

Thursday

March 21, 2013 (3.21.13)

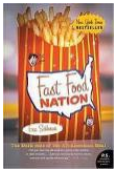
Materials



Composition Book
+ Pen or Pencil



Student Planner



Fast Food Nation

Agenda

Minutes

Activity

5-7

Warm Up

2

Homework

5-7

Return Grades

5-7

Notes: Throughput / Stroking

Remaining

Read: Throughput / Stroking

Special Announcements

- Tomorrow is your last chance to **earn points** for your class → **NMHS vs. Santa Fe** (4:00-6:00) @ Reddick Elementary

Warm Up

March 21, 2013 (3.21.13)

Volume-O: 0 (No Talking)

Time: 3 Minutes

Word Part of the Day: N/A

1. Based on what you saw yesterday in class (*Supersize Me*), what additional information did you learn that helped answer question #2 on your study guide? Also try and comment about the school food choices you saw yesterday.

Transition



Student
Planner

Homework

A
S
S
I
G
N
M
E
N
T

Date Given	Assignment	Due Date
Thursday 3.21	<ul style="list-style-type: none">▪ Reading Log #31<ul style="list-style-type: none">▪ Read “Protecting Youth” and “Inside Jobs”▪ Summarize your reading; make sure to try and answer question #3 on your study guide as well.	Friday 3.22
Monday 3.18	<ul style="list-style-type: none">▪ All revised work is due▪ Turned in or posted on <i>Schoology</i>	Friday 3.22 By 11:59 pm

Return / Record New Grades

Directions (Vol: 3):

- Fill in grades
- Place papers (if applicable) in binder.
- Fill out **sticky note** if you have a question about your grade

Grade Checkup Sheet

Name: _____

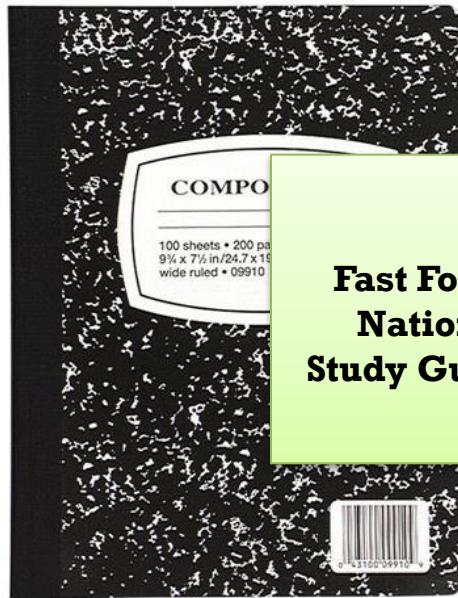
AICE Language / Quarter ____

Directions: Fill in your current grade along with all assignments returned. Then, fill in the work that was incomplete (0%) and the work that you wish to make up or show Hampton for a better grade.

Checkup #1		
Current Class Grade: _____		
<u>Work that was graded (50% or higher):</u>	<u>Grade:</u>	<u>Work I did not do (0%):</u>
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	
• _____	_____	<u>Work To Make Up (50% or higher) or Show Hampton (Blank):</u>
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	• _____

Checkup #2

Transition



**Fast Food
Nation
Study Guide**



Study Guide

The BIG Question:

How has the fast food industry impacted our culture?

Key Text(s):

Fast Food Nation (book/movie), Food, Inc., Supersize Me

Concept 1:

Origins

- 1. How did the FF industry begin...and who was responsible?**
- 2. How does the fast food industry market to “kids”?**

Concept 2:

The People

- 3. Who is the average McDonald’s worker...and what is their life like?**

Vocabulary

Carl Karcher, carhops, speedee service, Ray Kroc

Vocabulary

Throughput, stroking

Chapters: Founding Fathers, Trusted Friends

Chapters: Behind the Counter, The Most Dangerous Job

**Concept 3:
The Food**

**Concept 4:
Lasting Impacts**

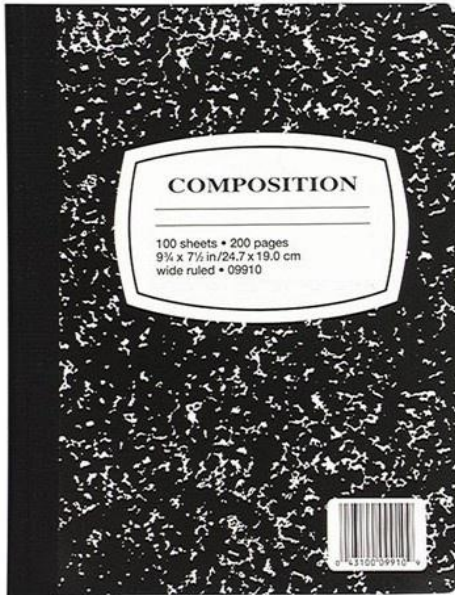
Vocabulary

Vocabulary

Chapters: Why The Fries Taste Good, On The Range, What's in the Meat

Chapters: Corporate Responsibility, Have It Your Way

Transition



Notes

“Throughput”

T A K E N O T E S

- The speed (how fast) and volume (how much) of a business.
- Different than output (the goods itself)
- Both are crucial components



“Stroking”

T A K E N O T E S

- Positive reinforcement
- Given to teenagers mostly; most don't receive this at home
 - McDonalds = Happy place!
- No need to pay overtime or give raises



Read: *Fast Food Nation*

A S S I G N M E N T

Directions:

- Turn to pg. 67 (“Throughput”)
- Focus on: *Who is the average McDonald’s worker...and what is their life like?*
- Read “Throughput” aloud /
Silent read “Stroking”

