

AP Seminar/AP Human Geography Combined Summer Assignment*

AP Seminar Reading:

*Zen and the Art of
Motorcycle Maintenance* by
Robert M. Pirsig

Alternate Assignment:

Plato's *Republic*
&
Analects of Confucius
(Must read both if doing the
alternate assignment).

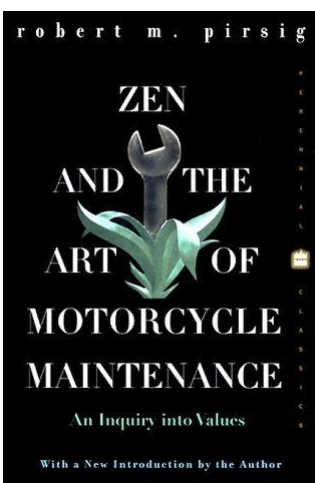
Dialectical Journals will be
required for both AP Seminar
and AP Human Geography.
See the attached handout for
instructions on how to do the
dialectical journals.

AP Human Geography:

*The Lexus and the Olive Tree:
Understanding Globalization*
by Thomas Friedman

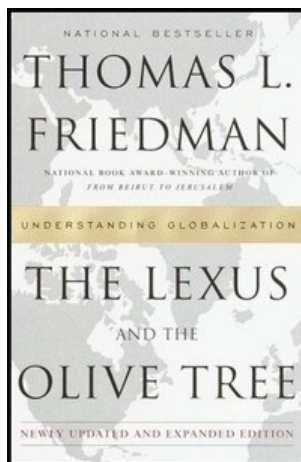
Handout of AP Human
Geography terms (see attached)

**Books may be purchased at
Barnes and Noble, or Amazon.
You may also check at
McKay's.*



Description: A narration of a summer motorcycle trip undertaken by a father and his son, the book becomes a personal and philosophical odyssey into fundamental questions of how to live. The narrator's relationship with his son leads to a powerful self-reckoning; the craft of motorcycle maintenance leads to an austere beautiful process for reconciling science, religion, and humanism. Resonant with the confusions of existence, *Zen and the Art of Motorcycle Maintenance* is a touching and transcendent book of life.*

*Please note that this will be a difficult text for you to understand and comprehend without discussion. All that I'm asking is that you read, and complete dialectical journals. This will be a text we will use and work with during the year. Do not feel defeated if you don't understand some of the larger concepts or the great meaning of the work before we start using it in class.



Description: As foreign affairs columnist for *The New York Times*, Thomas L. Friedman crisscrosses the globe talking with the world's economic and political leaders, and reporting, as only he can, on what he sees. Now he has used his years of experience as a reporter and columnist to produce a pithy, trenchant, riveting look at the worldwide market forces that are driving today's economies and how they are playing out both internationally and locally.

Globalization is the technologically driven expression of free-market capitalism, and as such is essentially an American creation. It has irrevocably changed the way business is done and has raised living standards throughout the world. But powerful local forces-of religion, race, ethnicity, and cultural identity-are in competition with technology for the hearts and minds of their societies. Finding the proper balance between the Lexus and the olive tree is the great game of globalization-and the ultimate theme of Friedman's challenging, provocative book, essential reading for all who care about how the world really works.

Guidelines for the Dialectical Journal

Dialectic means “the art or practice of arriving at the truth by using conversation involving question and answer.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry form to examine details of a passage and synthesize your understanding of the text.

There is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes or Cliff Notes will be viewed as cheating. If you have questions about format, e-mail me at amanda.wash@knoxschools.org or Mr. Wise at david.wise@knoxschools.org

Instructions:

- (1) Purchase a spiral bound notebook or composition book
- (2) Fold pages in half vertically or draw a vertical line down the middle of the page
- (3) Label the top of each column: left TEXT and right RESPONSE
- (4) In the TEXT column cite passages verbatim from the novel, including quotation marks and page numbers
 - a. For *Zen*, choose two chapters from each part (I-IV) for a total of 8 chapters. For *Lexus*, choose 8 chapters from the book.
 - b. When should you write passages down?
 - i. Details that seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the writer’s style
 - viii. You notice effective use of literary devices
- (5) In the RESPONSE column reflect upon the passages
 - a. Raise questions about the beliefs and values implied in the text
 - b. Give your personal reactions to the passage, the characters, the situation
 - c. Discuss the words, ideas, or actions of the author or character
 - d. Tell what it reminds you of from your own experiences
 - e. Compare the text to other characters or novels
 - f. Write about what it makes you think or feel
 - g. Argue with or speak to the characters or author
 - h. Make connections to any themes that are revealed to you
 - i. Make connections among passages or sections of the work
 - j. Make predictions about characters’ futures
 - k. DO NOT MERELY SUMMARIZE THE PLOT

- (6) Each RESPONSE **must be at least 60 words** (include word count at the end of each response)
- (7) Write down your thoughts, questions, insights, and ideas **while you read** or **immediately after reading a chapter** so the information is fresh
- (8) As you take notes, you should regularly reread the previous pages of notes and comments
- (9) First person is acceptable in the RESPONSE column.
- (10) Remember that quotations do not have to be dialogue!

Sample Journal:

Black Like Me by John Howard Griffin

TEXT	RESPONSE
“The completeness of this transformation appalled me. It was unlike anything I had imagined. I became two men, the observing one and the one who panicked, who felt negroid even into the depths of his entrails” (Griffin 11).	In many movies and books, people wake up and realize how old they truly are. I think that the people this happens to feel the same as Mr. Griffin does because he feels that he still a white man; but when he looks in the mirror, he notices that his skin color disagrees with his thoughts. Likewise, some people feel they are still young, but they are trapped in a body of a person who looks old to too different to be them. (85 words)

Grading:

A = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice (POV), imagery, conflict, etc. and how each contributes to the meaning of the text. For non-fiction, look for ways the author structures commentary, research and narrative, and how that contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized and professional-looking; student has followed directions in creation of journal.

B = Less detailed, but good plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices and non-fiction devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed directions in the organization of journal.

C = Few good details from the text. Most of the commentary is vague, unsupported, or plot summary / paraphrase. Some listing of literary elements and non-fiction elements; virtually no discussion of meaning. Limited personal connection; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student has not followed all directions for organization; loose-leaf; no columns; no pages numbers; etc.

D = Hardly any good details from the text. All notes are plot summary or paraphrase. Few literary or non-fiction elements, virtually no discussion on meaning. Limited personal connections, no good questions. Limited coverage of the text; way too short. Did not follow directions in organizing journal; difficult to follow or read. No pages numbers.

F = Did not complete or plagiarized

- (1) Points will be deducted on the TEXT side for failure to document accurately and completely according the model provided
- (2) Points will be deducted on the RESPONSE side for superficial and / or incomplete responses.

AP Human Geography Basic Background Knowledge List

Part of entering an AP class is an assumption of a certain level of background knowledge and skills. Please review and be prepared to take an assessment the first two weeks of school in the spring relating to this list. The assessment will be mastery based which means you can take the assessment multiple times but must attain 80% or above to pass. The assessment will be primarily an identifying assessment – do not worry about spelling. Don't stress out about this, but do some review and familiarize yourself with this information. Think of this knowledge as the ABC's and 1,2,3's of Geography 101.

Assignment # 1 Basic Map and Atlas Skills:

- ☐ Using an atlas to locate information
- ☐ Reading and interpreting a map
- ☐ Using latitude and longitude to locate and find places

Be able to locate on a map the following items:

General Stuff <ul style="list-style-type: none"><input type="checkbox"/> 5 Oceans<input type="checkbox"/> 7 continents<input type="checkbox"/> Equator<input type="checkbox"/> Tropic of Cancer<input type="checkbox"/> Tropic of Capricorn	Major Mountain Ranges <ul style="list-style-type: none"><input type="checkbox"/> Himalayas<input type="checkbox"/> Rockies<input type="checkbox"/> Andes<input type="checkbox"/> Alps<input type="checkbox"/> Caucasus<input type="checkbox"/> Urals<input type="checkbox"/> Appalachian	Major Rivers <ul style="list-style-type: none"><input type="checkbox"/> Rhine<input type="checkbox"/> Amazon<input type="checkbox"/> Yangtze<input type="checkbox"/> Mississippi<input type="checkbox"/> Ganges<input type="checkbox"/> Nile<input type="checkbox"/> Congo
Major Deserts <ul style="list-style-type: none"><input type="checkbox"/> Sahara<input type="checkbox"/> Great Sandy Desert<input type="checkbox"/> Australia<input type="checkbox"/> Gobi<input type="checkbox"/> Siberia	Major Climate Regions- which parts of the world fit each category <ul style="list-style-type: none"><input type="checkbox"/> Tropical<input type="checkbox"/> Dry<input type="checkbox"/> Mild<input type="checkbox"/> Continental<input type="checkbox"/> Polar	Major Bodies of Water <ul style="list-style-type: none"><input type="checkbox"/> Great Lakes<input type="checkbox"/> Mediterranean Sea<input type="checkbox"/> Black Sea<input type="checkbox"/> Caspian Sea<input type="checkbox"/> Red Sea<input type="checkbox"/> Arabian Sea<input type="checkbox"/> South China Sea<input type="checkbox"/> Caribbean Sea<input type="checkbox"/> Aral Sea
Chokepoints (Straits and Channels) <ul style="list-style-type: none"><input type="checkbox"/> Strait of Gibraltar<input type="checkbox"/> Panama Canal<input type="checkbox"/> Suez Canal<input type="checkbox"/> Strait of Malacca<input type="checkbox"/> English Channel<input type="checkbox"/> Bosphorus & Dardanelles<input type="checkbox"/> Strait of Hormuz	Major World Cities <ul style="list-style-type: none"><input type="checkbox"/> New York City<input type="checkbox"/> London<input type="checkbox"/> Tokyo<input type="checkbox"/> Paris<input type="checkbox"/> Cairo<input type="checkbox"/> Sydney<input type="checkbox"/> Sao Paulo<input type="checkbox"/> Johannesburg<input type="checkbox"/> Moscow<input type="checkbox"/> Hong Kong<input type="checkbox"/> Chicago<input type="checkbox"/> Beijing<input type="checkbox"/> Bombay (Mumbai)<input type="checkbox"/> Mexico City<input type="checkbox"/> Tehran<input type="checkbox"/> Washington D.C.<input type="checkbox"/> Lagos<input type="checkbox"/> Calcutta<input type="checkbox"/> Toronto<input type="checkbox"/> Singapore	
Canadian Provinces <ul style="list-style-type: none"><input type="checkbox"/> British Columbia<input type="checkbox"/> Yukon Territory<input type="checkbox"/> Alberta<input type="checkbox"/> Saskatchewan<input type="checkbox"/> Northwest Territories<input type="checkbox"/> Manitoba<input type="checkbox"/> Quebec<input type="checkbox"/> New Brunswick<input type="checkbox"/> Nova Scotia<input type="checkbox"/> Newfoundland and Labrador<input type="checkbox"/> Nunavut<input type="checkbox"/> Ontario	Development and Culture <ul style="list-style-type: none"><input type="checkbox"/> Have some sense of development levels of regions?<input type="checkbox"/> Highly Developed<input type="checkbox"/> Developing<input type="checkbox"/> Lesser Developed<input type="checkbox"/> Know some cultural characteristics of regions – major religions, languages, ethnicities etc	Major World Regions <ul style="list-style-type: none"><input type="checkbox"/> Middle East<input type="checkbox"/> South East Asia<input type="checkbox"/> South Asia<input type="checkbox"/> Sub-Saharan Africa<input type="checkbox"/> Sahel Africa<input type="checkbox"/> Latin America<input type="checkbox"/> Central America<input type="checkbox"/> Caribbean<input type="checkbox"/> Western Europe<input type="checkbox"/> Eastern Europe<input type="checkbox"/> Former USSR<input type="checkbox"/> Oceania

Country identification – you need to be able to identify where these countries are on a map.

Africa <ul style="list-style-type: none"> <input type="checkbox"/> South Africa <input type="checkbox"/> Madagascar <input type="checkbox"/> Sudan <input type="checkbox"/> Niger <input type="checkbox"/> Algeria <input type="checkbox"/> Nigeria <input type="checkbox"/> Somalia <input type="checkbox"/> Morocco <input type="checkbox"/> Libya <input type="checkbox"/> Egypt <input type="checkbox"/> Kenya <input type="checkbox"/> Chad <input type="checkbox"/> Mali <input type="checkbox"/> Congo/Zaire <input type="checkbox"/> Rwanda <input type="checkbox"/> Botswana <input type="checkbox"/> Ethiopia <input type="checkbox"/> Zimbabwe 	North America & South America <ul style="list-style-type: none"> <input type="checkbox"/> United States <input type="checkbox"/> Argentina <input type="checkbox"/> Guatemala <input type="checkbox"/> Bolivia <input type="checkbox"/> Cuba <input type="checkbox"/> Brazil <input type="checkbox"/> Haiti <input type="checkbox"/> Chile <input type="checkbox"/> Honduras <input type="checkbox"/> Colombia <input type="checkbox"/> Costa Rica <input type="checkbox"/> Ecuador <input type="checkbox"/> Bahamas <input type="checkbox"/> Peru <input type="checkbox"/> Panama <input type="checkbox"/> Venezuela <input type="checkbox"/> Nicaragua <input type="checkbox"/> El Salvador <input type="checkbox"/> Canada <input type="checkbox"/> Mexico 	Asia <ul style="list-style-type: none"> <input type="checkbox"/> Vietnam <input type="checkbox"/> Thailand <input type="checkbox"/> Japan <input type="checkbox"/> India <input type="checkbox"/> Singapore <input type="checkbox"/> Burma <input type="checkbox"/> Mongolia <input type="checkbox"/> China <input type="checkbox"/> Cambodia <input type="checkbox"/> Indonesia <input type="checkbox"/> South Korea <input type="checkbox"/> Philippines <p>Other:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Australia <input type="checkbox"/> New Zealand
Europe <ul style="list-style-type: none"> <input type="checkbox"/> Ireland <input type="checkbox"/> Russia <input type="checkbox"/> Sweden <input type="checkbox"/> Greece <input type="checkbox"/> Romania <input type="checkbox"/> Slovakia <input type="checkbox"/> Czech Republic <input type="checkbox"/> Norway <input type="checkbox"/> Spain <input type="checkbox"/> Croatia <input type="checkbox"/> Yugoslavia (EX) <input type="checkbox"/> Germany <input type="checkbox"/> France <input type="checkbox"/> United Kingdom <input type="checkbox"/> Italy <input type="checkbox"/> Poland <input type="checkbox"/> Finland <input type="checkbox"/> Bosnia 	Southwest Asia <ul style="list-style-type: none"> <input type="checkbox"/> Kuwait <input type="checkbox"/> Syria <input type="checkbox"/> Iraq <input type="checkbox"/> Lebanon <input type="checkbox"/> Saudi Arabia <input type="checkbox"/> Israel <input type="checkbox"/> Iran <input type="checkbox"/> Jordan <input type="checkbox"/> Turkey <input type="checkbox"/> Afghanistan <p>All 50 US States and Regions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Northeast <input type="checkbox"/> Southeast <input type="checkbox"/> Midwest <input type="checkbox"/> Southwest <input type="checkbox"/> Rocky Mountain <input type="checkbox"/> Pacific West 	<p>Below is a list of online resources to help you on this quest.</p> <ol style="list-style-type: none"> 1. http://www.maps.com/FunFacts.aspx?nav=FF 2. http://www.lizardpoint.com/fun/geoquiz 3. http://www.collegeboard.com/student/index.html?student 4. http://www.theodora.com/maps/new9/world_climate_map-large.jpg 5. http://www.nvte.gov/lotw/languageList.html 6. https://www.cia.gov/library/publications/the-world-factbook/index.html