

Welcome to the Advanced Placement Program! While you're probably a bit nervous, and you may have heard stories about what the year will be like, rest assured that while we will work very hard and you can expect to be challenged, we will also have a great deal of fun in the process. This English Advanced Placement class is accredited by the College Board and will help prepare you for the AP English Language and Composition exam. Essentially, this course is a rhetoric course, modeled after the components colleges expect in their composition courses, making this a key course benefitting all students, regardless of what area they plan to pursue in college, and a course that is great to have on your transcript. We will learn to carefully analyze author's craft in various texts, understanding the choices writers make to help them accomplish their purpose. You are not only expected to thoughtfully analyze others' works, however; you must also apply that same level of thought and intention to your own writing, utilizing the devices you've seen in others' work to help achieve your intended purpose.

Knowing we have a great deal to accomplish next year, the attached assignment for you to complete over the summer helps us get a jumpstart on the year when we meet in the fall; it will constitute much of the basis for the first several weeks of the course. This is a demanding course with high expectations; it's also a highly rewarding class in which you will grow immensely as a reader and writer if you're willing to put in the effort. **The summer assignment is due on the first day of class.**

Please take some time in the next week or two to read through this packet and familiarize yourself with the expectations of this assignment. If you would like to meet me or discuss this assignment or the course face-to-face this spring, please feel free to stop by my room, B301. If you have any questions or concerns over the summer, please don't hesitate to contact me. I encourage you to join the Remind group for this class to stay in contact, get announcements, or quickly communicate questions you might have along the way. Email is also a great way to contact me throughout the summer at hollyf@spokaneschools.org. It may take me a few days, or even weeks in some cases, to reply, but I do check my messages regularly and would be more than happy to assist you in any way possible. Have a wonderful summer; I look forward to seeing you in the fall!

Holly Farnsworth

English Summer Reading Assignment Rationale

The summer assignment has many purposes and values:

1. Coming to class having read the same text allows students to begin with a common focus and it allows the class to begin deep instruction on the first day of class. It's like getting a two-week head start on school.
2. This common reference point is used throughout the first few weeks to enhance the practice of active reading and teaching of deep text analysis.
3. The assignment rekindles the higher thought processes that we will begin using in earnest on the first day of class.
4. The project is NOT an "audition" for the honors program. Instead, it is a diagnostic tool for teachers, allowing us to assess a student's ability to understand and annotate texts as well as to follow directions.
5. The project adds more award-winning and critically-acclaimed books to the students' high school reading repertoire, building skills to analyze challenging and thought-provoking texts at a high level.
6. The project prepares students for college experiences, now that many universities assign a common book to incoming freshmen.

AP English Language and Composition Summer Assignment

OVERALL ASSIGNMENT:

- **READ** *Fast Food Nation* by Eric Schlosser
- **INTERACT WITH THE TEXT AS YOU READ**
 - **Option 1: Annotate your book** (use sticky notes if you've checked out a copy)
 - **Option 2: Chapter questions**

Regardless of which option you choose, you will be submitting your work the first day of class to help me see where we're at. You will see more guidance for both options in this packet.

- Be prepared to discuss the text and complete assignments related to the text when school begins. If you have any questions, contact Mrs. Farnsworth at hollyf@spokaneschools.org.

DIRECTIONS:

1. Obtain a copy of the book and write your name on the inside cover (on sticky note if not purchasing).
2. Read all of the attached project directions carefully and join our AP Lang Remind group (see last page of packet)
3. Read the entire book (including the introduction, epilogue, and afterword), interacting in your chosen method as you do so. We will be using this text at the start of the year, diving in for close reading and analysis of certain sections to note specific choices Schlosser makes and understand why he makes those choices. It's important that you are familiar with the book as a whole to fully appreciate how each choice along the way adds to the overall message. ng notes in/on a text as you read so that it shows your critical thinking and analysis of the text. Think of annotation as writing notes for your future self, notes that make your thinking obvious to an outside observer, and notes that preserve the thoughts you had while you were reading.
4. Have your book and assignment ready on the first day of school.

Students are encouraged to read the book with their parents/guardians. Discussing the book with your parents and friends can enrich your experience with the text. Be sure to maintain academic honesty throughout this assignment. Conversations you may have with parents or friends are meant to enhance your understanding and are not a substitute for your own thinking and reading.

OPTION 1: ANNOTATING

Your annotations should attend to all three levels of thinking as listed below:

All of my annotations are:

1. Legible
2. Understandable to my future self and to my teacher

Level 1	Level 2	Level 3
Literal—found directly in the text	Interpretive/Analytical—found by making inferences	Universal/Thematic—found outside of the text
Questions/notes that check for understanding	Questions/notes about the author's choices	Questions/notes about how the text relates to the world outside the text, including how it relates to my life and what I know.
L1 Annotations... <ol style="list-style-type: none"> 1. are factual 2. identify main points/events in the text 3. lead to an accurate and thorough summary of the text 	L2 Annotations... <ol style="list-style-type: none"> 1. are inferential 2. speculate about motive/purpose of author 3. follow patterns and identify relationships among parts of the text 	L3 Annotations... <ol style="list-style-type: none"> 1. are reflective 2. link text to prior knowledge, other texts, or personal experiences

EXAMPLE ANNOTATIONS FOR EACH LEVEL:

Level One

Over the last three decades, fast food has infiltrated every ^{cliche} nook and cranny of American society. An industry that ^{before} began with a handful of modest hot dog and ^{what city?} hamburger stands in southern California has spread to every corner of the nation, selling a broad range of foods wherever paying customers may be found. Fast food is ^{offer} now served at restaurants and drivethroughs, at stadiums, airports, zoos, high schools, elementary schools, and universities, on cruise ships, trains, and airplanes, at K-Marts, Wal-Marts, gas stations, and even at hospital cafeterias. In ^{list} 1970, Americans spent about \$6 billion on fast food; in 2000, they spent more than \$110 billion. Americans now spend more money on fast food than on higher education, personal computers, computer software, or new cars. They spend more ^{comparison} on fast food than on movies, books, magazines, newspapers, videos, and recorded music — combined.

^{imperative sentences} Pull open the glass door, feel the rush of cool air, walk in, get on line, study the backlit color photographs above the counter, place your order, hand over a few dollars, watch teenagers in uniforms pushing various buttons, and moments later ^{parallel structure} take hold of a plastic tray full of food wrapped in colored paper and cardboard. The ^{adjectives} whole experience of buying fast food has become so routine, so thoroughly unexceptional and mundane, that it is now taken for granted, like brushing your teeth or stopping for a red light. It has become a social custom as American as a small, rectangular, hand-held, frozen, and reheated apple pie. ^{repetitive of "so"} ^{used to show a comparison}

Level Two

Over the last three decades, fast food has infiltrated every nook and cranny of American society. An industry that began with a handful of modest hot dog and hamburger stands in southern California has spread to every corner of the nation, selling a broad range of foods wherever paying customers may be found. Fast food is now served at restaurants and drivethroughs, at stadiums, airports, zoos, high schools, elementary schools, and universities, on cruise ships, trains, and airplanes, at K-Marts, Wal-Marts, gas stations, and even at hospital cafeterias. In 1970, Americans spent about \$6 billion on fast food; in 2000, they spent more than \$110 billion. Americans now spend more money on fast food than on higher education, personal computers, computer software, or new cars. They spend more on fast food than on movies, books, magazines, newspapers, videos, and recorded music -- combined.

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traditional icon of America twisted into fast-food commodity

Level Three

Over the last three decades, fast food has infiltrated every nook and cranny of American society. An industry that began with a handful of modest hot dog and hamburger stands in southern California has spread to every corner of the nation, selling a broad range of foods wherever paying customers may be found. Fast food is now served at restaurants and drivethroughs, at stadiums, airports, zoos, high schools, elementary schools, and universities, on cruise ships, trains, and airplanes, at K-Marts, Wal-Marts, gas stations, and even at hospital cafeterias. In 1970, Americans spent about \$6 billion on fast food; in 2000, they spent more than \$110 billion. Americans now spend more money on fast food than on higher education, personal computers, computer software, or new cars. They spend more on fast food than on movies, books, magazines, newspapers, videos, and recorded music -- combined.

we serve Pizza Rite at LC

shocking info

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OPTION 2: Chapter Questions

Fast Food Nation Summer Assignment Option 2

Directions: As you read each section of the book, answer one of the provided bullet points below. When there are two bullet points, you are of course welcome to answer both, but at least pick one to respond to. Make sure your responses are thorough and reflect a careful reading of the text.

Introduction

- Readers must trust the good character, fairness, and reliability of the writer before they are willing to accept his arguments. The philosopher Aristotle called this quality *ethos*. Analyze the ways Eric Schlosser establishes his ethos, helping the audience to trust the writer and see the importance of his investigation of the fast food industry.

Chapter 1: Founding Fathers

- How does Schlosser use titles to achieve his purpose in Chapter 1?
- Some readers find it counterproductive to Schlosser's argument against the fast food industry that he would create such a sympathetic portrait of fast food pioneer Carl Karcher. Consider the relevance of providing this background information.

Chapter 2: Your Trusted Friends

- How does the tone of Chapter 2 help Schlosser achieve his purpose?
- Analyze how Schlosser's strategy of comparison between Disney and McDonalds, and their founders, makes important points about the fast food industry and marketing strategies.

Chapter 3: Behind the Counter

- How does Schlosser create his argument regarding the effects of the fast food industry on communities?
- *Logos* appeals to the mind; *pathos* appeals to the heart. Pretend you are sociologist Robert Leidner who predicted that as businesses increasingly sought greater efficiency and output, workers would become increasingly "interchangeable." Write a short response to the fast food industry, in the voice of Leidner, which points out the dangers of this policy toward employees. Referencing this chapter, appeal to both logos and pathos. You do not need to use letter format.

Chapter 4: Success

- How does Schlosser use different types of evidence to argue against the current models of franchising?
- Analyze how Schlosser explores **irony** in this chapter titled "Success" through his focus on Dave Feamster's *Little Caesars* franchise and the concluding spokespeople (especially Reeves) at the sales seminar.

Chapter 5: Why the Fries Taste Good

- Identify what you believe is Schlosser's most important argument in the chapter and explain how he develops that argument for his specific audience.
- Scientifically, Schlosser argues that a key factor in the success of the fast food industry is artificial flavor and coloring. What is the effect of his description of "A typical artificial strawberry flavor, like the kind found in a Burger King strawberry milkshake, contains the following ingredients: ..." (125).

Chapter 6: On the Range

- Identify what you believe is Schlosser's most important argument in the chapter and explain how he develops that argument for his specific audience.
- "For a moment, we sat quietly on top of the hill, staring at the speedway bathed in twilight, at this oval strip of pavement, this unsettling omen" (135). What is the primary rhetorical purpose of the sentence, in relation to the entire chapter?

Chapter 7: Cog in the Great Machine

- Identify what you believe is Schlosser's most important argument in the chapter and explain how he develops that argument for his specific audience.
- Upton Sinclair argues in his novel *The Jungle* "Human beings had been made 'cogs in the great packing machine.'" Who is Schlosser's argument about the "Cogs in the Great Machine" in this chapter? Evaluate the analogy.

Chapter 8: The Most Dangerous Job

- Identify what you believe is Schlosser's most important argument in the chapter and explain how he develops that argument for his specific audience.
- Schlosser concludes "The Most Dangerous Job" accounting the trials of Kenny Dobbins. What is the effect of his placing the dramatic story at the conclusion of the chapter rather than at the beginning of the chapter? Do you see similar patterns of organization in other chapters in the book? If so, which chapters?

Chapter 9: What's in the Meat

- Identify what you believe is Schlosser's most important argument in the chapter and explain how he develops that argument for his specific audience.
- Analyze how Schlosser combines logical and emotional appeals in this chapter to create an effective message. In other words, how does he manage all this scientific data, making it easier to understand and read? Cite specific strategies such as diction, analogy, facts, cause and effect.

Chapter 10: Global Realization

- Identify what you believe is Schlosser's most important argument in the chapter and explain how he develops that argument for his specific audience.
- History, places, people, and events are often alluded to in this chapter. Cite at least three specific examples, and explain how these are appropriate illustrations for advancing Schlosser's argument.

Epilogue

- What examples does Schlosser provide that offer a glimmer of hope for a healthier, more environmentally sound future?
- How and/or why is the content of this chapter an appropriate conclusion to Schlosser's criticism of the fast food industry? How, and why, does he employ specific facts and illustrations?

Afterword

- How was McDonald's more effective than the FDA in assuring compliance with federal cattle feed regulations, and what does that suggest about our society?
- An afterword is included to provide additional information after the initial publication of the book. Why would this additional information be relevant to his argument? Discuss how the content of this chapter helps bolster, or discredit, Schlosser's ethos, particularly the section titled "wrong wrong wrong."



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