Food Ethics Workshop

## Food Journal – Activity 1 ongoing

During the course of this workshop (approximately 3 weeks), you will be keeping a food journal. You will not have to share this with other members of the class. The purpose of this food journal is not to make you more healthy or to lose weight. The purpose, rather, is to get you to think about the various factors that you considered, or didn’t consider, when you ate or purchased food. Make a column on the left-hand side of your paper. List the foods you ate. On the right-hand side of the paper (in Cornell Note fashion) write about the experience of buying, preparing, thinking about what you ate. Some topics to consider include: origin of the food (local or traveled far to get to you), cultural/family significance of the food, price, did you eat it in a restaurant or prepare it at home, what were you doing/ thinking about while preparing or eating the food, were you alone or with family or friends, nutritional information if you are interested in that, price, organic vs. conventional, processed or pre-made or whole, why did you buy/eat it- craving, bored, busy, saw it on a commercial, etc. ***At the end of the workshop, look back over your food journal. Do you think that the choices you made were a result of primarily an individual choice or were your food choices influenced by outside factors and powers?***

*Write a summary paragraph of this journal and submit it with your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (I am thinking about cover letter or portfolio or something…)*

## Freewrite – Activity 2 (Due in class November 6th)

The Center for Disease Control and Prevention statistics state that 35.7% of U.S. adults are obese and approximately 17% of U.S. children between the ages of 2-19 are obese. What do you think are the main sources of this epidemic? Who do think is more at risk of becoming obese? Why do you think that is? Do you think that this is a problem of the lack of individual responsibility or a societal issue?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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## Watch Food, Inc. – Activity 3

## Focus questions for each section:

1. **Fast Food to All Food**: Do animals have the right to a certain quality of life?
2. **A Cornucopia of Choices**: Do people have the right to know what is in their food?
3. **Unintended Consequences**: Who is responsible for keeping our food safe?
4. **The Dollar Menu**: Should access to healthy food be a right for everyone?
5. **In the Grass**: When deciding what to eat, how much should we consider the workers who pick, process, and transport it?
6. **Hidden Costs**: Does it matter to you which food companies produce your food?
7. **From Seed to the Supermarket**: Should companies be able to own the DNA contained in plant seeds?
8. **The Veil:** Should a company have the power to decide what information to give consumers about the food it produces?
9. **Shocks to the system:** What individual or collective actions are you willing to take to improve our food system, and what would be their impact?

## Food, Inc. Summary – Activity 4-5

1. Organize the information from the movie in a graphic organizer, pictures, outline, or Cornell Notes, or a combination of all of the above.
2. Write one paragraph summary of one of the sections in the movie.

## Watch HBO Series The Weight of a Nation

<http://theweightofthenation.hbo.com/films/>

1. In groups of four students, divide the sections
   1. Consequences
   2. Choices
   3. Children in Crisis
   4. Challenges
2. Watch your section at home for homework.
3. Take detailed notes and outline your section. This will be shared with your group, so be as clear and organized as you can.
4. Explore the website. What resources are available?

## Reading 1- Activity 6

(Low Stakes)

**Reading 1 A**

“Extra Large,” Please by Alice M Davies

**Reading 1 B**

The Rich Get Thinner, the Poor Get Fatter by Warwick Sabin

## Pre-reading

1. Study the vocabulary listed at the beginning of the reading.
2. Following SQW4R
   1. Skim, Scan, Survey the text
      1. What is the title?
      2. Are there subtitles?
      3. Look for bullets, **bold**, underlined, *italicized* text
      4. Is there an introduction or a summary?
   2. Review the questions provided and write questions that you hope to answer by reading the text.
   3. Identify a purpose and an objective for reading.

## Reading

1. Read
2. Annotate – text to self, text to text, text to world connections; questions you have; ideas you have; small summaries/headings/explanations
3. Slow down and reread difficult passages.
4. Reread captions, graphs, and charts.
5. Answer your questions.
6. Identify the main idea of each section.

## Recite

1. Orally answer questions to your questions in your own words
2. Take notes about the section in your own words
3. Underline or highlight important information and annotate in the margin a brief description of what you highlight.

## Relate

* It is easy to remember information that you can relate to. Link new facts, figures, information to concepts that you already know. Add to the existing file folders in your brain.

## Review

1. Scan the chapter again.
2. Review your notes and the answers to the questions
3. Review often, not just the day before the test.

## Respond to the Attached Questions- Activity 7

## Reading Comprehension- “Extra Large,” Please by Alice M. Davies

(from Ten Steps to Advanced Reading Power by John Langan p. 114-199 and 562)

*Vocabulary in Context*

1. \_\_\_\_ In the excerpt below, the word hordes (hôrdz)means
   1. Small groups
   2. Large groups
   3. Selected groups
   4. Concerned groups

“Since 1980, the number of America kids who are dangerously overweight has tripled…. Hordes of them are developing diet related diabetes, a disease that used to be seen almost always in adults.” (Paragraph 4)

*Main Ideas*

1. \_\_\_\_\_ The main idea of paragraph 10 is stated in the
   1. First sentence
   2. Second sentence
   3. Third sentence
   4. Last sentence
2. \_\_\_\_\_ The main idea of paragraph 14 is stated in the
   1. First sentence
   2. Second sentence
   3. Third sentence
   4. Last sentence

*Supporting Details*

1. \_\_\_\_ Which of the following is **not** presented as a reason that kids are growing heavier?
   1. Lack of exercise
   2. Overly large portions of food
   3. Genetics
   4. Overconsumption of soda
2. \_\_\_\_ According to the author, what should fast-food restaurants be required to do?
   1. Not be allowed to advertise on TV
   2. Not be allowed to build restaurants near schools
   3. Serve more fruits, vegetables, and other nutritious foods
   4. Provide nutritional information for every meal they serve

*Implied Main Ideas*

1. \_\_\_\_ Which sentence best expresses the implied main idea of paragraph 4?
   1. Kids today spend too much time in malls
   2. Diabetes is the most serious health threat today
   3. Kids today are heavier and less physically fit than ever before
   4. Kids in California are heavier and less fit than children elsewhere
2. \_\_\_\_ Which sentence best expressed the implied main idea of paragraphs 5-7?
   1. Moms should stay home and supervise their kids rather than join the work force
   2. Electronic entertainment influences kids to stay inside and get less physical exercise than they need.
   3. Kids are only going to get heavier and less fit as the years go on
   4. There are at least three major reasons for young people’s increased obesity
3. \_\_\_\_ The implied main idea of paragraph 15 is that
   1. Kids are pushed to overeat by the commercials that they see
   2. Children’s television has one hour of commercials for every five hours of programs
   3. Many commercials aimed at children feature tie-ins with toys and movies
   4. Children do not always realize when they are genuinely hungry
4. \_\_\_\_ The implied main idea of paragraphs 16-18 is that
   1. It will be nearly impossible to counteract the forces that are making America’s kids fatter
   2. There are steps that can be taken to counteract the damaging effects of fast food and junk food
   3. Fast food has no place in schools
   4. If people realized how unhealthy a fast-food meal is, they might think twice about eating it
5. \_\_\_\_ Which sentence best expresses the implied central point of the selection?
   1. This generation of children is heavier than previous generations
   2. Our kids’ growing obesity is a serious public health problem that has several causes
   3. The fast-food industry should be more closely regulated
   4. Nothing is more important for today’s generation of children than getting more exercise.

# The Rich Get Thinner, the Poor Get Fatter by Warwick Sabin

(“Is there an Ethics of Eating?” in America Now 9th ed.

*Vocabulary / Using a Dictionary/ Parts of Speech*

1. What is the root of the word of *ensnared* (paragraph 6)? What does its prefix mean?
2. Define *processed food* (paragraph 9)? How does it differ from fresh food?
3. What is an *epidemic* (paragraph 7)? How do you understand the phrase *obesity epidemic?*
4. What is *elite* (paragraph 12)? In this sentence, which part of speech is the word *elites?*

*Responding to Words in Context*

1. What is an *obesity rate* (paragraph 3)?
2. From what language is the word *cuisine* (paragraph 1) derived? What is a Southern cuisine (paragraph 1)? A regional cuisine (paragraph 7)?
3. Sabin says forces are “corporatizing and homogenizing our society” (paragraph 16). Given that pronouncement, how do you understand what these forces are doing to our food choices?

*Main Ideas*

1. Why are “traditional” Southern foods so high in calories?
2. Explain why the poor people of a hundred years ago were likely to be very thin while the poor people of today are more likely to be very fat.
3. Why are fruits and vegetables often very difficult to find in the local supermarkets of rural areas when they are grown relatively close to those areas?

*Analysis of the writing/Writer’s Strategies*

1. What is the effect of the change in point of view (from first-person plural to second-person singular to third person) throughout the article? Which point of view is dominant? Why?
2. Sabin writes, “By an extraordinary twist of economics, the fresh, local produce once available cheaply at the back-road farm stand has become the preserve of the elites…” (paragraph 12). How do you understand the phrase “an extraordinary twist of economics,” based on the statement that follows? Think about the history of the South and the changes the author explains.
3. Why does the writer end the essay by stating that the message to the poor of this country seems to be “Let them eat (Little Debbie) cake” (paragraph 18)?

*Critical Thinking*

1. Sabin quotes some startling statistics about the change in obesity rates in this country from 1990 to 1998 (paragraph 6). Do you agree with the reasons given for this change? What other factors might be at play?
2. What sorts of foods are available in your grocery store? Do you know where they are from? What affects your choices when buying food to eat?
3. Why might a “local food movement” (paragraph 16) be considered a “form of social protest”?

## Low Stakes Writing Assignment – Paragraph- Activity 8

After reading either ““Extra Large,” Please’ or “The Rich Get Thinner, the Poor Get Fatter” outline then write a complete paragraph on one of the following topics:

1. Recently, some people have attempted to sue fast-food companies, claiming that consuming their food has led to a host of serious health problems. What is your opinion of these lawsuits? Should fast-food manufacturers and advertisers be held liable for our society’s obesity problem? Or are individuals the only ones responsible for their weight? Explain your reasoning using evidence from the article to support your point.
2. Why are the poor of this county suffering from obesity disproportionately when compared with more affluent people? What should be done to combat this growing epidemic? Use evidence from the article to support your points.
3. The author suggests that childhood obesity affects more than just a child and his or her family-it is a problem that society should be addressing. Do you agree? Write a paragraph explaining why you think childhood obesity should be regarded as a social problem. Alternatively, write a paragraph explaining why it should be seen as a private, individual issue.

**Although this is your opinion, create a thesis statement that does not include I think or I believe… state it as fact. We know it is your opinion just because you wrote it.**

Needs paragraph rubric

## Reading 2- Food Workers- Activity 9

(High Stakes)

Reader’s Choice from Eric Schlosser’s Fast Food Nation: The Dark Side of the All-American Meal

## Read “Throughput” – p. 88 about workers in the fast-food industry or

## Read “The New Industrial Migrants” to p. 190 about workers in the meat-packing industry

## Pre-reading

1. Study the vocabulary listed at the beginning of the reading.
2. Following SQW4R
   1. Skim, Scan, Survey the text
      1. What is the title?
      2. Are there subtitles?
      3. Look for bullets, **bold**, underlined, *italicized* text
      4. Is there an introduction or a summary?
   2. Review the questions provided and write questions that you hope to answer by reading the text.
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## Reading

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3. Slow down and reread difficult passages.
4. Reread captions, graphs, and charts.
5. Answer your questions.
6. Identify the main idea of each section.

## Recite

1. Orally answer questions to your questions in your own words
2. Take notes about the section in your own words
3. Underline or highlight important information and annotate in the margin a brief description of what you highlight.

## Relate

* It is easy to remember information that you can relate to. Link new facts, figures, information to concepts that you already know. Add to the existing file folders in your brain.

## Review

1. Scan the chapter again.
2. Review your notes and the answers to the questions
3. Review often, not just the day before the test.

## Guided Outline: Throughput- Making it Fun- Activity 10A

“Throughput” from Fast Food Nation by Eric Schlosser

What is *throughput?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. **Who are the fast food workers?**
   1. 2/3 of fast food workers are <20
   2. Part-time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Unskilled\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Accept \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. Handicapped\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Throughput**
   1. Mass production systems
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Purpose
      1. A small number of workers can produce and enormous amount of goods cheaply
      2. Standardization of products
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Standardization = Power over employees
         1. Workers are “interchangeable”\_\_
         2. No training necessary\_\_\_\_\_\_\_\_\_
            1. Spanish / English Manuals written at 5th grade level
3. **Stroking: a form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   1. Fast food Industry Relationship with the Government
      1. Subsidies for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Minimum Wage Lobbies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Advocating for guest-worker programs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Fair Labor Standards Act (laws regulating hours in a work week, child labor, and pay) Abuses
      1. Workers forced to wait to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Workers sent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Work without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      5. Compensated with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      6. Reward managers for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Unions highly discouraged/threatened
      1. Rap sessions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-
      2. Forced to take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. **Protecting Youth: “…Long hours many American teenagers now spend on the job pose a great risk to their future educational and financial success.”**
   1. Teens who work <20 hours a week
      1. + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. +\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Teens who work >20 hours a week
      1. -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. **Inside Jobs: Injury and Death**
   1. Injury
      1. rate among teens\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Injuries:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Death
      1. Armed robberies
      2. Higher death rate than police officer
   3. Causes of violence
      1. 2/3 of robberies involve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. ½ of restaurant workers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Workplace crime- “when people are treated with dignity and respect, they are less likely to steal from their employer”
      4. Homicide = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. OSHA Guidelines
      1. Opposition to guidelines for workplace safety
         1. Worry about “potentially damaging” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Created Alliance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Restaurants try to reduce crime with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Respond to the Attached Questions – Activity 11 A

“Throughput” from Fast Food Nation by Eric Schlosser

Directions: Read the chapter “Throughput”- p. 88. While you read, highlight answers and quotes for the following questions. Type your answers and write in complete sentences.

1. Why does the fast food industry hire mostly teenagers and immigrants? **Find at least one quote from the reading to support your answer.**
2. What is a “throughput”? What is the purpose?
3. How does the fast food industry ensure standardization of its products? Give **specific examples** from different restaurant chains.
4. How are the workers in the fast food industry viewed by the restaurants? **Find a quote to support your answer.**
5. What is the primary goal of the fast food industry? What steps has it taken to achieve that goal?
6. What is the relationship between the fast food industry corporations and the government? What kind of benefits do these corporations get from the government? What are they for? Who do they benefit? Who are they supposed to benefit?
7. What is “turnover rate”? What causes the high turnover rate of the fast food workers?
8. Does this chapter demonstrate cause and effect? If so, what is the cause and what are the effects? Use critical thinking skills for this question. You will not find it given to you in the text.
9. Schlosser discusses the eagerness of fast food companies to avoid hiring skilled workers and to rely instead upon highly unskilled workers. In fact, some chains openly embrace "zero training" as their ultimate goal. Since these companies are providing a steady paycheck, is it really the obligation of fast food chains to take an interest in their workers and to teach them job skills?
10. What is “stroking”? How is it used to benefit the fast food industry?
11. What are the effects of rewarding managers for keeping their labor costs low?
12. What is a labor union? What is it for? Why has it been difficult for fast food workers to organize labor unions?
13. Compare and contrast the jobs of upper-middle class teenagers to those of lower socio-economic status?
14. Describe the dangers of working in the fast food industry. What can be done to make fast food restaurants safer places to work?
15. Since many of the workers are recently arrived immigrants, doesn't employment at fast food restaurants offer them an opportunity to get into the American economy and therefore, an opportunity to move onto a better job?

## Guided Outline: The New Industrial Migrants-Kenny – Activity 10B

“The New Industrial Migrant” from *Fast Food Nation: The Dark Side of the All-American Meal* by Eric Schlosser

What is *turnover*?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **The slaughterhouse worker: “most impoverished and most vulnerable groups”**
   1. Recent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      1. Limited English
      2. Low literacy rates
      3. Often \_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Refugees
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Homeless people
2. **Community costs of migrant labor**
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Crime\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. **Companies and Subsidies: the companies have no loyalty to the communities but “blackmail” legislators to provide “incentives” for them to stay**
   1. ConAgra executives wrote Nebraska’s tax code
      1. Lower **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
      2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**personal income**\_\_\_\_\_**
      3. Tax deductions for\_**­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   2. Subsidies: “Monetary assistance granted by a government to a person or group in support of an enterprise regarded as being in the public interest”
      1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
      2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
      3. In South Dakota-no corporate tax and no income tax
4. **“The Sweet Smell”- Community, Environmental and Health Impacts of the Industry**
   1. Lexington
      1. Crime
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Smell
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Health Problems
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. **“The Most Dangerous Job”**
   1. Worker Uniforms
      1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Jobs
      1. Sticker
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Knocker
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Injuries: “Meatpacking is now the most dangerous job in the United States”
      1. Injury rate
         1. is 3x higher than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. > ¼ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. 40,000 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Common Injuries include
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Causes of high rate of injuries
         1. Speed of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Methamphetamine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. Bonuses for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. Supervisor abuses of power
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Sexual harassment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      5. Cleaning Crew- The Worst
         1. Dangers of the job include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Safety Regulations and Enforcement OSHA
      1. In 1981, following a policy of “deregulation,” the government adopted a policy of “voluntary compliance” of health and safety regulations. What were the implications of that policy?
         1. Companies kept their own injury records
         2. OSHA inspectors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. Falsified \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         4. Cover-up accidents\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         5. Kept two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         6. Failed to report\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. Once Congress found out about the egregious safety violations they “punished” the industry/companies
         1. Fined\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      3. Deceitful/Unethical practices to keep injury reports down
         1. Company doctors and nurses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Corporate security conducted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. Financial incentives for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         4. Safety procedures and equipment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      4. Worker protections
         1. Labor unions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Worker’s Comp Insurance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      5. Compensation for injuries- “The system now leaves countless unskilled and uneducated manual workers poorly compensated for injuries that will forever hamper their ability to earn a living.”
         1. Payment for losing an arm: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. Amputations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. Disfigurement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      6. Kenny- What injuries did Kenny acquire while working for Monfort?
         1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      7. How was Kenny rewarded for 16 years of service?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## The New Industrial Migrant-p. 190 Questions – Activity 11 B

1. What is high turnover? What contributes to the high turnover rate in the meat packing industry?
2. Describe the “average” meatpacking plant/slaughterhouse employee. What specific characteristics make these people ideal for this industry? Why? Provide at least 3 quotes from the article to support your answer.
3. Due to the vulnerability of the workers, the companies take advantage of their workers and often abuse them. What are some of the ways in which the companies abuse their workers?
4. Describe the jobs and working conditions of a meatpacking / slaughterhouse.
5. What is the relationship between the meatpacking industry and the government? Explain the various connections, abuses, and problems that have arisen due to their complicated relationship. **Use various quotes to support your answer.**
6. Analyze the changes in the communities that open slaughterhouses. What are the various ways these communities are impacted by industry? **Use quotes to support your answer.**
7. In the section, “The Most Dangerous Job,” Eric Schlosser describes the horrific injuries inflicted on slaughterhouse employees. What/Who is to blame for the high rate of injuries? What policies and procedures lead to such egregious health and safety violations?
8. Eric Schlosser details the harassment, injuries, and deaths of several workers including Kenny. In each case, the victims received little if no compensation for their suffering. What should be done to improve the safety and security of the workers? Detail processes, procedures, and even regulations and laws that should be put in place to improve the safety and security of the workers.

## Vocabulary Activities for “Throughput” and “The New Industrial Migrant” – Activity 12

Word from text   - Throughput       Meaning and Strategy

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Word from text | pg. | Meaning Guess  Actual  Part of Speech | Strategy used |
| 1 | Dominate | 68 |  |  |
| 2 | Adolescents | 68 |  |  |
| 3 | Innovative | 69 |  |  |
| 4 | Marginalized | 70 |  |  |
| 5 | Franchisees | 71 |  |  |
| 6 | altruistic | 71 |  |  |
| 7 | Subsidy | 72 |  |  |
| 8 | Zeal | 75 |  |  |
| 9 | Laissez-faire | 75 |  |  |
| 10 | Thwart | 76 |  |  |
| 11 | interrogated | 76 |  |  |
| 12 | era | 80 |  |  |
| 13 | anomie | 80 |  |  |
| 14 | arbitrarily | 83 |  |  |
| 15 | Macabre | 87 |  |  |

Word from text – The New Industrial Migrant          Meaning and Strategy

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Word from text | pg. | Meaning Guess  Actual  Part of Speech | Strategy used |
| 1 | inflation | 160 |  |  |
| 2 | Correlation | 161 |  |  |
| 3 | Profitability | 161 |  |  |
| 4 | Liability | 161 |  |  |
| 5 | Unionize | 161 |  |  |
| 6 | Reluctant | 162 |  |  |
| 7 | Asylum | 162 |  |  |
| 8 | Vulnerable | 162 |  |  |
| 9 | Prey | 162 |  |  |
| 10 | championing | 164 |  |  |
| 11 | subsidies | 164 |  |  |
| 12 | Chain mail | 169 |  |  |
| 13 | Subprimals | 169 |  |  |
| 14 | Vast | 169 |  |  |
| 15 | Primordial | 170 |  |  |
| 16 | Deliberately | 170 |  |  |
| 17 | Oblivious | 171 |  |  |
| 18 | Hairpin | 172 |  |  |
| 19 | Laceration | 172 |  |  |
| 20 | Mechanization | 174 |  |  |
| 21 | Explicit | 176 |  |  |
| 22 | adversarial | 179 |  |  |
| 21 | Perjury | 180 |  |  |
| 22 | discrepancy | 180 |  |  |
| 23 | Falsified | 182 |  |  |
| 24 | deliberately | 183 |  |  |
| 25 | Dismissals | 184 |  |  |
| 26 | grievances | 184 |  |  |
| 27 | lapses | 184 |  |  |
| 28 | Reprisal | 184 |  |  |
| 29 | Conducive | 184 |  |  |
| 30 | Debilitating | 185 |  |  |
| 31 | Ergonomics | 185 |  |  |
| 32 | Impeded | 185 |  |  |

## Vocabulary Activity 13

One strategy for understanding vocabulary in a text is by focusing on the affixes (prefixes and suffixes). In the reading selections from Fast Food Nation there are many words using affixes. The affixes help the reader understand the part of speech as well as the meaning. In the article that you choose to read, **find at least ten words with a prefix or a suffix. List the word and write how it helped you understand the word.** (Try to find words with different affixes rather than choose the same one again and again).

For example-

p. 68 **Unskilled** – The prefix “un” showed that the workers did not have skills. Vs.

p. 70 **De-skilled –** The prefix “de” showed me that there was skill involved in the work and it was taken away just like when bones are taken out of a fish before eating it - “deboned.”

|  |  |  |  |
| --- | --- | --- | --- |
| Page | Word | Meaning of prefix or suffix | Part of speech and how the affix helped you understand the word |
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## Write a reading response on either “Throughput” or “The New Industrial Migrant” – Activity 14

Follow IVF Summary, Analysis, and Reflection packet (see attached for full packet)

## Guidelines for Response Papers

As a critical writer and reader, you will summarize and respond to several readings from a variety of sources over the course of the semester. These reading responses need to be well developed and written in an academic tone. Length is not nearly as important as content, but I do expect that you will spend time and write at least three paragraphs (one for IVF summary, one for analysis, and one for reflection). You will be marked down on errors in grammar, mechanics, and spelling, but I am not as strict on these papers as your essays. I do expect improvement over the course of the semester; therefore, an “A” paper in the first few weeks may not be an “A” paper toward the end of the semester.

A good response paper will include the following:

* **A summary of the reading** – in your own words, what is this writing about? Use the IVF summary handout to formulate your thesis and summary.
* **An analysis of the reading** –
  1. What is the purpose of the writing (to inform, to persuade, to entertain, or a combination)?
  2. What is the organizational pattern?
  3. Is the writer qualified in the subject? Evaluate his/her credibility.
  4. What is the tone?
  5. How does the author use language to make a point?
  6. Who is the intended audience?
  7. Does the author make valid arguments?
  8. Was there relevant and adequate support for his/her argument?
  9. Etc.
* **Your reaction to the writing**-
  1. Do you agree or disagree with this writer? Why? Keep in mind that you will not agree/disagree when you are responding to every writing (fiction, for example)
  2. Did you learn anything new about the topic or about writing (or about yourself)?
  3. Did any phrases stand out or completely baffle you?
  4. What does this text have to do with you? How does it impact/affect you, your community, your peers, etc.?
  5. Does it agree or clash with your world view? ***You must use quotes from the piece to support your answers.***
  6. Critique the text. You cannot say, “This is stupid or boring!” Your critique should be mostly positive and should be supported with quotes.
  7. Lastly, would you recommend the text? If so, to whom?

Please keep in mind that the above guidelines are suggestions and may not be appropriate for all readings.

You will be graded on:

* the ability to summarize the main points of the writing.
* the ability to do a careful analysis of the writing.
* the ability to respond to the writing in your own “writing voice.”
* grammar, mechanics and usage

Your response papers need to be typed in 12-font and double spaced with standard margins. At the top of the first page, please type your name, course, response #, and the date.

## Evaluating Sources: What are your criteria for trusting information? Activity 15

**Dihydrogen Monoxide**

Use the following website to do research about Dihydrogen Monoxide:

[http://www.dhmo.org/facts.html#FACTS](http://www.dhmo.org/facts.html%23FACTS%20)

1. What is Dihydrogen Monoxide?

2. What are some dangers associated with DHMO?

3. What are some uses of DHMO?

4. What is the link between Dihydrogen Monoxide and school violence?

5. How does Dihydrogen Monoxide toxicity affect kidney dialysis patients?

6. What are other uses and dangers of DHMO?

7. What are the symptoms of accidental Dihydrogen Monoxide overdose?

8. What can you do to minimize the risks associated with DHMO?

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9. Should there be a ban on DHMO? Support your answer.

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. What can you do to make sure that you know all the facts about DHMO?

## Evaluate the website [http://www.dhmo.org/facts.html#FACTS](http://www.dhmo.org/facts.html%23FACTS%20) using the CRAAP Test (See attached document). Activity- 16

## Apply the CRAAP Test to new sources – Activity 17

* + - 1. Google – Food insecurity
      2. Look at the top 5 sites that come up **and in your group**-
         1. Use the criteria in the CRAAP Test to determine the validity of each site.
         2. Which sites would you use if you were writing a paper on food insecurity in the United States? Why?
         3. Write a summary outline of three of the sites. In it include information about how to use the site and what important information could be gleaned from the site.
         4. At the same time, think critically about the site and the information. Is there anything that you are suspicious about? Is the information biased toward one opinion, source, or idea? What would you want to cross-reference if you were to use this site/organization? Look at the sponsors/funders. What does that say about the research or information on the site?

## Utilize academic support resources: Virtual Library – Activity 18

Explore two databases in the Virtual Library to find articles about controversial topics: CQ Researcher and Points of View Reference Center.

In the database, search a topic that we have read about in this workshop: food insecurity, food safety, workers’ rights and safety, labor unions, fast food industry, meatpacking, food deserts, obesity, etc.

Find a full article in CQ Researcher.

Cite it using MLA formatting by using the CiteNow! tool in CQ.

Answer the following questions about your article:

Describe how the article is organized. What are the various features of the article? What are the subtitles? How would you use each section of the article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Locate and write the thesis statement of the article: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the controversy? Why is this a controversial topic? Describe the two different viewpoints presented in the article. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now search for the same topic using the database Points of View Reference Center.

Compare and contrast Points of View Reference Center from CQ Researcher. \_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How might you use CQ and Points of View Reference Center to research a topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Essay- Food Ethics

## Food Ethics Taking a Stand Essay Activities 19-30

Take a Stand against/for one of the topics we have read. This is your chance to make your audience think or act in a certain way. You must take a stand and then support that stand logically with reasons and evidence from your readings and viewings in this workshop. Your goal is to persuade your reader to agree with your point of view.

Based on the articles “The Rich Get Thinner, The Poor Get Fatter” by Warwick Sabin, “Extra Large, Please,” “Throughput” and “The New Industrial Migrant” by Eric Schlosser and the movie Food, Inc., and the HBO series The Weight of the Nation write a persuasive paper on one of the following ideas:

**Food Insecurity/Deserts and the Poor and the Obesity Epidemic:** “The Rich Get Thinner, The Poor Get Fatter” argues that poverty and the lack of healthy choices are the reasons for obesity in the South. Research other reasons for the obesity epidemic in this country. In addition, in the HBO series The Weight of a Nation and Food, Inc., experts discuss the difficulties of finding and affording healthy food choices. Based on the movies Food, inc. and the HBO series The Weight of a Nation how can the alternative food movement appeal to minorities and people living in food deserts? What role does the government play in this plan (Michelle Obama)? Propose a plan of action to combat this epidemic.

**Worker Safety/Security:** After learning about the dangerous and demeaning working conditions of agricultural and fast-food workers, what should be done to make these industries more accountable to their workers?

## Assignment:

* Use the writing process
  + Freewrite, make a web, look at your notes from the articles, etc. Choose one of the topics. Activity 19
  + Outline your paper in a formal / detailed outline Activity 20
  + Write a first draft Activity21
  + Revise/Edit - Activity 22
  + Add missing points/evidence – Activity 23
  + Take out redundant or irrelevant information – Activity24
  + Do a reverse outline- do you have balanced evidence for each reason? Activity 25
  + Peer Review – Activity 26
  + Use campus resources- i.e. Learning Lab, instructor, peers, etc. Activity 27
  + Write your final draft – Activity 28
  + Revise/Edit – Activity 29
  + Publish to Canvas – Activity 30

## Outline- Your paper should contain the following

### Paragraph 1/Introduction: Intro to the controversy and background

* Introduce topic- hook the reader’s attention.
* Provide background/historical context for the controversy
* Give an overview of the situation
* Define important terms

Working thesis (at the end of your introductory paragraph) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Paragraph/Section 2: Explanation

* 1st Reason – your position should take place
  + Emotional, Logical, and Ethical Appeals Details
    - Logical appeals engages readers’ intellect
    - Emotional appeal touches their hearts
    - Ethical appeals draws on their sense of fairness and reasonableness
  + Quotes from the reading
  + Explanations
  + Facts
  + Details

### Paragraph/Section 3: Explanation

* 2nd Reason your position should take place
  + Emotional, Logical, and Ethical Appeals Details
  + Quotes from the reading
  + Explanations
  + Facts
  + Details

### Paragraph/Section 4: Explanation

* 3rd Reason your position should take place (Use emphatic order- make this your strongest point)
  + Emotional, Logical, and Ethical Appeals Details
  + Quotes from the reading
  + Explanations
  + Facts
  + Details

### Paragraph / Section 5: Rebuttal

* Opposing viewpoint- what does the other side say?
* Acknowledge that viewpoint and refute it.
  + Reasons why you understand the other side but your position is still stronger
  + Quotes from the reading

### Paragraph / Section 6: Conclusion

* Reaffirm your main point
* Last appeal to the audience
  + Why should we agree with this position? What will it do for me, humanity, my community, my family, my country, etc?

## Assignment:

* Format= 3-4 pages, double-spaced, MLA style, 12 point font
* *Italicize* and underline your thesis.
* Be objective as much as possible. This is not a narrative paper. You should not be writing about you except perhaps in the introduction.
* This is not a research paper. Write as much as you can from your background knowledge and from the readings in this workshop.
* Remember to focus on 3 types of evidence: logical, emotional, and ethical.

### Guidelines for publishing to Canvas:

* Format= 3-4 pages, double-spaced, MLA style, 12 point font
* *Italicize* and underline your thesis.
* Be objective as much as possible. This is not a narrative paper. You should not be writing about you except perhaps in the introduction.
* Include quotes and specific examples from the readings.
* This is not a research paper. Write as much as you can from your background knowledge and from the readings in this workshop.
* Remember to focus on 3 types of evidence: logical, emotional, and ethical.

### Rubric:

MLA Formatting:

1. 12 point standard font
2. Double-spaced throughout (don’t add extra space between paragraphs)
3. Standard 1” margins
4. Left justified
5. Show consistency throughout in spacing

Content and Organization:

1. Thesis statement –
2. Background information/introduction
3. Three reasons for your position
4. Supporting evidence
5. At least one quote or detail from the articles for each reason
6. Transitions between each paragraph

Proofreading/Editing:

1. Mostly maintains adequate sentence boundaries (fragments, run-ons, comma splices)
2. Most grammar conforms to standard English
3. Most punctuation and mechanics used correctly
4. Remains in first or third person