

## Advanced Placement Think Tank/Panel Discussion

You will be signing up for a think tank topic and create a panel discussion (shades of gray arguments) around a central resolution.



Theme	Texts and Articles
Education	<i>Outliers, Imagine</i> LoC Ch. 5--Prose, Emerson, Alexie, Sedaris Adler, Sontag, Alexie, Plato, Althusser, Bacon, Coates, Anzaldua, Tan, Sedaris
Language	LoC 10--Anzaldua, Tan, Sedaris Orwell <i>Politics</i> , Gee, Pinker, Language Use in US
Government/ Politics	<i>1984, Animal Farm</i> , WoIs: Machiavelli, Rousseau, LoC Ch 13--Thoreau, Guernica, Althusser's ISAs The Butter Battle Book
Community	<i>Between the World and Me, Invisible Man, Beloved</i> Morrison's Nobel Speech, MLK "Letter", RFK Eulogy of MLK, your own reading
Creative Synthesis	A combination of all the readings and activities

### 1. Education

You'll be exploring the timeless debate over how we might better educated each generation.

### 2. Language

You'll be exploring the political power and marks of identity that language creates.

### 3. Government/Politics

You'll be uncovering what role government should have in our lives; how might we create equality and preserve freedoms while also making sure we are safe.

### 4. Community

In attempting to discover what makes communities form, thrive, and gain power while others are oppressed, you'll be exploring the ongoing debate of how to be honored and respected within the dominant culture while preserve what make your community unique and a source of identity and pride.

### 5. Creative Synthesis

You'll be synthesizing all of the reading thus far in the course. How are they linked? From what are we to learn from them and the class activities? What argument is Maxson making?

## AP THINK TANK SEMINARS

### **PROCEDURE**

#### **Day One** \_\_\_\_\_

1. Convene with your group and draft a resolution based on your Think Tank topic. I will offer tips on how to write a debatable resolution.
2. For homework, each member of the group writes a 2-3 pp typed response to the resolution (due on Day 2)

#### **Day Two** \_\_\_\_\_

1. Share your responses with the group.
2. Determine who will be moderator; who will present the affirmative arguments; and who will present the opposition arguments.
3. Divvy up duties to prepare for the seminar.
4. Prepare your presentation for the seminar, including plenty of textual and outside references. You will be expected to reference your sources verbally (e.g. "According to last month's *Time* magazine, genetically selecting traits for your baby is the norm.")

#### **Day Three** \_\_\_\_\_

Present your seminar—see daily assignment sheet for dates

## AP SEMINAR

### DUTIES AND PROCEDURES

#### The Moderator

**Beginning of the seminar:** the moderator introduces the topic, defines the terms, and gives background information. For example: if the topic were capital punishment, the moderator might give a brief history of capital punishment in the United States, define capital punishment, and summarize current law.

**The panelists need to know the content of this introduction prior to the presentation.**

**During the seminar:** the moderator introduces the speakers and keeps track of time

**At the conclusion of each speech:** the moderator calls on opposing speakers and/or class members to ask questions of the speakers ( the moderator may ask questions).

**At the conclusion of the seminar:** the moderator offers a 1-3 minute summary of the main issues presented by each side in the seminar

#### The Panelists

The presentation of the arguments and evidence should be equally divided between the team members. Each panelist is expected to ask questions of the opposition.

Each speaker has 2-5 minutes to make claims and provide supporting evidence from the text and outside sources. If speakers are in opposition to each other, the minority should speak first, then those students in the majority. This allows the group to “qualify” its position.

#### AUDIENCE

**Class members are expected to:**

take notes

ask pertinent questions of the speakers during allotted questioning

**Seminar time schedule:**

Moderator Intro	2-3 minutes
First Speaker	2-5
Questions	1-3
Second Speaker	2-5
Questions	1-3
Third Speaker	2-5
Questions	1-3
Fourth Speaker	2-5
Questions	1-3
Fifth Speaker	2-5
Questions	1-3
Sixth Speaker	2-5
Questions	1-3
Moderator's Summary	1-3

Name \_\_\_\_\_  
 Area: \_\_\_\_\_

Topic \_\_\_\_\_

**Advanced Placement Think Tank  
 Seminar Grading Criteria**

5-Ouch	6-Minor Problems	7-As Expected	8-Solid	9/10- Mind Blowing
Thoroughly analyzes the topic	5	6	7	8 9/10
Effectively incorporates the primary text	5	6	7	8 9/10
Uses & <i>acknowledges</i> secondary sources (with citations)	5	6	7	8 9/10
Presents argument Clearly and persuasively	5	6	7	8 9/10
Profoundly responds to audience's questions	5	6	7	8 9/10

**/50**

**Advanced Placement  
 Seminar Paper Grading Criteria**

5-Ouch	6-Minor Problems	7-As Expected	8-Solid	9/10- Mind Blowing
Offers a nuanced argument Considers marginalized ideas posed by think tank	5	6	7	8 9/10
References textual evidence with proper documentation	5	6	7	8 9/10
Uses at least FOUR of class-assigned texts to create solid analysis (Bonus: Synthesizing across topics)	5	6	7	8 9/10

**/30**

**Daily participation and listening during seminar presentations**

**/20**