods might have on the human body. Critics ask whether a rise in allergies is linked to GMO foods. Genetically modified crops can also contaminate other crops, including those intentionally grown without GMOs.

Currently, consumers in Europe are less tolerant than Americans of GMO ingredients in their foods. Many will not buy foods with any GMOs in them, and some companies have adapted by offering a different version of their foods in Europe than they do in the United States. For example, General Mills now sells breakfast cereals in a non-GMO form in Europe, while the breakfast cereals sold in the U.S. still contain cornstarch, sugar, and vitamin E in genetically modified forms.

* GMO: genetically modified organism; a plant, animal, or microorganism whose genes have been changed by scientists to produce a desired result

Based on the article "To GMO or Not to GMO," which statement **best** describes one way that today's biotechnology benefits farmers?

A)It can extend the harvest season for certain crops.
B)It can help farmers select the best seeds each season.
C)It decreases the demand for crops that are hard to grow.
D)It can make the temperature in the fields less extreme.

7

Which sentence **best** explains how the structure of the article "To GMO or Not to GMO" supports its message?

A)It outlines individual steps in a process to demonstrate how scientists genetically alter plants.
B)It includes captions to define technical terms and explain complicated ideas related to biotechnology.
C)It discusses historic events in chronological order to show how they have affected agriculture, business, and biotechnology.
D)It uses headings to introduce the idea of genetic alteration, discuss its background, and address some questions it raises.

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Which statement **best** describes the purpose of the article “To GMO or Not to GMO”?

A)It highlights the economic benefits of genetic alteration.
B)It informs readers about the basics of genetic alteration.
C)It warns readers about the dangerous side effects of genetic alteration.
D)It explains that other countries have different opinions about the value of genetic alteration.

9

Read the sentence from the article “To GMO or Not to GMO.”

Scientists can clip a gene from the DNA of one plant and splice it into the DNA of another plant—that’s genetic alteration.

Which word **best** describes the meaning of the word “splice” in this sentence?

A)break
B)insert
C)shoot
D)change

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**Part A:**

Based on the article “To GMO or Not to GMO,” which statement **best** describes one effect of genetically altering plants?

A)Food allergies have become more common.
B)Some fruits and vegetables have become bigger and tastier.
C)Agricultural industries around the world have collapsed.
D)Scientists have developed remedies for many health problems.

**Part B:**

Which sentence from the article **best** supports the answer to Part A?

A)The original apples were the size of crabapples, bitter and flavorless; green peppers were cherry-sized and so hot that you were in agony should you bite into one.
B)Many people wonder about what unintended consequences GMO foods might have on the human body.
C)If the biotechnologist can splice that gene responsible for producing antifreeze chemicals from parsley into the strawberry plant, the farmer may be able to start planting strawberries three or four weeks earlier in the spring.
D)Genetically modified crops can also contaminate other crops, including those intentionally grown without GMOs.

11

**Building Your Plate: Comparing the Newest Symbols of Healthy Eating**
by Emily Labrie

Remember the Food Pyramid? That visual guide to eating well was replaced by something simpler-looking in 2011, when the U.S. Department of Agriculture (USDA), in collaboration with first lady Michelle Obama, introduced the new MyPlate Program.

**What is MyPlate?**

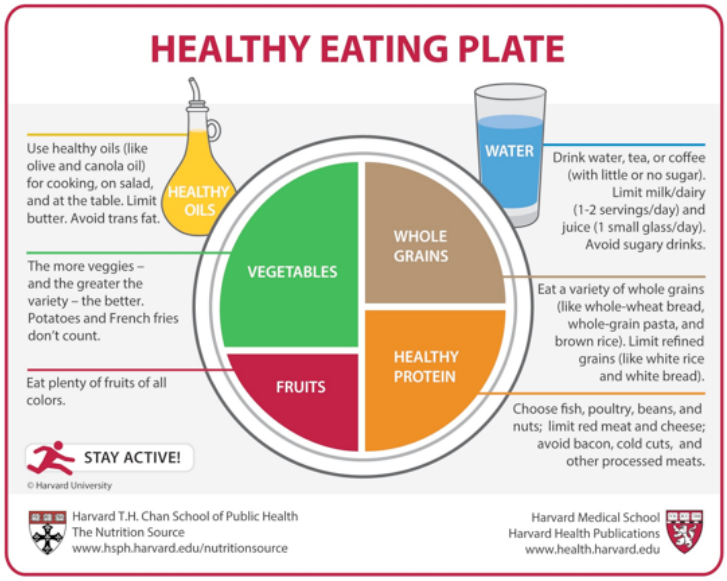
The MyPlate icon shows a plate with the five food groups and suggests what the portions should be for each group. This visual aid is meant to make it easier to picture the portions when serving dinner, for example. The USDA stated on the one-year anniversary of MyPlate’s release that it was launched “to encourage people to think about their food choices in order to lead healthier lifestyles … Today we celebrate the great strides we are making from our local schools to the dinner table as Americans embrace MyPlate and find practical ways to apply it to their daily lives.”

**Healthy Eating Plate vs. MyPlate**

In response to MyPlate's launching, the Harvard School of Public Health and Harvard Medical School created the Healthy Eating Plate. The Harvard group suggested that its graphic was preferable because it was based on the best available science and was not subjected to political pressure from food lobbyists**[1]**. Walter Willet, chair of the department of nutrition at Harvard School of Public Health, said, "Unfortunately, like earlier U.S. Department of Agriculture Pyramids, MyPlate mixes science with the influence of powerful agricultural interests, which is not the recipe for healthy eating."

Harvard's Healthy Eating Plate examines each of the five food groups in depth. It also addresses issues MyPlate doesn't, such as whole grains vs. refined carbohydrates, protein sources, healthy oils, hydration, and exercise.

***Healthy Eating Plate from the Harvard T.H. Chan School of Public Health***




**What Should You Eat?**

With all of the conflicting messages, what should you believe? MyPlate and the Healthy Eating Plate share general outlines for healthy eating. The major difference is that the Healthy Eating Plate is more specific about what the evidence says about the effect of dietary choices on your health.

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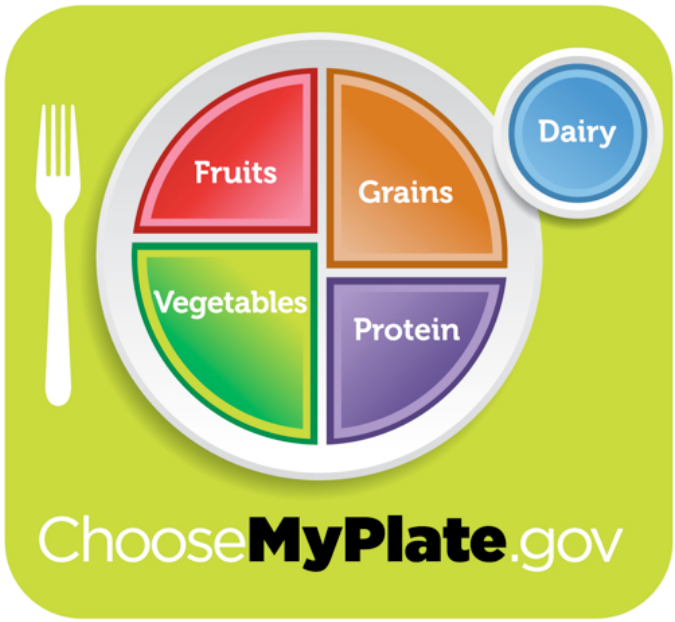
[1] lobbyist: a person who tries to influence laws or lawmakers

***MyPlate from the United States Department of Agriculture***




Which statement **best** explains how the author's discussion of the Healthy Eating Plate contributes to her overall message in "Building Your Plate: Comparing the Newest Symbols of Healthy Eating"?

A) She outlines a process to show exactly how the Healthy Eating Plate diet can affect a person's physical health.

B) She discusses the Healthy Eating Plate as a brief counterpoint to her main argument about the benefits of MyPlate.

C) She introduces the Healthy Eating Plate by comparing it to MyPlate and highlighting differences between the two programs.

D) She concludes her argument by emphasizing the advantages of the Healthy Eating Plate model and recommending it to her readers.

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Which two statements best describe the similarities between the "Healthy Eating Plate" and "MyPlate" graphics?

- [ ] Both graphics emphasize the importance of variety.
- [ ] Both graphics suggest portion sizes for food groups.
- [ ] Both graphics indicate that certain foods should be avoided.

- Both graphics recommend eating more vegetables than fruits.
- Both graphics recommend eating the same amount of fruits and protein.
- Both graphics distinguish between different foods within a category.

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**Part A:**

Which statement **best** describes one way that the “Healthy Eating Plate” graphic differs from the “MyPlate” graphic?

A)It suggests that exercise is part of a healthy lifestyle.
B)It provides conflicting information about the value of oils.
C)It shows which basic food groups make up a healthy diet.
D)It indicates that grains are an important part of a healthy meal.

**Part B:**

Which information from the “Healthy Eating Plate” graphic **best** supports the answer to Part A?

A)Stay Active
B)Whole Grains
C)Use healthy oils (like olive and canola oil) for cooking, on salad, and at the table
D)Choose fish, poultry, beans, and nuts; limit red meat and cheese; avoid bacon, cold cuts, and other processed meats

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Based on the article “Building Your Plate: Comparing the Newest Symbols of Healthy Eating” and the “Healthy Eating Plate” graphic, which statement **best** summarizes one of the Healthy Eating Plate model’s main ideas?

A)A healthy diet includes a wide range of different kinds of foods.
B)The most effective healthy eating campaigns are connected to educational programs.
C)People should follow specific recipes in order to maintain a healthy diet.
D)A person’s health depends on many lifestyle factors beyond food choices.

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Which statement **best** explains how the article “Building Your Plate: Comparing the Newest Symbols of Healthy Eating” helps people to understand the “Healthy Eating Plate” and “MyPlate” graphics?

A)It discusses the scientific evidence that was used to develop each health model.
B)It includes opinions and feedback from people who have used both health models.
C)It provides background information to identify the purpose of each health model and explain who made it.
D)It encourages people to follow a health model by warning them about the possible effects of unhealthy eating habits.

16

**Food Serving Sizes Get a Reality Check**

The last time you scooped some ice cream for dessert, did you limit yourself to half a cup? If you took more—you’re right in step with most people these days.

Ice cream and soft drinks are two food products that have been affected by changes in serving size requirements that are included in the new Nutrition Facts label. The goal: to bring serving sizes closer to what people actually eat.

The serving sizes listed on the Nutrition Facts label are not recommended serving sizes. By law, serving sizes must be based on how much food people actually consume, and not on what they should eat.

“We now have much more recent food consumption data, and it showed us that some serving sizes on food labels should change,” says Douglas Balentine, Ph.D., the director of FDA’s Office of Nutrition and Food Labeling. For example, serving sizes for muffins have changed. People generally consume an entire muffin, and not a half or a third.

In some cases, the reference amounts used to set serving sizes are smaller. Today's yogurts often come in 6-ounce containers, versus the previous 8-ounce ones. FDA is now using a 6-ounce reference amount for yogurt.

But the serving size for ice cream has gotten a little larger. Instead of a half of a cup, it's now two-thirds of a cup.

**Changes Based on Package Size**

FDA has also changed the criteria for labeling based on package size, as "we know that package size affects what people eat," says Balentine.

With the new requirements, more food products previously labeled as more than one serving are now required to be labeled as just one serving. Why? Because people are more likely to eat or drink them in one sitting. Examples include a 20-ounce can of soda, and a 15-ounce can of soup.

And certain larger packages that may be consumed either in one sitting or more than one sitting—depending on your appetite—must now be labeled both per serving and per package. This dual-column format is required if a package contains at least two times the reference amount customarily consumed and less than or equal to three times the reference amount. Some examples are a 19-ounce can of soup and 3-ounce bag of chips.

Currently, manufacturers are only required to provide the calorie and nutrient information per serving, and you have to do the math if you're eating the whole container.

For packages that are clearly larger than most people would eat in one sitting—one that has more than three servings—the dual column is not required. Manufacturers are only required to label these products per serving. Examples include a "party size" bag of chips or a two-liter bottle of soda.

"We hope that updating the label in these ways makes it easier for people to make healthier choices when choosing foods for themselves and their families," says Balentine.

Source: https://www.fda.gov/ForConsumers/ConsumerUpdates/ucm

**Part A:**

According to the article "Food Serving Sizes Get a Reality Check," what does the author claim is the main problem with current food labels?

A)Manufacturers don't want to comply with new label guidelines for their "party size" foods.
B)Manufacturers don't want to add new labels based on package size.
C)The labels' recommended serving sizes don't match up with what consumers actually eat.
D)The labels' recommended serving sizes are too large.

**Part B:**

Which statement **best** describes how the author supports the claim about food labels (the answer to Part A)?

A)The author offers advice from an expert in nutrition to show how nutrition labels have changed over time.
B)The author uses real-life examples to illustrate how nutrition labels do not currently represent most people's eating patterns.
C)The author contrasts the nutrition labels on small packages with those on large packages.
D)The author uses a cautionary tale to convince readers that nutrition labels should be more accurate.

17

Read the excerpt from "Food Serving Sizes Get a Reality Check."

And certain larger packages that may be consumed either in one sitting or more than one sitting—depending on your appetite—must now be labeled both per serving and per package. This dual-column format is required if a package contains at least two times the reference amount customarily consumed and less than or equal to three times the reference amount.

In the context of the excerpt, the phrase "dual-column format" refers to a label that shows

A)how much a double serving size would be.
B)a suggested serving size for two different products.
C)nutritional information for people with active lifestyles and people with inactive lifestyles.
D)nutritional information for a single serving and for the whole package.

18

Which statement **best** describes how the purpose of the food plate graphics in “Building Your Plate: Comparing the Newest Symbols of Healthy Eating” differs from the purpose of the revised nutrition labels in “Food Serving Sizes Get a Reality Check”?

A)The food plate graphics don’t explain serving size, while the new nutrition labels will.

B)The food plate graphics were designed to help people make healthier choices about eating, while the new nutrition labels were not.

C)The food plate graphics show what a healthy meal looks like, while the new nutrition labels will highlight unhealthful foods.

D)The food plate graphics show what people should be eating, while the new nutrition labels will show what most people are actually eating.

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Which choice best describes the way in which the authors of **both** “Food Serving Sizes Get a Reality Check” and “Building Your Plate: Comparing the Newest Symbols of Healthy Eating” use evidence in their articles?

A)They both cite quotes from experts to provide additional information about the topic.

B)They both give examples from real life to help readers understand the topic better.

C)They both support the topic with visual details.

D)They both provide historical details about the topic in order to fairly place the topic in context.