



## AP Seminar Summer Assignment

Hampton Bays High School  
Mrs. DiFrietus & Mrs. Maresca

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Congratulations on your acceptance into AP Seminar!

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.

In AP Seminar, students investigate real-world issues from multiple perspectives, and gather and analyze information from various sources in order to develop credible and valid evidence-based arguments.

In preparation for rigors of this demanding course next year, you will be responsible for completing 3 assignments prior to the school year:

**Assignment #1:** Read the novel *Fahrenheit 451* by Ray Bradbury and complete the [thematic idea annotation guide](#) posted on Google Classroom. We expect you to complete this guide on your own. Do not use internet guides or other people to complete this guide. All students will be required to submit their annotation guide and essay response (assignment #2) to Turnitin.com when you get to school in September. ***Plagiarism will result in the immediate dismissal from the AP course.***

**Assignment #2:** You are required to write a 500-word mini-research essay response. Choose one of the thematic ideas from the annotation guide (listed below).

- The Impact of Entertainment on Society
  - attention spans
  - values
- The Interaction of the Government and Citizens
  - censorship
  - manipulation of information
- Making a Difference in the World
  - protests
  - non-conformists
- Personal Relationships
  - the impact of technology on them
  - substance abuse

Using Google, search for any recent news article that references information that relates to the thematic idea.

- Write a 500 word reflection of the news article AND its connection to the thematic idea of *Fahrenheit 451*.

- Integrate the details and quotes from both the novel and the news article using attribution phrases.
- Include a citation page for reference (use Noodletools).
  - Directions for joining Noodletools Class will be posted on Google Classroom.

**Assignment #3:** Participate in the [New York Times Summer Reading Contest](#). A large part of your success in AP Seminar is based on your understanding of the world we live in. Read the attached contest details, FAQ, and sample responses.

- You are required to post at least **three** times as part of your summer assignment
- You must spread these posts out throughout the summer.
- Your post must be grammatically sound.
- Type your response in a google doc first, then copy and paste the response into the website. This will avoid many common problems associated with posting on websites. Print this document and submit it on the first day of school.
- After posting on the Times Learning Network site, please take a screenshot of your post and copy your screenshot into a document you will submit with your word document on the first day of school.
- You may also check the box on the New York Times Learning Network website (when you comment) that asks if you would like to be emailed when your comment is published (use a personal email address, you do not receive emails from outside vendors for google email. If you do so, the system will send you a link to your comment.
- Let us know if you are one of the lucky winners!

Have a great time reading and don't hesitate to email us over the summer!! We are looking forward to finding out how you enjoyed the book and to hear your thoughts during the seminar discussion in September!

Respectfully,

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## Fahrenheit 451 Thematic Annotation Guide

Ray Bradbury wrote *Fahrenheit 451* during the McCarthy era and his writing was clearly influenced by the events and trials of the time period. *Fahrenheit 451* is a dystopian text (a text that explores political and social structures and their inherent flaws) that explores the ideas of entertainment, interaction between the government and citizens, technology, and the dangers of illiteracy and misinformation due to mass media. While you are reading the novel you should be annotating the text for the following thematic ideas:

- The Impact of Entertainment on Society
  - attention spans
  - values
- The Interaction of the Government and Citizens
  - censorship
  - manipulation of information
- Making a Difference in the World
  - protests
  - non-conformists
- Personal Relationships
  - the impact of technology on them
  - substance abuse

*\*You are not required to use the subtopics provided, they are a guide to help you explore the thematic ideas listed.*

You may annotate in your novels as you read but you must transfer the information to the guide.

- Select at least 3 quotes per thematic idea that develop the idea.
- Explain how the quote develops the idea.
- Since the novel is separated into three parts, you should try to use one quote for each theme per section. This will also show you how the idea is developed throughout the novel.

Thematic Idea	Quote/Page #	Explain how the quote connects to the thematic idea.
<b>The Impact of Entertainment on Society</b> <ul style="list-style-type: none"> <li>● attention spans</li> <li>● values</li> </ul>		
<b>The Interaction of the Government and Citizens</b> <ul style="list-style-type: none"> <li>● censorship</li> <li>● manipulation of information</li> </ul>		

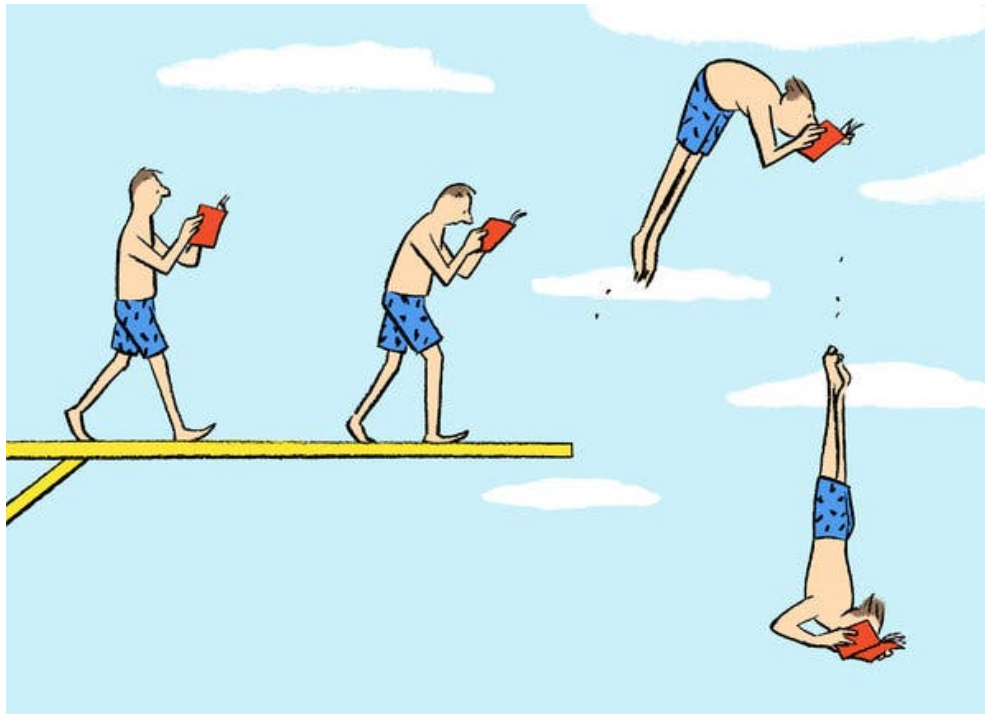
<b>Making a Difference in the World</b> <ul style="list-style-type: none"><li>• protests</li><li>• non-conformists</li></ul>		
<b>Personal Relationships</b> <ul style="list-style-type: none"><li>• the impact of technology on them</li><li>• substance abuse</li></ul>		

# The 11th Annual New York Times Summer Reading Contest

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[nytimes.com/2019/08/21/learning/the-11th-annual-new-york-times-summer-reading-contest.html](https://www.nytimes.com/2019/08/21/learning/the-11th-annual-new-york-times-summer-reading-contest.html)

The Learning Network



## Contest Dates: June 12-Aug. 21, 2020

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Every year since 2010 The Learning Network has invited teenagers around the world to add The New York Times to their summer reading lists and, so far, over 60,000 have.

At a time when teachers are looking for ways to offer students more “voice and choice,” we hope our open-ended contest can help: Every week, we ask participants to choose something in The Times that has sparked their interest, then tell us why. At the end of the week, judges from the Times newsroom pick favorite responses, and we publish them. It’s as simple as that.

Though our goals include some on many educators’ lists — helping students become more aware of the world and their place in it, learning how to navigate sophisticated nonfiction, and practicing writing for a real audience — we also just hope that students will realize that reading the newspaper can be fun. As you’ll see in the guidelines below, they can choose literally anything they like that was published on NYTimes.com in 2019 or 2020. We don’t care what they write about; we just care about why they chose it.

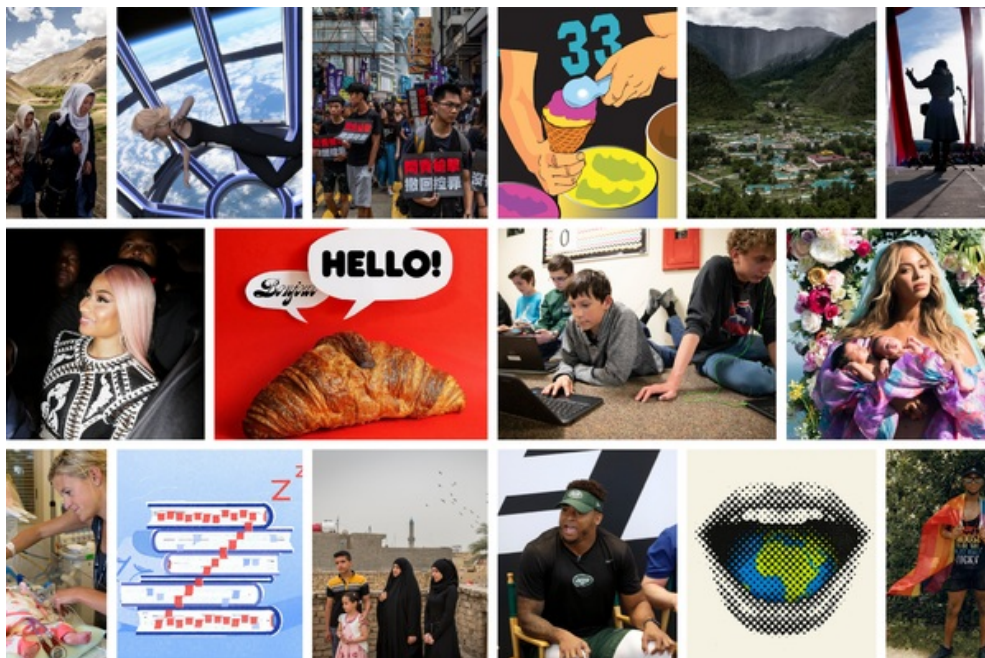
**The contest begins on June 12, and we’ll post the link to submit answers at the top of this post that day.**

For now, however, you can find all our rules and an F.A.Q. below. You can also watch our [on-demand webinar about the contest](#), take a look at the [winning student responses from 2019, 2018 and 2017](#), or check out [this edition of our Mentor Text series](#) that explains how you, too, can write responses that sing.

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## How Does This Contest Work? 2020 Contest Rules and Guidelines

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Images from Times articles students have chosen over the years for our Summer Reading Contest. [Learn more about how to write excellent responses.](#)

**1.** Every Friday beginning June 12, we will publish a post [here](#) asking the same two questions: “What got your attention in The Times this week? Why?” That’s where you should post an answer, any time until the following Friday when we will close that post to comment and open a new one that asks the same two questions.

You can always find the proper link to the place to post at the top of this page, updated each week. You can also always find it on our [homepage](#).

**2.** You can choose anything you like that was published in the print paper or on [NYTimes.com](#) in 2019 or 2020, including articles, [Op-Eds](#), [videos](#), [graphics](#), [photos](#), and podcasts. To see the variety of things winners have written about over the years, take a look at [this column](#).

3. You can participate any or every week, but we allow only *one* submission per person per week.
4. Responses must be 300 words or fewer. We now also have a [guide](#) for students that details four simple ways to make your response stand out.
5. Any teenager anywhere in the world is invited to join us, *if* you are in middle or high school — or graduated from high school in 2020 and haven't yet started college.

To respond to changing laws around data protection, this year's contest will work this way:

- Students 13-15 from anywhere in the world can submit comments via a short form that will be embedded in each week's post. (Those students will also need to have parents or guardians check that they give permission to submit.)
- Students 16-19 from anywhere in the world can submit by posting a comment on the post.

6. Make sure to provide us with the complete URL or headline (for example, "How to Deal With a Jerk Without Being a Jerk" or <https://www.nytimes.com/2019/04/05/smarter-living/how-to-deal-with-a-jerk-without-being-a-jerk.html>).

7. Every Tuesday during the contest, starting June 30 and ending Sept. 8, we will publish a previous week's winner or winners in a separate post you can find [here](#). We will also celebrate the winners on [Twitter](#) and [Facebook](#).

8. The children and stepchildren of New York Times employees, or teenagers who live in the same household as a Times employee, are not eligible to enter this contest.

## Some Frequently Asked Questions

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If your only association with The New York Times is front-page news, [this post](#) can show you how to find everything from games to recipes to reporting on young people. Credit...Luis Mazón

This contest has been running more or less the same way for years, but please write to us at [LNFeedback@nytimes.com](mailto:LNFeedback@nytimes.com) if your question is not addressed below.

### **Q. What kinds of responses are you looking for?**

**A.** We don't care what you choose or whether you loved or hated it; what we care about is what you have to say about why you picked it.

If you don't believe us, scroll through the work of previous [winners](#). They have written on weighty topics like [gender, race and identity](#), the [dangers of vaping](#) and [21st-century concentration camps](#), but they have also written on [hummingbirds](#), [power napping](#), [junk food](#), [Beyoncé](#), [Disney shows](#), [running](#) and [bagels](#).

Whatever the subject, you'll see that the best pieces year after year make both personal connections to the news and go beyond the personal to discuss the broader questions and ideas that the topic raises. We have even created [a guide](#) that walks you through four simple things you can do to make your responses more powerful.

So whether you were moved by an [article](#), enlightened by an [essay](#), bowled over by a [photo](#), irked by an [editorial](#) or inspired by a [video](#), find something in The Times that genuinely interests you and tell us why, as honestly and originally as you can.

### **Q. Who will be judging my work?**

**A.** The Learning Network staff, a team of as-yet-to-be-named New York Times journalists, and some educators from around the country.

### **Q. What is the "prize"?**



**A.** The prize for winning any of our contests is having your work published on The Learning Network.

**Q. When should I check to see whether my submission won?**

**A.** Every Tuesday from June 30 to Sept. 8, we will publish a previous week’s winner or winners in a separate article you can find [here](#). We will also celebrate the winners on [Twitter](#) and [Facebook](#).

**Q. How do I participate in this contest if I don’t have a digital subscription?**

**A.** Until July 6, [high school students across the United States can get free digital access to NYTimes.com](#). After that, NYTimes.com has a digital subscription system in which readers have free access to five articles each month. If you exceed that limit, you will be asked to become a [digital subscriber](#).

One thing you should know, however, is that all Learning Network posts for students, as well as all Times articles linked from them, [are accessible without a digital subscription](#). That means that if you use any of the articles we have linked to on our site, they will not count as part of the five-article limit.

Plus, each time we pose our question, “What interested you most in The Times this week?,” we will link to about 25 recent articles across sections that you can choose from if you don’t have your own subscription.

You can also find The New York Times at most public libraries, and some even allow you to access NYTimes.com with your library card.

And remember: You can use anything published anytime in 2019 or 2020. This post, [21 Things Teenagers Can Do With a New York Times Subscription](#), can help you find everything from breaking news to advice for “smarter living” to fun diversions you probably never knew The Times offered.

**Q. How do I prove to my teacher that I participated?**

**A.** If you are 16-19 and are submitting your response by posting a comment, make sure to check the box that asks if you would like to be emailed when your comment is published. If you do so, the system will send you a link to your comment, which you can use to show your teacher, your parents, your friends or anyone else you’d like to impress. (Please note that you will not get an email until the comment has been approved, which may take longer over weekends.)

If you are 13-15 and are submitting your response via the form we will embed, you will automatically get an email thanking you for participating.

Another method? Some teachers ask students to keep an ongoing Google doc of all their submissions, while others have students take screenshots of their comments before they hit “submit.”

### **Q. How can teachers, librarians and parents use this challenge?**

**A.** Through the years, adults have told us over and over that participating in this contest has made their students both more aware of and more interested in what’s going on in the world. Many see it as a low-stakes way to help teenagers start building a news-reading habit. And at a time when a global pandemic is threatening us all, and an “infodemic”— the spread of misinformation, lies and rumors about the virus — is contributing to the danger, keeping up with reliable news is especially important.

If that’s not enough of a reason to assign it, our contest is also an easy way to add more nonfiction to your students’ reading lists — and to encourage teenagers to make their own choices about what to read, as anything published in The Times in 2019 or 2020 is fair game.

Participating also meets the recommendations given in this joint statement on independent reading given by the International Reading Association, the National Council of Teachers of English, and the Canadian Children’s Book Centre.

And for some teachers, assigning the contest in summer helps them get to know their new students quickly in the fall. On our related webinar, Karen Gold, English department chair at The Governor’s Academy in Massachusetts, details how she uses the contest this way.

But maybe the most compelling reason to assign this contest is what students themselves say about it. Reflecting on participating in 2017, a teenager named Emma Weber, from London, told us:

Prior to this summer, the only writing I did was for school assignments or Google searches. And if I did get around to it, I never reread what I wrote. That’s why, as the weeks went on, I surprised myself when I began double and triple checking my comments for mistakes, of which there were far more than expected!

Another transformation is my newfound interest in the news. I used to be the kind of person who opened a newspaper and went straight to the puzzles section, and though that may be unchanged, I now feel compelled to read a few articles that catch my eye too. In return, exposing myself to current affairs has fine-tuned my political opinions, and through consistent writing I learned to express them in a way that accentuates them.

The result? I feel grounded in my views and understand what’s going on in the world. It’s amazing what a change 1,500 characters a week make.

Thank you for making this contest a hit year after year, and please spread the word that it's back for its eleventh season.

Good luck!