**Impact of the Muckrakers: Comparing *The Jungle* and *Fast Food Nation***

The Progressive Era

From: Understanding American Citizenship

**History Standards: 11.2.9**Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

**CCSS Standards: Reading, Grades 11-12**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**Writing, Grades 11-12**

1. Write arguments focused on discipline-specific content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Guiding Question:**

How are *The Jungle* & *Fast Food Nation* similar? What were the impacts of these texts?

Which author was most successful in motivating the audience to take action? What evidence supports this claim?

**Overview of Lesson:**

1. Introduction. Show the front cover of *The Jungle*; ask students what they think the book is about? Why would a book about the meat packing industry be called *The Jungle*?

2. First, have students read the excerpt from *The Jungle* silently and circle unfamiliar words. Then, read the text aloud to the whole class, stopping to clarify content, ask questions, and explain difficult vocabulary. Finally, have students complete the handout attached on their own or in partners.

3. Repeat this process with the *Fast Food Nation* reading.

4. Have students write which line from the texts they thought was most shocking and why. *Sample response: The line from \_\_\_\_\_\_\_\_\_\_\_\_, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”, was most shocking because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

(The remaining activities will likely take place the next day.)

5. Have students review the writing prompt and rubric, and complete the initial template.

6. Students will exchange papers with a partner and complete peer revisions.

7. Students will create a final paper from their edited template.

**The Jungle**

From Upton Sinclair, *The Jungle* (1906), chapter 14.

Jonas had told them how the meat that was taken out of pickle would often be found sour, and how they would rub it up with soda to take away the smell, and sell it to be eaten on free-lunch counters; also of all the miracles of chemistry which they performed, giving to any sort of meat, fresh or salted, whole or chopped, any color and any flavor and any odor they chose. In the pickling of hams they had an ingenious apparatus, by which they saved time and increased the capacity of the plant — a machine consisting of a hollow needle attached to a pump; by plunging this needle into the meat and working with his foot, a man could fill a ham with pickle in a few seconds. And yet, in spite of this, there would be hams found spoiled, some of them with an odor so bad that a man could hardly bear to be in the room with them. To pump into these the packers had a second and much stronger pickle which destroyed the odor — a process known to the workers as “giving them thirty per cent.” Also, after the hams had been smoked, there would be found some that had gone to the bad. Formerly these had been sold as “Number Three Grade,” but later on some ingenious person had hit upon a new device, and now they would extract the bone, about which the bad part generally lay, and insert in the hole a white-hot iron. After this invention there was no longer Number One, Two, and Three Grade — there was only Number One Grade. The packers were always originating such schemes — they had what they called “boneless hams,” which were all the odds and ends of pork stuffed into casings; and “California hams,” which were the shoulders, with big knuckle joints, and nearly all the meat cut out; and fancy “skinned hams,” which were made of the oldest hogs, whose skins were so heavy and coarse that no one would buy them — that is, until they had been cooked and chopped fine and labeled “head cheese!”

There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_

Response to Text: excerpt from *The Jungle*

by Upton Sinclair (1906)

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| --- | --- |
| **A. Goals: What is the author’s *purpose* of the text?** |  |
| **B. Evidence: What kinds of details does the author include to make his point?**   * **Choose 2 Quotes/Excerpts** | **B. Student Response**   * Level 1: I think this quote means….I remember…. I know…. * Level 2: I predict….I can relate to this because….When I read this I think… * Level 3: I agree/disagree with this because….One question this makes me think about is…I can compare this to… |
|  |  |
| **C. Impact: Predict the effects & outcome that will result from this text.**   * **What do you think this text will inspire people to do?** | **C. Audience Response:**  Citizens’ Response:  Journalists Response:  Government Response: |

**Fast Food Nation  
by Eric Schlosser (2002)**  
One night I visit a slaughterhouse somewhere in the High Plains. The slaughterhouse is one of the nation's largest. About five thousand head of cattle enter it every day, single file, and leave in a different form. Workers on the line wear about eight pounds of chain mail beneath their white coats, shiny steel armor that covers their hands, wrists, stomach, and back. The chain mail's designed to protect workers from cutting themselves and from being cut by other workers. But knives somehow manage to get past it. My host hands me some Wellingtons, a kind of knee-high rubber boots. "Tuck your pants into the boots," he says. "We'll be walking through some blood."

I put on a hardhat and climb a stairway. The sounds get louder, factory sounds, the noise of power tools and machinery, bursts of compressed air. We start at the end of the line, the fabricating room. Workers call it "fab." When we step inside, fab seems familiar: steel catwalks, pipes along the walls, a vast room, a maze of conveyer belts. Some machines assemble cardboard boxes, others vacuum-seal subprimals of beef in dear plastic. The workers look extremely busy, but there's nothing unsettling about this part of the plant. You see meat like this all the time in the back of your local supermarket.

On the kill floor, what I see no longer unfolds in a logical manner. It's one strange image after another. A worker with a power saw slices cattle into halves as though they were two-by-fours, and then the halves swing by me into the cooler. It feels like a slaughterhouse now. Dozens of cattle, stripped of their skins, dangle on chains from their hind legs. My host stops and asks how I feel, if I want to go any further. This is where some people get sick. I feel fine, determined to see the whole process, the world that's been deliberately hidden. The kill floor is hot and humid. It stinks of manure. Cattle have a body temperature of about 101 degrees, and there are a lot of them in the room. Carcasses swing so fast along the rail that you have to keep an eye on them constantly, dodge them, watch your step, or one will slam you and throw you onto the bloody concrete floor. It happens to workers all the time.

We wade through blood that's ankle deep and that pours down drains into huge vats below us. As we approach the start of the line, for the first time I hear the steady pop, pop, pop of live animals being stunned.

Now the cattle suspended above me look just like the cattle I've seen on farms for years, but these ones are upside down swinging on hooks. For a moment, the sight seems unreal; there are so many of them, a herd of them, lifeless. And then I see a few hind legs still kicking, a final reflex action, and the reality comes hard and clear.

A worker called a "sticker" does nothing but stand in a river of blood, slitting the neck of a steer every ten seconds or so, severing its carotid artery. He uses a long knife and must hit exactly the right spot to kill the animal humanely. He hits that spot again and again. We walk up a slippery metal stairway and reach a small platform, where the production line begins. A man turns and smiles at me. He wears safety goggles and a hardhat. His face is splattered with brains and blood. He is the "knocker”. Cattle walk down a narrow chute and pause in front of him, blocked by a gate, and then he shoots them in the head with a captive bolt stunner-a compressed-air gun attached to the ceiling that fires a steel bolt that knocks the cattle unconscious. The animals keep strolling up, oblivious to what comes next, and he stands over them and shoots. As I stand there, he misses a few times and shoots the same animal twice. As soon as the steer falls, a worker grabs one of its hind legs, shackles it to a chain, and the chain lifts the huge animal into the air.

Response to Text: [“The Most Dangerous Job”](http://www.thirdworldtraveler.com/Health/MostDangerousJob_FFN.html) excerpt from *Fast Food Nation*, by Eric Schlosser (2002)

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| --- | --- |
| **A. Goals: What is the author’s *purpose* of the text?** |  |
| **B. Evidence: What kinds of details does the author include to make his point?**   * **Choose 2 Quotes/Excerpts** | **B. Student Response**   * Level 1: I think this quote means….I remember…. I know…. * Level 2: I predict….I can relate to this because….When I read this I think… * Level 3: I agree/disagree with this because….One question this makes me think about is…I can compare this to… |
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| **C. Impact: Predict the effects & outcome that will result from this text.**   * **What do you think this text will inspire people to do?** | **C. Audience Response:**  Citizens’ Response:  Journalists Response:  Government Response: |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_ \_\_\_\_ Class:\_\_\_\_\_**

**The Jungle (1906) and Fast Food Nation (2002)**

1. What is the goal of both excerpts?
2. What kinds of details do both authors include in their excerpts to make their points?
3. What were the effects of The Jungle’s publication and what have been some possible effects of the publication of Fast Food Nation?

Writing Task

Prompt: Compare *The Jungle* & *Fast Food Nation* and evaluate which author was more successful in motivating the audience to take action. Cite textual evidence to support your claim.

5: Advanced:

Meets proficiency and makes in-depth inferences and applications that go BEYOND what was taught in the class  
4: Proficient:  
Includes a well-written response with topic sentence, claim, 2+ *complex (specific) details with commentary*, and a concluding statement  
3: Basic:   
Includes a well-written response with topic sentence, 2+ *simple (non-specific) details*, and a concluding statement    
  
2: Below Basic**:** Missing key components of assignment  
  
1: Far Below Basic:

No attempt or “I don’t know”

*Samples Sentence Structure:*

*1. Topic Sentence*

*2. Claim*

*3. Textual Evidence #1*

*4. Commentary- your thoughts on the quote/excerpt*

*5. Textual Evidence #2*

*6. Commentary- your thoughts on the quote/excerpt*

*7. Results/Outcomes*

*8. Concluding Statement- Connection to other industries or similar texts*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writing Task: Template

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| --- | --- |
| **1. Topic Sentence**  (Compare “The Jungle” & “Fast Food Nation”) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were similar in that they both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  OR  By comparing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it is clear that both texts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **2. Claim**  (Answers the Essential Question) | In my opinion, *(which author?)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was most successful in motivating his audience to take action because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| **3. Supporting Detail #1** (Textual Evidence) | One detail from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.  OR  According to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”. |
| **4. Commentary on Textual Evidence #1** (Your response) | This evidence *suggests/reveals/shows* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **5. Supporting Detail #2**  (Textual Evidence) | In addition, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wrote “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”. |
| **6. Commentary on Textual Evidence #2** (Your response) | This *proves /shows/suggests/leads me to believe* that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **7. Results & Outcomes** | The *results/outcomes* /effects from the publication of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *include/were* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **8. Concluding Statement** | Furthermore, / In conclusion, /It is clear that… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |