

AP Seminar

Summer Assignment Information

Please read this document in its entirety. It contains vital information for the summer assignment as well as the beginning of the school year.

The AP Seminar course is founded on the concept QUEST.

Question and explore
Understand and analyze arguments
Evaluate multiple perspectives
Synthesize ideas
Team, transform, and transmit

Through this concept, you will break down topics and issues by viewing them through specific lenses. You will use these lenses to analyze a number of different debates for this assignment, as well as throughout the year. Therefore it is important that you familiarize yourself with these terms. The lenses are:

Environmental
Scientific
Economic
Political and Historical
Artistic and Philosophical
Cultural and Social

You will use these lenses to complete the assignments below.

Assignment 1

1. Read *Salt* by Mark Kurlansky and complete the accompanying worksheet.
2. Identity **two** of the six lenses as they apply to *Salt*. For **each** of the two lenses, provide a well-developed 200-word typed paragraph incorporating the following:
 - a. The topic from *Salt* and where it appears in the context of the overall book.
 - b. A description of the issues, problems, or factors that are being addressed through the examination of the topic.
 - c. Quotes or paraphrases providing specifics from the text, including a parenthetical reference (Kurlansky page #).
 - d. A summative comment about the most significant aspect of this topic in *Salt*.

Assignment 2

1. Go to the website <https://www.nytimes.com/section/opinion>
2. Click on a topic title you are interested in; you will see a list of related articles.
3. Follow a chosen topic throughout the summer to view multiple perspectives on the same topic.
4. Be sure to read the entire article(s), not just the excerpt.
5. Choose two articles that provide different perspectives on a topic that can be attributed to one of the six lenses mentioned on the previous page.

E.g., The issue fits a lens (either Environmental, Scientific, Economic, Political/Historical, Artistic/Philosophical, or Cultural/Social) and has two articles: one for and one against.
6. Print both articles related to the chosen topic. Read and annotate the two articles and complete the journal assignment outlined below. The journal entry should be typed and double spaced. ****See the attached document on how to annotate. ****
7. Create an MLA works cited entry for each article (see the Purdue OWL for tips)
8. In no more than two typed, double-spaced pages, under the citation, provide the following:
 - a. Identify the different issues presented regarding the topic and how it connects to one of the lenses listed above.
 - b. Identify the author's main idea, argument, or thesis.
 - c. How does the author create his/her argument? What are the lines of reasoning?
 - d. Do you believe the author and the evidence are credible and reliable? Why or why not?
 - e. Evaluate the article's effectiveness. Is it convincing? Why or why not?
 - f. Utilize at least two quotes from the articles for support.

*****Please see the attached glossary for the definitions of relevant terms.*****

Due Dates & Tips

This assignment will be due within the first week of school. Your typed responses will be submitted to Turnitin.com, a plagiarism checker website. Your annotated articles should be stapled together with your name on the top of the first article.

It is very important that you understand lenses and the terms contained in the glossary. During the second week of school, you will have a quiz on these concepts and terms, as well as how to apply them to text.

Do not wait until the last minute to complete this assignment. Do not ask your teacher to print the articles or your responses. Do your own work. Be intellectually curious.

How to Annotate

What Not to Do

1. Don't use a fat-tipped highlighter to highlight large amounts of text. You need to write notes about what you read. If you need color, use some color pens.
2. Don't mark large volumes of text; you want important points to stand out. You should only be highlighting about 20% of the text.
3. Don't mark the obvious. Don't waste time marking things you already know.

What to Do

1. Mark the text with pen, pencil, or colored pens.
2. Underline the topic sentence in a passage, then it will be easier to find the supporting evidence and explanations.
3. Use codes. For example, use question marks for places of disagreement, exclamation points for agreement or a strong statement, triangles to indicate a change in thinking, a star for the topic sentence.
4. Write the passage topic in the margin
5. Write questions in the margins. When you don't understand something, write the question in the margin, so you can remember to come back to answer it.
6. Circle new and unfamiliar words; look them up as soon as possible.
7. Add your or other author's perspectives in the margins. Do they agree or disagree?
8. Add cross-reference notes
9. Draw arrows to related ideas
10. Summarize. Add your own summary after the last paragraph. It will help clarify your thinking about the subject.

AP Seminar Glossary

Alignment- cohesion between the focus of inquiry, the method of collecting information, the process of analysis of information, and the conclusions made to increase understanding of that focus

Argument- a claim or thesis that conveys a perspective developed through line of reasoning and supported by evidence

Assumption- a belief regarded as true and often unstated

Author- the one who creates a work (e.g. article; research; study; foundational, literary, or philosophical text; speech; broadcast, or personal account; artistic work or performance) that conveys a perspective and can be examined

Bias- a personal opinion, belief, or value that may influence one's judgment, perspective, or claim

Claim- a statement made about an issue that asserts a perspective

Commentary- discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships

Complex issue- issue involving many facets or perspectives that must be understood in order to address it

Concession- acknowledgment and acceptance of an opposing or different view

Conclusion- understanding the result(s) from the analysis of evidence

Context-the intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference

Conventions- the stylistic features of writing (e.g. grammar, usage, mechanics)

Counterargument- an opposing perspective, idea, or theory supported by evidence

Credibility- the degree to which a source is believable and trustworthy

Cross-curricular- goes beyond the traditional boundary of a single content area or discipline

Deductive- a type of reasoning that constructs general propositions that are supported with evidence

Evidence- information (e.g. data, quotations, excerpts from text) used as proof to support a claim or thesis

Fallacy- evidence or reasoning that is false or in error

Implication- a possible future effect or result

Inductive- a type of reasoning that presents cases or evidence that lead to a logical conclusion

Inquiry- a process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work

Interdisciplinary- involving two or more areas of knowledge

Issue- important problem for debate or discussion

Lens- a filter through which an issue or topic is considered or examined

Limitation- a boundary or point at which an argument or generalization is no longer valid

Line of reasoning- arrangement of claims and evidence that lead to a conclusion

Literature- the foundational and current texts of a field or discipline of study

Perspective- a point of view conveyed through an argument

Plagiarism- failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source

Point of view- a position or standpoint on a topic or issue

Primary source- an original source of information about a topic (e.g. study, artifact, data set, interview, article)

Qualification- a condition or exception

Qualitative- having to do with text, narrative, or descriptions

Rebuttal- contradicting an opposing perspective by providing alternate, more convincing evidence

Refutation- disproving an opposing perspective by providing counterclaims and counterevidence

Reliability- the extent to which something can be trusted to be accurate

Resolution- the act of solving a problem or dispute

Scaffolding- the provision of temporary structured support for students to aid skill development

Secondary source- a commentary about one or more primary sources that provides additional insight, opinions, and/or interpretation about the primary source, data, study, or artifacts

Sequencing- the organization of curriculum content into an order which progresses from simple to more complex

Solution- a means of answering a question or addressing a problem or issue

Text- something composed (e.g. articles; research studies; foundational, literary, and philosophical texts; speeches; broadcasts, and personal accounts; artistic works and performances) that conveys a perspective and can be examined

Thesis- a claim or position on an issue put forward and supported by evidence

Tone- the way in which an author expresses an attitude about his or her topic or subject through rhetorical choices

Validity- the extent to which an argument or claim is logical

Vocal variety- changing vocal characteristics (e.g. pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes

Name _____ *Salt: A World History* by Mark Kurlansky

Introduction: The Rock: Describe some of the major uses of salt and consider how its role as a preservative made it so important for trade and the development of civilization. _____

Part I: A Discourse on Salt, Cadavers, and Pungent Sauces

Chapter 1: A Mandate of Salt. How is salt part of Chinese culture and used in cooking and pickling? What contribution did Li Bing make to salt production? And how did natural gas emerge later as a side effect? _____

What is percussion drilling? What did the Chinese discover by mixing saltpeter with sulfur and carbon? What was the legalist faction's new economic/political idea about salt? (30-31) What debate occurred over the salt monopoly? _____

Chapter 2: Fish, Fowl, and Pharaohs. Describe the myriad ways Egyptians used salt. How did the salting of fowl and fish develop the Egyptian economy? How did value of salt in places like Taghaza continue to rise? _____

Chapter 3: Saltmen Hard as Codfish. How did salt preserve aspects of Celtic history? And what did Celts contribute to Western culture? _____

Chapter 4: Salt's Salad Days. How and why were salt prices and taxes used and manipulated? How did salt drive both infrastructure, including roads and the overall Roman Empire? _____

Describe how various foods like olives, fish, and fish sauces are transformed through salt. How did salt help create a purple dye, and how has the dye been used? ? _____

Chapter 5: Salting It Away in the Adriatic. Describe the last great technical advance in salt manufacturing until the Twentieth Century. Why did Venetians move from salt producers to salt buyers and sellers? Why were the Venetians so successful? _____

List many of the points that raise doubts about Marco Polo's journey. What did Polo's book encourage as far as the salt trade? _____

Chapter 6: Two Ports and the Prosciutto in Between. Discuss the influence of salt on the cheese and the prosciutto in the Emilia-Romagna region (Valley of the Po) in Italy. What are the economic advantages of milk products? _____

How did Genoa come to control the salt trade? How did they both organize trade and squeeze out competitors? _____

Part II: The Glow of Herring and the Scent of Conquest

Chapter 7: Friday's Salt. How did salted cold transform food trade, and what religious reasons helped lead to this boom? What did the cod offer culinarily? How did this boom lead to the exploration of the new world? _____

How did Irish corned beef also serve exploration? How was salt central to the rations of the British Navy? How did salt help feed the poor? _____

Chapter 8: A Nordic Dream. What is plentiful in the north and what is scarce? What were the challenges Northern countries faced when preserving herring and how did they address these issues? _____

Chapter 9: A Well-Salted Hexagon. What is a nef and what does salt symbolize in France? Discuss the French cheese industry including Roquefort. In addition, discuss ham making in the Basque region and anchovy salting on the Catalan coast. _____

Chapter 10: The Hapsburg Pickle. What did the salt war entail? What was the new technique for mining rock salt? What recipes became the substance on which many lived in the 19th Century? _____

Chapter 11: The Leaving of Liverpool. How did Cheshire salt play an important role in English history? Discuss important food recipes in England. How did canals help expand the English salt industry? Why was salt supply such a concern for England? _____

Chapter 12: American Salt Wars. How does Kurlansky describe the history of the Americas (203)? How did the Aztecs and the Mayans gain power through salt? What was the role of the Caribbean in the salt trade? How did the salt makers care for their supply? _____

Chapter 13: Salt Independence. How did salt-making grow in the colonies? How was Boston still dependent on England? What struggles did the colonies have with salt-making during revolutionary times? _____

Chapter 14: Liberte, Egalite, Tax Breaks. Describe the difficulties with salt taxes (also called gabelles) in France over the years. After Napoleon, how were the lives of the people of Brittany changed? _____

Chapter 15: Preserving Independence. How did the small-scale Yankee entrepreneur succeed in the salt trade? Describe salt production in NY (Onondaga and Cayuga), the creation of the Erie Canal, and the development of Kanawha salt. What happened with the end of salt tariffs? _____

Chapter 16: The War Between the Salts. How did salt supplies affect the Civil War? How is salt necessary for war efforts? Describe some of the salt-centered battles. What were some of the lame efforts to deal with the Southern salt shortage?

Chapter 17: Red Salt. What did the scientists and other interested parties come to learn of about the red color of dunaliella? _____

Part III: Sodium's Perfect Marriage

Chapter 18: The Odium of Sodium. Describe some of the expanded line of products that later came from saltworks. What were the effects on the environment? _____

Chapter 19: The Mythology of Geology. What inventions dramatically reduced the need for salt? How did Birdseye hasten this decline? Describe some salt-inspired innovations. What was discovered at salt dunes? _____

Chapter 20: The Soil Never Sets On Describe the cause of sinkholes. What did the Brine Board ultimately do about those sinkholes? What advancements were made in evaporators? What happened to the Cheshire saltworks and why?

Chapter 21: Salt and the Great Soul. How did the British control the salt industry and particularly in Orissa? What were the early salt protests in India like? How did Gandhi lead demonstrations against salt laws? Describe the salt protests.

Chapter 22: Not Looking Back. Describe the nature of the Dead Sea and the salt history of Jericho and Mount Sodom. How did salt play a role in the founding of Israel and in the early years of the state? Why were spas at the Dead Sea and what is the current crisis in the area? _____

Chapter 23: The Last Salt Days of Zigong. What were the problems with Chinese taxing of salt? What does Dane say about the importance of salt revenue in the Chinese economy? How did the derrick serve as a symbol of Zigong history? What do the blue jackets reveal about the Sichuan farmers? Why is salt iodized? _____

Chapter 24: Ma, La, and Mao. How is the Chinese attitude/relationship with salt far different from those of the West? How is salt involved in a different way in the seasoning of Chinese dishes? _____

Chapter 25: More Salt than Fish. Describe the relationship between sugar and salt. What are some of the disappearing uses of salt? Where is salt still central in cuisine? _____

Describe the history of caviar and which regions were central to this industry. How do Sicilians catch bluefin tuna in what are called tonnaras? What is the "big bastard's" job? Describe the salt history of Sfax in Tunisia. _____

Chapter 26: Big Salt, Little Salt. How did the Morton Salt Company experience such growth? Describe the salt industry in Caribbean islands like Turks and Caicos . . . What was the labor force like? _____

What is the U.S. role in salt production and consumption? What is most U.S. salt used for? _____

For what have scientists and engineers considered using salt mines? What are the current attitudes among fashionable chefs about salt? What are the new trends in salt production and consumption? _____

Notes for Lens paragraphs on *Salt*

For each of the **two** Lens paragraphs, identify the lens and then incorporate the following:

- a. The topic from *Salt* and where it appears in the context of the overall book.
- b. A description of the issues, problems, or factors that are being addressed through the examination of the topic.
- c. Quotes or paraphrases providing specifics from the text, including a parenthetical reference (Kurlansky #).
- d. A summative comment about the most significant aspect of this topic in *Salt*.

Lens 1 _____

Lens 2 _____

