

# 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.

**Q**uestion and explore

**U**nderstand and analyze arguments

**E**valuate multiple perspectives

**S**ynthesize ideas

**T**eam, 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**

Read **one** of the two following books and complete its accompanying worksheet:

1. *Banana* by Dan Koeppel
2. *Salt* by Mark Kurlansky

Identify **two** of the six lenses as they apply to your selected book (either *Banana* or *Salt*). For **each** of the two lenses, provide a well-developed 200-word typed paragraph incorporating the following:

- a. The topic from your selected book (either *Banana* or *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 from your selected book (either *Banana* or *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. Now, look to research this topic from another perspective in *The Wall Street Journal*.
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 \_\_\_\_\_ *Banana* by Dan Koeppel

**Large Group Discussion of The World's Most Humble Fruit Preface**

**Part I: Family Trees**

Chapter 1: And God Created the Banana. What argument does author Dan Koeppel present in this chapter? What are the strangest and weakest elements of his argument? Do you believe his argument? Why, or why not? \_\_\_\_\_

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Chapter 2: A Banana in Your Pocket? Describe five points the author makes about the banana tree, including aspects about its flower, fruit, lifestyle, and fertility. \_\_\_\_\_

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Chapter 3: The First Farm. What makes Kuk Swamp special as a place that advanced human progress? What is the banana's role in that progress? \_\_\_\_\_

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Chapter 4: All in the Family. What was Koeppel's purpose in pointing out the academic, scientific work at Leuven and his discussion of the banana varieties? \_\_\_\_\_

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**Part II: Expansion**

Chapter 5: Asia. Describe the rules, values, and varieties of bananas in India. \_\_\_\_\_

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Chapter 6: Pacific. What is the Lacatan variety like and how has Panama disease affected the Lacatan and the lives of people in the Philippines? \_\_\_\_\_

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Chapter 7: Africa. Describe the banana's role in Africa, particularly in Uganda, and its varieties. \_\_\_\_\_

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Chapter 8: Americas. Present the argument that the banana had been in the Americas before the arrival of the Europeans. Do you believe bananas did exist there beforehand? Why, or why not? \_\_\_\_\_

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**Part III: Corn Flakes and Coup d'Etats**

Chapter 9: Bringing Bananas Home. What measures did Baker, then Preston, and then Vaccaro make that led to bananas becoming a popular fruit in America? \_\_\_\_\_

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Chapter 10: Taming the Wild. Describe the ways Keith solved many of the difficult challenges of building a railroad from Limon to San Jose, and how Preston solved later problems that Keith encountered, leading to the creation of the United Fruit Company. \_\_\_\_\_

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Chapter 11: Why Banana Peels Are Funny. How does this chapter reflect how both the United States and the United Fruit Company used their power to exploit the countries and the people of Central and South America? \_\_\_\_\_

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Chapter 12: Sam the Banana Man. Describe Zemurray's audacious plot to take control of the banana trade in Honduras and United Fruit's techniques to expand its vast empire. \_\_\_\_\_

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Chapter 13: No Bananas Today. What is the significance of "Yes, We Have No Bananas" becoming a sensation and how does the song's message point to an ominous trend? \_\_\_\_\_

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Chapter 14: Man Makes a Banana. What did scientists learn through their failures of trying to come up with a disease-resistant banana? \_\_\_\_\_

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Chapter 15: The Banana Massacre. What does the massacre in Columbia reveal about the roles and attitudes of the United Fruit Company and the U.S. government? \_\_\_\_\_

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Chapter 16: The Inhuman Republics. Describe how banana-related interventions destabilized Latin American governments, particularly Colombia. \_\_\_\_\_

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Chapter 17: Straightening Out the Business. What skills did ZeMurray use to take over United Fruit? \_\_\_\_\_

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**Part IV: Never Enough**

Chapter 18: Knowledge Is Powerless. What errors did United Fruit makes that help spread Panama disease faster and what efforts did they make (futilely) to combat the disease? \_\_\_\_\_

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Chapter 19: Pure Science. Describe how Wilson Popenoe contributed to agriculture in Central America and how some of his efforts had negative long-term effects. \_\_\_\_\_

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Chapter 20: A Second Front. What are the problems with and the effects of the Sigatoka and how did addressing the pathogen harm workers? \_\_\_\_\_

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Chapter 21: No Respite. Describe how United Fruit and the *Sixaola* had to alter their roles during World War II and describe what possibilities came out of the war. \_\_\_\_\_

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Chapter 22: Brand Name Bananas. How did United Fruit go about promoting its brand name? \_\_\_\_\_

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Chapter 23: Guatemala. Recount the role of the United Fruit Company in Guatemala's turbulent history. \_\_\_\_\_

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**Part V: Good-bye, Michel**

Chapter 24: Cavendish. Describe what is known about the Cavendish banana and how figures such as Telfair, Barclay, and Cavendish played roles in its development. \_\_\_\_\_

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Chapter 25: Falling Apart. In what ways was Standard Fruit similar to and different from United Fruit? \_\_\_\_\_

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Chapter 26: Embracing the New. What major decisions were made by Standard Fruit in order to lead to the success of the Cavendish banana? \_\_\_\_\_

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Chapter 27: Chronic Injury. Describe the sad legacy in Latin America left by United Fruit. \_\_\_\_\_

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Chapter 28: Banana Plus Banana. What are the scientific challenges and processes of banana breeding? \_\_\_\_\_

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Chapter 29: A Savior? What did Ramon Villeda Morales realize was the key to empowering Latin American countries and what were the great ethical issues that led to Eli Black's suicide? \_\_\_\_\_

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Chapter 30: Golden Child. What did Phil Rowe go through to create goldfinger? What qualities does this banana possess? And why hasn't it become a widespread breed? \_\_\_\_\_

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**Part VI: A New Banana**

Chapter 31: A Long Way from Panama. Given the diseases hitting the Cavendish, what do you think should be done to preserve banana agricultural growth? \_\_\_\_\_

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Chapter 32: Know Your Enemies. How does Leghari's difficulties with Bunchy Top hint to the challenges in dealing with Sigatoka? \_\_\_\_\_

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Chapter 33: A Banana Crossroads. Describe the genetic breakthrough Rony Swennen and others are after to create a better banana, and describe what they doing to achieve that goal. \_\_\_\_\_

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Chapter 34: Frankenbanana. What are the fears articulated about genetic engineering and how have those fears affected the efforts to create a stronger, genetically engineered banana? \_\_\_\_\_

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Chapter 35: Still the Octopus? In what ways has Chiquita continued its brutal policies of the past and in what way has it improved its behavior? \_\_\_\_\_

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Chapter 36: The Way Out. What is Koeppel's summative outlook on the banana, and what does he suggest are the most important actions that can be taken? \_\_\_\_\_

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**Notes for Lens paragraphs on *Banana***

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

- a. The topic from *Banana* 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 (Koeppel #).
- d. A summative comment about the most significant aspect of this topic in *Banana*.

Lens 1 \_\_\_\_\_

Lens 2 \_\_\_\_\_

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

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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? \_\_\_\_\_

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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? \_\_\_\_\_

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

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### **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? \_\_\_\_\_

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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? \_\_\_\_\_

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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? \_\_\_\_\_

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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 19<sup>th</sup> 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? \_\_\_\_\_



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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?

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

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**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?

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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?

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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?

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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.

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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? \_\_\_\_\_  
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**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 \_\_\_\_\_  
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Lens 2 \_\_\_\_\_  
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