

UNIT 3: Connecting an Argument, pp. 111–184

UNIT 3 OVERVIEW, pp. 112–121

Student open responses will vary. Sample responses are provided throughout this resource.

Analyzing the Visual, p. 116

Students might notice that the old McDonald's was very small and does not appear to have had either a drive-through or an eat-in interior. Instead, it appears to serve food from the windows in front. These details might suggest that fast food didn't need to accommodate as many people when it first started out, but it has become so popular that small places like this first one would not be able to handle the volume of customers.

Composing on Your Own, p. 120

After each professional anchor text, students will have an opportunity to write freely in response to it. Although subsequent "Composing on Your Own" activities direct students to specific writing tasks based on what they are learning, students are also free to follow their own inquiries in these compositions that develop over a unit. *See pages 223–228 for Inquiry Activities for Writing Rhetorically.*

What Do You Know? p. 120

Note: This recurring feature uses the practice of "effortful recall" to help students' learning "stick." Chances are that over their previous years of schooling, students have encountered these ideas, if not necessarily the terminology. Having to work hard to retrieve what they already know will help students form stronger connections to the new knowledge they acquire. These questions are not meant to be scored. They will serve as a guide to what your students may or may not already know about the unit's content.

Close Reading: Professional Text

1. Students might identify the last two sentences of the third paragraph: "During a relatively brief period of time, the fast food industry has helped to transform not only the American diet, but also our landscape, economy, workforce, and popular culture. Fast food and its consequences have become inescapable, regardless of whether you eat it twice a day, try to avoid it, or have never taken a single bite."
2. Schlosser uses chronological order to chronicle the "fundamental changes in American society" from roughly the 1970s to today.
3. Paragraph 6, where Schlosser quotes Hightower, or paragraph 18 with the reference to George Ritzer. Students may say that the reference to Hightower placed the argument in a larger context by relating the "McDonaldization" of the country to other industries, or they may describe another effect. Students may also note the reference to Cameron Lynne Macdonald and Carmen Sirianni in paragraph 4 and to Ray Kroc in paragraph 8.

Evaluating Writing: Student Draft

1. The writer acknowledges that Americans have increased their spending on fast food and that there have been unsuccessful attempts to offer healthier choices. The writer could have provided additional evidence after sentence 7 to underscore the failure of other healthy options. This evidence would further validate the argument that people do not make healthy choices even when they are as convenient as unhealthy options.
2. The writer makes an abrupt transition between the description at the beginning and the significance of choice in relation to the writer's argument. In sentence 3, the

independent clause, "many exonerate fast food companies' fault and claim that it is the choice of the consumer" is misleading in nature because it appears as though this is not aligned with the writer's claim. Also, just because the McLean Deluxe failed, what about other healthier fast food options? Because the writer does not discuss Panera's role in changing the fast food market, the reader is left wondering if healthy options really are healthy at all, which takes away from the effectiveness of the writer's claim.

For a revised version of this student draft based on the activities in this unit, see page 55.

Analyzing the Visual, p. 121

Possible claims include:

- Although most of the top ten fast-food chains are those that serve full meals, Americans also love sweets and coffees, as the ranking of Baskin-Robbins, Dunkin', and Starbucks on this list demonstrates.
- The popularity of American fast food chains appears to have less to do with the foods served than with other concerns, perhaps such as marketing. For example, McDonald's and Burger King have very similar menus, but McDonald's had more than twice as many locations in 2019 than Burger King.

PART 1 CONNECTING AND EXPLAINING CLAIMS AND EVIDENCE, pp. 122–135

PART 1.1 Using Commentary Effectively | CLE-1.K

1.1 Checkpoint, pp. 125–127

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	CLE-1	3.A	CLE-1.K: claim, evidence	123–125
2	E	CLE-1	3.A	CLE-1.K: claim, evidence	123–125
3	B	CLE-1	3.A	CLE-1.K: claim, evidence	123–125
4	C	CLE-1	3.A	CLE-1.K: claim, evidence	123–125
Evaluating Writing					
1	See page 46.	CLE-1	4.A	CLE-1.K: claims, evidence	123–125
2	A	CLE-1	4.A	CLE-1.K: claim, evidence	123–125

Close Reading: Open Response Questions/Activities

1. The writer uses commentary in the third sentence of the paragraph to show the relationship between the evidence he gives in the second sentence, "most fast food is delivered to the restaurant already frozen, canned, dehydrated, or freeze-dried," and his claim in the first sentence. Schlosser's commentary points out that the kitchen is actually the "final stage" that fast food goes through before being offered to customers. In that observation he is connecting the fact that food comes to restaurants already manipulated (evidence) with the claim that fast food production is more about technology and engineering than about cooking.

Evaluating Writing: Open Response Questions/Activities

1.	Claim	Evidence	Commentary
	Although some of the blame in the rise in popularity of fast food lies with the companies, it is the choice of the consumer that is ultimately driving the success of the industry.	Healthier options have shown up in the industry to help consumers make healthier choices. McDonald's menu has not changed minus the addition of a few salads. McDonald's has tried to add healthier options.	Answers will vary. If the salad options had become consumer favorites, McDonald's would likely have responded with even more healthful choices. But instead, consumers opted for larger sizes.

Composing on Your Own, p. 128

Encourage students to pick a subject that relates to food ethics. Remind students to carefully consider the needs of their audience; this consideration will influence the tone and evidence students use in their writing. Students may want to create a checklist to ensure that they are considering the audience's values, beliefs, needs, and background. Regardless of audience, students should balance emotional appeals with hard evidence from reputable sources.

PART 1.2 Integrating and Acknowledging Source Material, pp. 128–133 | CLE-1.L
CLE-1.M CLE-1.N

1.2 Checkpoint, pp. 131–132

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 47.	CLE-1	3.A	CLE-1.L: source material, commentary CLE-1.M: synthesis CLE-1.N: attribution	128–130
2	A	CLE-1	3.A	CLE-1.L: source material, commentary	128–130
3	B	CLE-1	3.A	CLE-1.L: source material, commentary	128–130
4	D	CLE-1	3.A	CLE-1.L: commentary	128–130
Evaluating Writing					
1	See page 47.	CLE-1	4.A	CLE-1.K: source material	128–130
2	See page 47.	CLE-1	4.A	CLE-1.K: commentary	128–130
3	C	CLE-1	4.A	CLE-1.K: source material CLE-1.M: synthesis CLE-1.N: attribution	128–130

Close Reading: Open Response Questions/Activities

1. In his introduction to *Fast Food Nation*, investigative journalist and author Eric Schlosser sheds light on one of the many negative consequences of the fast food industry's rise to power. Fast food corporations have overtaken independent food growers and farmers because the "family farms are now being replaced with gigantic corporate farms" which results in "farmers and cattle ranchers losing their independence" or "being forced off of the land" and, ultimately, dividing the rich and the poor because the once-farmers are the working poor, working for the large corporations that replaced them.

Evaluating Writing: Open Response Questions/Activities

1. There are a number of places where the writer probably referred to source materials for information: sentence 3, sentences 4–5, sentences 6–9, and sentence 10.
2. Sentence 11 is a commentary linking the evidence to the claim. If he or she directly referred to more source material, commentary could be used to integrate it into the essay.

Composing on Your Own, p. 133

Students should review their draft claim, rhetorical situation, and the sources they intend to use before they begin to write their paragraphs. They should also try to provide appropriate commentary to integrate their sources, and make sure that they acknowledge them.

Part 1 Apply What You Have Learned, p. 133

1. Chavez briefly tells the stories of Juan and Elia Rodriguez and their son Johnnie, who died at the age of five after a two-year battle with cancer; and of Ramona Franco, whose son Felipe was born with no arms and legs after she was exposed to pesticide, which she was told was safe, and "medicine" for the plants. These vignettes surround facts and figures about the rates of cancer in the farming communities around Delano, California, and Governor Deukmejian's refusal to do anything to mitigate the situation. Chavez begins his speech sequence by appealing to the empathy of his audience for the Rodriguez family and ends by appealing to their empathy for the Franco family.
2. Chavez quotes Juan Rodriguez and Ramona Franco, parents of two children who were affected by pesticides, which personalizes his argument. He mentions the high cancer rates in the rural communities, and cites health experts' opinions that they are a result of pesticides and fertilizers leaching into the water system. He opposes their expert opinions with the actions of a politician, Governor George Deukmejian, who vetoed a study that could have helped to determine why so many rural children were dying of cancer, and used a statewide radio broadcast to attack the grape boycott, maintaining that there was no evidence to prove that pesticides cause cancer. This source material gives credence to Chavez's claim that the lives of these workers and their families are valuable and deserve protection.

Reflect on the Essential Questions, p. 135

Specific evidence, either qualitative or quantitative, comes together—usually with commentary—to support a claim or series of supporting claims within a writer's argument. A writer's argument is often substantiated by the synthesis of source material—ideas, research, or observations—into the argument. Synthesizing others' perspectives can give credibility to an argument, offer diverse perspectives on the same position, and situate the argument into a larger context. Source material should be properly acknowledged through attribution and citation, and may be documented in a list of references.

2.1 Checkpoint, pp. 144–146

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	REO-1	5.A	REO-1.A: line of reasoning REO-1.B: claim, line of reasoning	137–143
2	See below.	REO-1	5.A	REO-1.A: line of reasoning REO-1.B: claim, line of reasoning	137–143
3	See below	REO-1	5.A	REO-1.C: evidence	137–143
4	A	REO-1	5.A	REO-1.C: reasoning	137–143
5	E	REO-1	5.A	REO-1.C: commentary	137–143
Evaluating Writing					
1	See page 49.	REO-1	6.A	REO-1.E: sequence, line of reasoning	137–143
2	See page 49.	REO-1	6.A	REO-1.B: claim, line of reasoning	137–143
3	B	REO-1	6.A	REO-1.E: sequence, line of reasoning	137–143
4	A	REO-1	6.A	REO-1.B: claim, line of reasoning	137–143

Close Reading: Open Response Questions/Activities

1. Students should recognize that this paragraph lays out political, economic, and social causes that combined to allow the fast food industry to grow quickly.
2. This paragraph is structured in chronological, or time, order. The author looks through a historical lens from the 19th century to the present day to show that the fast food industry had powerful forces promoting its success, which eventually led to its inescapability.
3. The writer points out the relevance of the fact that the prevailing philosophy of the western United States is at odds with its dependency upon and benefit from government involvement when he states, “No other region of the United States has been so dependent on government subsidies for so long, from the nineteenth-century construction of its railroads to the twentieth-century financing of its military bases and dams.”

Evaluating Writing: Open Response Questions/Activities

1. Students are likely to notice that there are some introductory remarks, a description of the argument, and a position on the argument, but little in the way of evidence or commentary to tie a line of reasoning together.
2. Students may suggest causal reasoning as the most obvious direction and lay out topics for future paragraphs focusing on what would result if consumers took full control of their health through fitness and fitness apps, boycotting fast food chains, getting plenty of rest, and having regular checkups.

Composing on Your Own, p. 146

Return to the paragraph you wrote about food ethics or another topic of interest to you. Examine your line of reasoning. Create a two-column chart, like the one on page 142, with your text in the first column and your train of thought in the second. Evaluate your line of reasoning and ask if it keeps the elements of your rhetorical situation in mind. Is it logical, complete, sequential, and clear? If you notice any gaps, introduce commentary to fill them in. When you are satisfied that the essential elements are in place, add more commentary to explain the significance and relevance of your evidence. Also consider how to best position your claim. Will you begin your paragraph with the claim and use a line of reasoning to justify it? Or will you present a line of reasoning that will lead to a thesis? Experiment with each type of structure as you write your paragraph. Save your work for later use.

Students should use the chart to help organize their writing. Remind students that the two columns in the chart are related, and the key points in their line of reasoning should reflect the organization of their paragraph. How does their commentary work with the evidence they provide?

PART 2.2 Flaws in Reasoning, pp. 147–153 | REO-1.F

2.2 Checkpoint, pp. 151–152

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 50.	REO-1	5.A	REO-1.F: flaws, line of reasoning	147–150
2	See page 50.	REO-1	5.A	REO-1.F: flaws, line of reasoning	147–150
3	See page 50.	REO-1	5.A	REO-1.F: flaws, line of reasoning	147–150
4	See page 50.	REO-1	5.A	REO-1.F: flaws, line of reasoning	147–150
Evaluating Writing					
1	See page 50.	REO-1	6.A	REO-1.F: flaws, line of reasoning	147–150
2	B	REO-1	6.A	REO-1.F: flaws, line of reasoning	147–150

Close Reading: Open Response Questions/Activities

1. The first paragraph shows flaws in deductive reasoning. They could be expressed in a syllogism:

Major Premise: Meals with potatoes, beef, rolls, and salad are healthy.

Minor Premise: McDonald's provides meals with potatoes, beef, buns, and salad-like toppings.

Conclusion: Therefore, McDonald's food is healthy.

This reasoning is based on a major premise that is not true, so the conclusion is invalid. How foods are prepared is a key part of whether or not they are healthy, so there is no way to know that meals with potatoes beef, rolls, and salad are healthy.

2. The writer attacks the character of those who write or make movies about the fast food industry, suggesting that they are just doing it for the money and they shouldn't be trusted. However, just because people make money from their research does not mean that their research isn't trustworthy. Also, saying people should be skeptical of "everything" they say admits no gray areas but rather presents an either/or approach to the issue.
3. The writer draws a general conclusion from too small a sampling of evidence, committing a flaw in inductive reasoning.
4. Answers will vary but students might point out that in paragraphs 4 and 5, the evidence is irrelevant to whether or not fast food is good for you. Just because the company provides some benefits, it does not follow that the food they serve is healthy. In paragraph 6, students may question that "all of the examples" show that fast food can be good for you. Some of them have nothing to do with the food at all.

Evaluating Writing: Open Response Questions/Activities

1.
 - (3) "While it is understood that the consumption of fast food is the leading cause of our nation's deteriorating health. . ." This sentence includes absolute language. The author states that the consumption of fast food is the leading cause of deteriorating health. The author does not provide evidence for this statement. This statement is also an oversimplification. Revise it by stating that the consumption of fast food is "one of several causes."
 - (5) "The increased spending on fast food proves that we have an addiction to fast food. This addiction is a cultural choice: one that has been dictated by a desire for efficiency." This statement has a weak logical connection between the claim and the evidence. Revise it to read: "The increased spending on fast food is an example of our dependency, and some would even say addiction, to fast food. This dependency and overconsumption are cultural choices that have been dictated by a desire for efficiency."
 - (8) "McDonald's has tried to add healthier options, such as the McLean Deluxe that claimed to be 91% fat-free. (9) Once consumers discovered that the chain had added carrageenan, or seaweed extract, to the patty to replace the lost fat, all sales stopped and the item was removed from the menu." These statements are a bit of a red herring. The evidence is verging off the topic and toward creating a diversion from the claim. Revise by omitting the specific reference to the carrageenan and seaweed, or use commentary to better show how this specific evidence is connected to the claim.

Composing on Your Own, p. 153

Students should remember from Unit 1 that the rhetorical situation is the situation out of which writing emerges. Students should be sure their writing is appropriate for that situation and check for any flaws in their line of reasoning. They should also be on the watch for logical fallacies.

Part 2 Apply What You Have Learned, p. 153

Students will likely note that he begins with questions that point to his main ideas and then uses a combination of vivid examples and health information to try to answer those questions. The structure of his argument is Opening Questions/Focus on Johnnie Rodriguez as example/ information about relationship between pesticides and health/efforts to deny or avoid the problem from the governor of California. That same structure repeats: Focus on Filipe Franco/ relationship between pesticides and birth defects/denial from foremen about effects.

Reflect on the Essential Question, p. 153

The line of reasoning should suit the topic, message, and intended audience. Reasoning should unfold in a logical pattern, using transitional words and phrases to help keep readers on track. Commentary helps readers understand both the significance and the relevance of evidence, the way the evidence works to support the reasoning behind the writer's claim. The sequence of paragraphs helps to communicate the line of reasoning.

PART 3 INTRODUCTIONS TO METHODS OF DEVELOPMENT, pp. 154-168

PART 3.1 Methods of Development, pp. 155-158 | REO-1.G REO-1.H

3.1 Checkpoint, pp.156-158

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 52.	REO-1	5.C	REO-1.H: methods of development, narration, cause-effect, comparison-contrast, definition, description	155-156
2	D	REO-1	5.C	REO-1.G: method of development	155-156
3	E	REO-1	5.C	REO-1.G: method of development	155-156
4	A	REO-1	5.C	REO-1.G: method of development, argument	155-156
Evaluating Writing					
1	See page 52.	REO-1	6.C	REO-1.G: method of development, argument	155-156
2	See page 52.	REO-1	6.C	REO-1.G: method of development, argument	155-156
3	D	REO-1	6.C	REO-1.G: method of development	155-156

1.

Method of Development	Example from the Text
Narration	Paragraph 2 In this paragraph Schlosser uses narration to paint a word picture of the experience of going to a fast food restaurant: opening the door, walking in, studying the backlit menu, ordering and paying, and watching the teenagers in uniforms who prepare the food.
Cause-Effect	Paragraph 5, paragraph 9, and paragraph 10 All of these examples identify cause-effect relationships because something happened, a result occurred that is reflected by the fast food industry.
Comparison-Contrast	Paragraph 6 and paragraph 8 Schlosser often compares the past—such as the number of McDonald’s restaurants, minimum wage, amount of money spent on fast food—in order to show the influx and growth of the fast food industry or things related to the industry when looking at the industry as a metaphor for American values or business.
Definition	“uniformity” in paragraph 8 The definition of this term supports one of his primary claims—that the fast food industry is responsible for a conformist or uniform-based culture. While most of his readers will know the definition of this term, the way that Schlosser defines it is relative to his argument.
Description	Paragraph 6. Schlosser uses descriptive sensory details to place readers right inside their favorite fast food joint.

Evaluating Writing: Open Response Questions/Activities

1. The writer begins with narration in the first two sentences to introduce the topic, the dearth of healthy fast food choices. At the end, he or she admits that there are healthier options available, but it is up to consumers to assume responsibility for their choices.
2. One possibility might be to add a sentence at the end: Among those choices might be *not* to supersize, or to avoid high-calorie “value meals,” or to substitute water for soda and a side salad or apple slices for french fries.

Composing on Your Own, p. 158

Students should notice where they use narration and descriptive details to lend immediacy to their writing, and whether they use cause-effect development, comparison-contrast, definition—and if so, how they use them.

3.2 Checkpoint, pp. 161–162

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	REO-1	5.C	REO-1.I: narration	158–160
2	B	REO-1	5.C	REO-1.I: narration	158–160
Evaluating Writing					
1	See below.	REO-1	6.C	REO-1.I: narration	158–160
2	B	REO-1	6.C	REO-1.I: narration	158–160

Close Reading: Open Response Questions/Activities

1. The narration begins when Schlosser tells how he spent two years researching and eating a lot of fast food. He admits that most of what he ate tasted pretty good. Prior to this, Schlosser uses the introduction to track the history of the fast food industry and how the fast food industry is a metaphor for uniformity, conformity, and exploitation of “unskilled” workers. This narrative brings a “human” element to Schlosser, making him seem more like the average American, not someone who is looking at the role of fast food from the outside, as if he is too good to eat it. His concession that the food does taste good makes him seem honest and truthful.

Schlosser’s personal experience with eating fast food supports his claim that a market for fast food continues to exist because he concedes that it does taste good. This narrative detail makes him seem more like the average reader, not someone who is looking at fast food as an “outsider.”

Evaluating Writing: Open Response Questions/Activities

1. My friends have all started to get their driver’s licenses and we often find ourselves asking, “What should we do?” or “Where should we go?” As teenagers, we don’t have a lot of options. Driving down the main road of our town, the flashing lights of the different fast food chains lure us and, most often, we end up sitting in the back corner of a McDonald’s or Panera. We all understand that fast food is usually equated with unhealthy food, but we’re young and figure that an occasional lapse won’t kill us—as long as we don’t overdo it!

Composing on Your Own, p. 162

Students should review the analysis they made in Checkpoint 3.1. This is their opportunity to add or personalize their narration.

Justice and Race To reinforce the use of narration as a method of development and engage in a conversation about justice and race, you may wish to use the activity on page 235.

3.3 Checkpoint, pp. 165–167

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	REO-1	5.C	REO-1.J: cause-effect development	162–165
2	A	REO-1	5.C	REO-1.J: cause-effect development	162–165
3	D	REO-1	5.C	REO-1.J: cause-effect development	162–165
4	B	REO-1	5.C	REO-1.J: cause-effect development	162–165
Evaluating Writing					
1	See below.	REO-1	6.C	REO-1.J: cause-effect development	162–165
2	See below.	REO-1	6.C	REO-1.J: cause-effect development	162–165
3	A	REO-1	6.C	REO-1.J: cause-effect development	162–165

Close Reading: Open Response Questions/Activities

1. Cause—fundamental changes in American society, such as inflation, women entering the workforce.

Effect—an increasing market for fast food because as more women went to work, the fast food industry had to keep up with the lack of food being cooked at home; more and more families were turning to fast food restaurants to accommodate their busy lifestyles.

Schlosser’s explanation that inflation and women entering the workplace led to an increase in the demand for services helps to support his claim that the fast food industry stands for more than just food. It is a representation of American culture. The decline in real hourly wages caused by inflation allowed the fast food industry to control how it compensated their workers who took over jobs that women traditionally did, like cooking and cleaning. This led to the fast food industry exploding and many more Americans relying on their products.

Evaluating Writing: Open Response Questions/Activities

1. The writer uses cause-effect structure in sentence 3: “it is understood that the consumption of fast food is a leading cause of our nation’s deteriorating health”; sentence 5: “The increased spending on fast food proves that our addiction to food is a cultural choice”; and sentence 9: “Once consumers discovered that the chain had added carrageenan . . . all sales stopped . . .”
2. The ideas in sentence 5 could be developed more fully to advance the claim. The overarching claim that the writer is attempting to prove is that it is consumer choice that keeps fast food such a successful industry. The writer could develop an entire paragraph around the cause-effect relationship between increased spending on fast food and the effects of the spending on the industry and the consumer.

Composing on Your Own, p. 167

Students should try experimenting with different cause-effect methods of development to see how they affect their argument. They should review their draft using the checklist provided and save their work.

Part 3 Apply What You Have Learned, p. 168

1. Chavez uses narration to tell us the stories of two families’ experiences with health issues arising from the use of pesticides and fertilizers, but these are just two of the many families that have been affected. He uses cause-effect development to link cancer and birth defects to the use of pesticides and fertilizers. The anguish of the two families is contrasted with the indifference and denial of the governor. He includes a moving description of a photograph of Johnnie hugging his teddy bears four days before he died.
2. His narrative is very powerful as he describes the suffering of two rural families and the denial of the governor; he stirs his audience to empathy for the Rodriguezes and the Francos and anger at Governor Deukmejian. The evidence he provides in his cause-effect development linking pesticides and fertilizers with cancer and birth defects is very convincing.

Reflect on the Essential Questions, p. 168

Writers use a variety of methods of development to organize their arguments so their audience can follow their line of reasoning. Narration tells a story or relates an event. It may be a personal anecdote that helps connect the audience emotionally. By using cause-effect development, writers explain what caused something to happen related to their topic. Comparison-contrast development shows how two or more areas of the topic are similar or different. Definition explains the meaning of a word or concept, while description creates vivid word pictures to help readers visualize something.

Revised Draft of Student Text from page 120. Revised sentences and sections appear in italics. Note that sentences added to this draft have not been numbered.

Teenagers are eager to exercise their new adult freedoms, but they do not always know how to make the best use of them. (1) My friends have all started to get their driver’s licenses and we often find ourselves asking, “What should we do?” or “Where should we go?” (2) Driving down the main road of our town, the flashing lights of the different fast food chains taunt us and, most often, we end up sitting in the back corner of a McDonald’s or Panera. *I can picture, even now, the McDonald’s arches and the life-sized clown of Ronald McDonald staring at me while I tried to tell my best friend what happened at school that day while drinking my McFlurry.* (3) While it is understood that the consumption of fast food is a leading cause of our nation’s deteriorating health, many exonerate fast food companies’ fault and claim that it is the choice of the consumer to eat unhealthy fast foods. *Thirty years ago, when women began entering the workforce at a rapid pace, American culture shifted to a fast-paced lifestyle that fueled the desire for fast food.* (4) In fact, Americans are making this choice more frequently. *According to Eric Schlosser, Americans spent more than \$110 billion on fast food in 2001 compared to \$6 million in 1970.* (5) The increased spending on fast food proves that our addiction to fast food is a cultural choice: one that has been dictated by a desire for efficiency. (6) *However, healthier options have shown up in the industry to help consumers make healthier choices because individuals are realizing the consequences of their choices. Subway and Panera have changed their marketing and their menus to include healthier fast food options.* (7) McDonald’s menu has not changed minus the addition of a few salads, but why? (8) McDonald’s has tried to add healthier options, such as the McLean Deluxe that claimed to be 91% fat-free. (9) Once

consumers discovered that the chain had added carrageenan, or seaweed extract, to the patty to replace the lost fat, all sales stopped and the item was removed from the menu. *Because the branded healthy items did not sell, the fast food industry realized that consumers wanted real healthy options, not just additives disguised as healthy options.* (10) Although a new chain, Panera's marketing focuses on fresh and healthy options, promising to use healthy ingredients and no hormones. (11) It is evident that we have healthier fast-food options to still fuel our busy lifestyles, but it is up to each of us to assume responsibility for healthy (or unhealthy) choices.

UNIT 3 REVIEW

Section I: Multiple Choice, pp. 169–177

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Reading					
1	C	REO-1	5.A	REO-1.E: sequencing paragraphs	142–144
2	C	CLE-1	3.A	CLE-1.A: writer's position	20–21
3	B	CLE-1	3.A	CLE-1.L–M: source material	128–131
4	C	CLE-1	3.A	CLE-1.K: using commentary	123–125
5	D	RHS-1	1.A	RHS-1.B: exigence	9–10
6	A	REO-1	5.BC	REO-1.O: synonyms	265–266
7	A	CLE-1	3.A	CLE-1.P, Q: acknowledging sources	312–316
Writing					
8	C	REO-1	6.A	REO-1.D: commentary, evidence	162–165
9	A	REO-1	6.A	REO-1.A: line of reasoning	162–165
10	C	CLE-1	4.A	CLE-1.L: source material CLE-1.M: integration	123–125
11	A	CLE-1	4.A	CLE-1.N: acknowledgment	129–130
12	B	REO-1	6.A	REO-1.B: line of reasoning, claim	137–143
13	B	REO-1	6.B	REO-1.P: transitions	269–271
14	A	REO-1	6.B	REO-1.P: transitions	269–271

Section II: Free Response, p. 184

Rhetorical Analysis Rubric: “Ditch the GPS. It’s Ruining Your Brain”

Row B in the following rubric has been slightly modified to suit the requirements of the somewhat simplified rhetorical analysis prompt in *Join the Conversation* on pages 178–180. See page 77 for the version of the rubric used to score to the rhetorical analysis prompt on the AP® exam.

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt and clearly articulate a defensible thesis about the rhetorical choices O'Connor makes.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> “O'Connor creates a rhetorical argument about the negative impact of GPS.” “O'Connor analyzes evidence to show how the brain functions less effectively under the influence of GPS.” <p>Make a claim, but do not address the writer's rhetorical choices</p> <ul style="list-style-type: none"> “... O'Connor's article shows that GPS often undermines memory.” <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> “In paragraphs 3-5, O'Connor quotes from various studies to back up her main claim about the negative qualities of GPS.” 	<p>Example that earns this point:</p> <p>Presents a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> “By combining examples from reliable neuroscience studies with her own professional insights about brain function, O'Connor reveals to the readers of the Washington Post that using GPS undermines key cognitive functions of the hippocampus, the area of the brain primarily responsible for memory.”
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [1.A, 2.A, 4.A, 6.A-6.C]				
<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points EVIDENCE: Provides some specific relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.</p>
Decision Rules and Scoring Notes Typical Responses that earn . . .				
<p>0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. 	<p>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary or description of a passage rather than specific details or techniques. Mention rhetorical choices with little or no explanation. 	<p>2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	<p>3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an argument. Organize an argument as a line of reasoning composed of several supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>4 points:</p> <ul style="list-style-type: none"> Provide commentary that engages specific evidence to draw conclusions. Focus on the importance of specific words and details from the passage to build an argument. Organize and support an argument as a line of reasoning composed of at least two supporting claims, each with adequate evidence that is clearly explained. Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.
<p>Additional Notes: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage.</p>				

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]	
<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (<i>"Ever since people first started using tools . . ." OR "Since began using technology . . ."</i>). Only hint at or suggest other argument (<i>"Most people who use GPS . . ." OR "While most people who use GPS believe . . ."</i>). Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. Oversimplify complexities in the text. Use complicated or complex sentences or language that is ineffective because it does not enhance the argument 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Explaining the significance or relevance of the writer's rhetorical choices (given the rhetorical situation). Explaining a purpose or function of the passage's complexities or tensions. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference. 	

Argument Essay Rubric: The Role of Technology

NOTE: The directions on page 184 call for students to respond to the prompt with a *claim*, but the correct word is *thesis*. We regret the error, which will be corrected on reprint.

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt. Clearly take a position on whether tech tools reveal cultural values rather than just stating there are pros/cons.
<p>Examples that do not earn this point:</p> <p>Do not take a position</p> <ul style="list-style-type: none"> "Lots of people use computers, because computers are part of our culture. If you live in the U.S., you should know how to use one." <p>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</p> <ul style="list-style-type: none"> "Working on computers is part of life; in fact, most people report using a computer or smart phone on a daily basis." 	<p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> "Although computers have allowed people to receive and process more information than ever before, many people are waking up to the darker side of the computer age. Despite the fact that technology is supposed to facilitate the exchange of ideas and connect people with each other, surveys show that more and more people report feelings of isolation and alienation. In fact, the more screen time people report, the more isolated they become." "People often use technology has a fashion accessory. The smart phone you use, the computer you own, the various high-tech gadgets in your home, all reflect your personality and preferences. More than ever, technology is an extension of yourself and a way of articulating your identity to the world." "Ask anyone what they value in life, and they'll likely put friends and family near the top of their priorities; but a quick look at how people really spend their time reveals that we prefer gadgets—in particular, staring at screens—to interacting with other human beings."
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]				
<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE:</p> <p>Provides evidence that is mostly general.</p> <p>AND COMMENTARY:</p> <p>Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points</p> <p>EVIDENCE:</p> <p>Provides some specific relevant evidence.</p> <p>AND COMMENTARY:</p> <p>Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND COMMENTARY:</p> <p>Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND COMMENTARY:</p> <p>Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes Typical Responses that earn . . .				
<p>0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. 	<p>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary of evidence rather than specific details 	<p>2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	<p>3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>4 points:</p> <ul style="list-style-type: none"> Focus on the importance of specific details to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
<p>Additional Notes:</p> <ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 				

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]

<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> ▪ Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“Let’s face it: everyone likes using computers and smart phone . . .” OR “There always have been people who dislike technology, but they need to learn to accept new things . . .”). ▪ Only hint at or suggest other argument (“I once heard a computer salesperson say . . .” OR “While some computer-users may argue that . . .”). ▪ Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> 1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. 2. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. 4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> ▪ This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 	

UNIT 4:

Structuring and Organizing Arguments, p. 185–238

UNIT 4 OVERVIEW, pp. 186–190

Student open responses will vary. Sample responses are provided throughout this resource.

Analyzing the Visual, p. 186

Students may suggest that it could represent someone stuck on a problem, not able to get the pieces to fit together

Composing on Your Own, p. 189

After each professional anchor text, students will have an opportunity to write freely in response to it. Although subsequent “Composing on Your Own” activities direct students to specific writing tasks based on what they are learning, students are also free to follow their own inquiries in these compositions that develop over a unit. *See pages 223–228 for Inquiry Activities for Writing Rhetorically.*

What Do You Know? p. 190

Note: This recurring feature uses the practice of “effortful recall” to help students’ learning “stick.” Chances are that over their previous years of schooling, students have encountered these ideas, if not necessarily the terminology. Having to work hard to retrieve what they already know will help students form stronger connections to the new knowledge they acquire. These questions are not meant to be scored. They will serve as a guide to what your students may or may not already know about the unit’s content.

Close Reading, p. 190

1. The first two paragraphs establish the context of the problems surrounding data collection about homelessness. In the concluding paragraph, the writer offers possible solutions to the problem.
2. 1) Mainstream agencies that interact with the homeless should do a better job of keeping statistics about them.
2) A “common vocabulary,” including a standard definition of homelessness, would help make the data about the homeless more accurate and useful in developing policies.

Evaluating Writing, p. 190

1. The writer challenges the common assumption that homeless people “want to be homeless,” which sets up a line of reasoning that the writer supports with details and evidence. In particular, the writer provides specific examples showing that homelessness is not, in fact, a choice.
2. The author provides specific examples of the reasons people become homeless. The reasons show that people do not chose to be homeless but are forced into homelessness by factors beyond their control.
3. The author could expand the argument by suggesting specific ways of educating the public about the issues surrounding homelessness. In addition, the author brings up “possible solutions for homeless” but never offers specific recommendations; providing some examples of solutions would help the reader understand how the homeless can be empowered to make better choices.

For a revised version of this student draft, see page 73.