

Mrs. Siley's  
Advanced Placement English Language and Composition, Grade 11  
Summer Reading Assignment # 1

**Selection:** *Fast Food Nation* by Eric Schlosser

**Rationale:** This non-fiction book contains the elements of argumentation and rhetorical strategies incorporated into the *AP Language and Composition* curriculum.

**Objectives:** To read and respond to the book in its entirety  
To understand how a writer uses language to create message and meaning

**Assignment:** Reading, (we strongly recommend notetaking and/or annotating (not required), and 13 essay questions (required)).

**Specific Essay Instructions for answering essay questions**

- MLA formatting (All work must be typed)
- Formal, academic voice
- A **well-developed response**, incorporating appropriate and relevant text citations and references
- Less than 10% summary—stick to analysis and higher level DOK (Depth of Knowledge)
- Upload to turnitin.com (as one document, upon return and registration in your new class)

**Essay Questions:** **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. Be sure to explore the chapter fully, particularly the second half.

**Chapter 1:** Some readers find it counter-productive to Schlosser's argument against the fast food industry that he would create such a sympathetic portrait of fast food pioneer, Carl Kartcher. Discuss the relevance of providing this background information in formulating an argument.

**Chapter 2:** Analyze how Schlosser's strategy of comparison between Disney and McDonalds, and their founders, makes important points about the fast food industry and their marketing strategies.

**Chapter 3:** *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 the *logos* and *pathos* of your audience. You do not need to use a letter format.

**Chapter 4:** Analyze how Schlosser explores **irony** in this chapter titled “Success” through his focus on Dave Feamster’s *Little Caesar* franchise and the concluding spokesperson (especially Reeves) at the sales seminar.

**Chapter 5:** 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, ...”

**Chapter 6:** “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:** Upton Sinclair argues in his novel *The Jungle* “Human beings, had been made ‘cogs in the great packing machine.’” Who is Schlosser arguing are the “Cogs in the Great Machine” in this chapter? Evaluate the analogy.

**Chapter 8:** 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 Schlosser’s chapter? If so, which chapters?

**Chapter 9:** 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:** 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:** An epilogue is actually a conclusion, which, generally, looks to the future from where a book ends. Explain how the content of this chapter is an appropriate conclusion to Schlosser’s criticism of the fast food industry. How, and why, does he employ specific facts and illustrations?

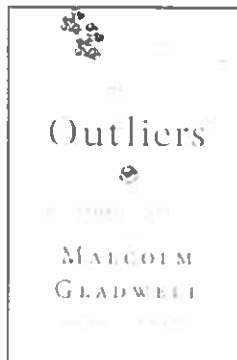
**Afterword:** An afterword is included to provide additional information after the initial publication of the book. Why would this additional information be relevant to his argument? Discuss how the content of this chapter helps bolster, or discredit Schlosser’s ethos, particularly the section titled “*wrong wrong wrong*”.

Complete For East Good Nation by Eric Schlosser

SOAPStone Graphic Organizer for Rhetorical Analysis  
Citing Evidence in Persuasive Text

CLOSE READING		How do you know? Cite specific evidence in the text.
<b>S</b>	<p>Who is the Speaker?</p> <ul style="list-style-type: none"> <li>Who is the speaker?</li> <li>Identify the speaker's age, gender, class, and education.</li> <li>The voice tells the story. Whose voice is being heard within the text?</li> <li>What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</li> </ul>	
<b>O</b>	<p>What is the Occasion?</p> <ul style="list-style-type: none"> <li>What is the time and place of the piece? What is the current situation (that prompted the writing)?</li> <li>Is this a political event, a celebration, an observation, a critique, or ...?</li> <li>Identify the context of the text.</li> </ul>	
<b>A</b>	<p>Who is the Audience?</p> <ul style="list-style-type: none"> <li>Who are the readers to whom this piece is directed? It may be one person or a specific group.</li> <li>Does the speaker specify an audience?</li> <li>What assumptions exist in the text about the intended audience?</li> </ul>	
<b>P</b>	<p>What is the Purpose?</p> <ul style="list-style-type: none"> <li>What is the purpose behind the text? Why did the author write it? What is his goal? (To find the purpose, ask, "What did the author want his audience to think or do as a result of reading this text?")</li> <li>What is the message?</li> <li>How does the speaker convey this message?</li> </ul>	
<b>S</b>	<p>What is the Subject?</p> <ul style="list-style-type: none"> <li>What topic, content, and ideas are included in the text?</li> <li>State the subject in a few words or a short phrase.</li> <li>Is there more than one subject?</li> <li>How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?</li> </ul>	
<b>tone</b>	<p>What is the Tone?</p> <ul style="list-style-type: none"> <li>What is the attitude of the author?</li> <li>Is the author emotional, objective, neutral, or biased about this topic?</li> <li>What types of details "tell" the author's feelings about the topic?</li> <li>What types of diction (choice of words), syntax (sentence structure), and imagery (metaphors, similes, and other types of figurative language) help reflect the tone?</li> <li>How would you read the passage aloud if you were the author?</li> </ul>	

Mrs. Siley's  
11AP Reading for *Outliers*  
Summer Reading Assignment #2



- Selection:** *Outliers* by Malcolm Gladwell
- Rationale:** This work contains the elements of persuasion, expository, and narrative and will serve as an introduction to 11<sup>AP</sup> Language and Composition
- Objectives:**  
To read and respond to the work in its entirety  
To understand how a writer uses language & devices to create message and meaning  
To communicate your thoughts clearly and with textual support
- Assignment:** It is recommended that students purchase a copy of the book. This will provide an opportunity for annotation (but not required) and allow students to begin building their own libraries.

**I. Specific Essay Instructions for answering essay questions**

- MLA formatting (*All work must be typed*)
- Responses must include textual support (quotes) and demonstrate critical reading of the text.
- 100-200 words, each response, one piece of textual support per response.
- This is not a summary of your reading; it is an analysis
- Upload to turnitin.com as one document, upon return and after registration in your new class – **this will be explained further on the first day of school.**

*Note: The questions are designed to guide the reader through the entire novel. The student will choose to answer either question #1 or question #2 in each section.*

**Introduction “The Roseto Mystery”**

What is the Roseto Mystery? What overarching idea is Gladwell establishing in his introduction? (**All students answer this question**)

**Chapter One “The Matthew Effect” (Choose to answer either #1 or #2)**

1. Explain the author’s viewpoint regarding “The Story of Success”. Are personal qualities the sole reason one becomes an outlier? Explain your answer providing support from the text.
2. What is the consequence of “prematurely writing people off as failures”?

**Chapter Two “The 10,000-Hour Rule” (Choose to answer either #1 or #2)**

1. Explain the 10,000-Hour Rule.
2. Consider the following: “Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good.” Explain how this philosophy was at work for Bill Joy, The Beatles, and Bill Gates.

**Chapter Three “The Trouble with Geniuses, Part 1” (Choose to answer either #1 or #2)**

1. Describe the difference between ‘divergence testing’ and ‘convergence testing’. Is one more significant than the other?
2. Gladwell states that communities and companies in American society “are convinced that those at the very top of the IQ scale have the greatest potential.” After reading the chapter, explain why you either agree or disagree with this statement.

**Chapter Four “The Trouble with Geniuses, Part 2” (Choose to answer either #1 or #2)**

1. Compare and contrast Langan and Oppenheimer.
2. What is the difference between “concerted cultivation” and “accomplishment of natural growth”?

**Chapter Five “The Three Lessons of Joe Flom” (Choose to answer either #1 or #2)**

1. Explain Gladwell’s statement as it relates to Joe Flom: “Buried in that setback was a golden opportunity.”
2. Consider the following quote: “Hard work is a prison sentence only if it does not have meaning.” Explain how this quote relates to the chapter.

**Chapter Six “Harlan, Kentucky” (Choose to answer either #1 or #2)**

1. Describe the “culture of honor” that exists in the Appalachian Mountains.
2. What are the “cultural legacies” as described in this chapter? Why are they significant to understand when dealing with people?

**Chapter Seven “The Ethnic Theory of Plane Crashes” (Choose to answer either #1 or #2)**

1. Describe the significance of the “willingness to change” as it relates to Korean Air.
2. What is Gladwell explaining about the importance of communication?

**Chapter Eight “Rice Paddies and Math Tests” (Choose to answer either #1 or #2)**

1. After reading this section of the book, have your opinions changed about math classes and math ability? Explain why or why not.
2. Describe the connection between the “10,000-Hour Rule” and the wet-rice farmers in Asia.

**Chapter Nine “Marita’s Bargain” (Choose to answer either #1 or #2)**

1. Describe the significance of summer vacation as it relates to different groups of students. Why is this significant?
2. Gladwell states “success follows a predictable course.” How does this quote apply to Marita? How does this apply to you?

**Epilogue “A Jamaican Story” (Choose to answer either #1 or #2)**

1. What does Gladwell mean when he states, “The outlier in the end is not an outlier at all.”
2. Explain what Gladwell means when he states, “That is the story of my mother’s path to success – and it isn’t true.”

Complete for Officers by Malcolm Gladwell

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**Assessment:**

**A range (90-100%)** – Essay answers indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.

**B range (80-89%)** – Essay answers predominantly critical and close reading, and mostly thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed.

**C range (70-79%)** – Essay answers indicate some critical and close reading and analysis, although understanding of the text may be tangential or superficial. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.

**D or F – (0-69%)** These responses are not acceptable for AP-level work. It is unclear whether the book was read, or understood. Multiple errors in grammar, voice and formatting may be present.

**Due Dates:**

**Short essay questions** are DUE in class (hard copy) on the dates listed below. **No Late work will be accepted for this assignment.**

Other assignments may be given in relation to this reading, at the discretion of the instructor (e.g. research, Socratic Discussions)

- Completed and turned in by August 15<sup>th</sup>

**Connections:**

Ongoing reference and instruction regarding argument will be tied to this book throughout the year. **IT IS EXTREMELY IMPORTANT THAT YOU READ THIS BOOK IN ITS ENTIRETY.**

(Both Books)

**Note: (Outliers)**

Not all editions of this book are the same—it has been re-edited since its first publication in 2001. If your copy does not correspond to the chapter questions, answer each question you can.

You are responsible for procuring a copy of the bookS.

We recommend you buy a copy if possible, as annotating is a helpful reading tool. You might also use small post-it notes for annotating.

If you have any questions please email me at: [DSiley@cuyhhs.org](mailto:DSiley@cuyhhs.org)