

AP Seminar Summer/ head start on Fall introduction Assignment 2024-2025

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Welcome to the AP Seminar course! This class, which is described by the College Board as being, “a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives, is one that will be a challenging, yet gratifying, year of critical thinking, analysis, research, and collaboration that will help you gain confidence in utilizing your own voice. You will look at authors’ arguments through a variety of perspectives and then will examine real-world issues and develop and defend your own credible arguments, both individually and collaboratively.

Though summer assignments are not a requirement for the course, the skills are essential to success in the course, and we will spend the first weeks reviewing these tasks. The tasks outlined here will be the first 2 of 3 tasks required within the first 10 days of school. By completing these tasks early, you set yourself up for a less stressful start to the school year. (At least in AP Seminar!)

Task #1: To get a sense of the spirit of our course, evaluate the attached four documents:

1. Lewis Carroll, “Chapter 1, Looking-Glass House,” from *Through the Looking-Glass*
2. Arthur Schlesinger Jr., “The Historian as Participant,” from *Daedalus*
3. Lila Abu-Lughod, “Attitudes Toward Muslim Women in the West,” from an interview with the Asia Society.
4. 3D Pavement Art, by Joe Hill

First, think of these resources as a *collection*. That said, what *makes* them a collection? What binds them together? Go beyond the obvious. Try to see the resources—and their possible meanings—from multiple viewpoints. What central idea, issue, tension, or conflict do they have in common? Note that there is no single correct answer; the possibilities are, perhaps, limitless. Use whatever notetaking strategy works for you to document your thinking. Compose your detailed response (**2 paragraphs will do**) that summarizes the collection and clearly identifies the connection / central idea.

Second, once you have identified what unites these sources as a collection, propose one additional text— written, audio, visual, and otherwise—to add to this collection. You may select your text from any source you deem appropriate. You will also need to identify how your choice extends or deepens the existing collection of texts. **(This will be a third paragraph)**

Task #2: Please select a novella from those listed below and readily available as a pdf on-line. While reading, consider a big, essential question (think central issue) that you believe the book addresses. This is a question that can be answered, but not with a simple yes or no, nor should it be a question for which you do not care to know the answer. Consider the following examples: *How do beliefs satisfy questions that we have about our world?* or *Why is it that people generally prefer times of peace, and yet are more likely to discuss at length times of conflict and war?*

Remember, these must be questions you actually *want* answered. Once you have your question, explain *why* you want the answers to this question. Do not tell me the answer. In fact, if you already know the answer, you are missing the point. **This will take 200-250 words to explain in the required detail.**

Available Novellas for this task: Available through the public library or via the internet. (try googling the title as a pdf version)

Botchan by Natsume Soseki
Carmen by Prosper Merimee
Kitchen by Banana Yoshimoto
The Heart of a Dog by Mikhail Bulgakov
Offshore by Penelope Fitzgerald
The Fifth Child by Doris Lessing
The Little Prince by Antoine de Saint-Exupery
The Stranger by Albert Camus
The Time Machine by H. G. Wells