

***Fast Food Nation* by Eric Schlosser** (Published by Houghton Mifflin)

Approved for use in Communication Arts I and Honors Communication Arts I

Summary

This non-fiction text examines the history of fast food in America. It discusses, in some detail, the rise and fall of companies, food quality and preparation, and workers' conditions.

Connection to the Curriculum

Students can examine parts of or the entire text of *Fast Food Nation* to learn more about a subject. Students can analyze how an author's opinions are reflected in works labeled as non-fiction. The non-fiction text gives students the chance to apply expository reading strategies in a longer work; in addition, they can evaluate the author's style and how it affects this message. They can also research multiple topics connected to the text.

Standards

Course Objectives (Benchmarks)

Reading: 1.4- The students comprehend a variety of texts.

Literature: 2.1-The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Writing: 3.1- The students use writing as a tool for learning throughout the curriculum. 3.2- The students use a writing process that includes preparing, drafting, revising, editing, and publishing to produce a written text.

Research: 4.1- The students use effective research practices.

Possible Skills Taught (Indicators):

Reading:

1.2.1- The student adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

1.4.7- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.8- The student understands the purpose of text features (title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.

1.4.10- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.11- The student uses information from the text to make inferences and draw conclusions.

1.4.14-The student explains and analyzes cause-effect relationships.

1.4.16- The student identifies topic, main ideas, and supporting details.

Literature:

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

Writing:

3.3.7- The student writes using knowledge or experience.

3.3.9- The student develops the topic in an enlightening and purposeful way.

Research:

4.1.3- The student researches and verifies the accuracy, relevance, and completeness of (Schlosser's) information.

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

Readers will encounter explicit descriptions of the food industry. This includes somewhat disturbing accounts of the beef industry.

AP Connections

Honors students can examine the author's style and its effect on the overall message. Style analysis is an expectation for the Advanced Placement III course.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities