

Introduction to Module 4

For Teachers:

Module 4 begins to simulate the stimulus material process anchored in AP Seminar formal tasks (specifically, Task 2 and Exam Part B). The College Board stimulus materials for AP Seminar generally center around a broad theme. However, more focused and nuanced thematic connections can also be synthesized between the 4-7 given sources. Previous modules have provided the theme, and teachers have provided the scaffolding leading students through each selection and explicitly weaving the narrative for students. Here, students will build the deeper narrative connections themselves.

Module 4 provides students the basis for in-class ownership in textual and artistic analysis and then asks them to collaboratively brainstorm inquiry questions inspired by and situated in the provided stimulus materials. This module will expand to building and evaluating questions, engaging lenses and perspectives for further inquiry, and eventually building research purpose statements and informal research plans—but it will stop short of fully engaging the research process.

Suggested Time: 2 weeks

Suggested Content: Workplace Dynamics

- For Practice Part A (sample below, or take directly from studies specific to CTE Pathways):
 - Article, “The cult of compulsory happiness is ruining our workplaces” opinion piece published by The Guardian (2016)
- For Module Assessment:
 - Selections from Upton Sinclair’s *The Jungle*
 - Film, Fritz Lang’s *Metropolis* (1927)
 - Poem by W.H. Auden, “The Unknown Citizen”
 - Article, “Impact of workplace displacement during a natural disaster on computer performance metrics: A 2-year interrupted time series analysis” published by the IOS Press (August 2021)
- Additional, Challenge Selections:
 - Selections from Karl Marx’s and Friedrich Engels’s *Communist Manifesto*

Note that articles on the subject matter should be updated often, mainly as major political and social shifts occur or as significant events impact the theme. Also, note that these texts are only suggestions; teachers can shift them to align specifically with CTE pathways and skills.

Assessments: Timed Practice Part A Argument Analysis; Mock Individual Research Proposal (with identification of stimulus themes, justification, evaluated and revised purpose statement, and research plan justification—includes argument analysis of chosen source from stimulus materials)

Module 4 Essential Questions

- What patterns or trends can I identify among the arguments about this issue?
- How can I connect the multiple perspectives? What are other related issues, questions, or topics?
- What questions have yet to be asked?
- How does my research question shape how I go about trying to answer it?
- What information do I need to answer my question?
- What keywords should I use to search for information about this topic?
- How might others see the problem of issues differently?