

## **Welcome to AP Seminar!**

I am so excited that you enrolled in the first course of College Board's AP Capstone program! This is the first year this course is being taught at Lucy Beckham High School, and we are excited to see how this program will grow in the coming years. This class will be very unlike any class you have ever taken before, and we are going to have a wonderful experience learning with one another.

## **What is AP Seminar?**

AP Seminar is a foundational course that engages you in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, you will practice reading and analyzing a variety of texts. You will also learn to synthesize information from multiple sources, develop your own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip you with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## **Summer Assignment:**

As you embark upon the college-level research expected in the AP Capstone Program, you need to start with reflecting upon *yourself*. Your own life, culture, experiences, and impressions of the world make up your individual worldview (or perspective), which directly impacts and informs every aspect of your life, including what and *how* you choose to research and learn information. Your world view is neither good nor bad, it just "is" – however, what one may consider "just the way it is" is often culturally influenced. A good researcher needs to be aware of her or his own world view – and potential biases – before she or he can research in an unbiased manner. This is the work you will be doing this summer: laying the foundation of introspection, so you can look outward with clear eyes. In addition, you will be familiarizing yourself with the terminology associated with the AP Capstone program.

- **To start you on the path of becoming a good researcher, complete the following tasks:**
  - Part 1: Cultural Identity Self-Assessment
  - Part 2: Relative Interview & Reflection
  - Part 3: Terminology Review
  
- **Due Date:** The first week of school
  - Digital submission instructions will be provided on the first day; there is no need to print it out.

## **Questions?**

Please contact Mrs. Lyon via email: [lauren\\_lyon@charleston.k12.sc.us](mailto:lauren_lyon@charleston.k12.sc.us)

## Part 1 Cultural Identity Self-Assessment

**Directions:** For each of the prompts below, answer them fully and completely. Please note, this will mean a different level of involvement for different questions. For questions such as where you or your family members were born, of course you could potentially answer in a few words and that's perfect. However, for questions about your earliest memories, cultural backgrounds, impactful events, etc, your reflections should become much more in depth, specific, and descriptive.

Really dig deep into your memories and *think* about the questions—perhaps even for a couple days!—before you commit to writing your responses. **Please type your responses on a separate document.**

1. Where and when were you born?
2. Where did you grow up?
3. Have you traveled or moved as a child?
4. Where did your parents grow up?
5. Where did your grandparents grow up?
6. Where did your great grandparents grow up?
7. What is your earliest memory?
8. What is your earliest school memory?
9. What racial, ethnic, and/or socioeconomic groups do you identify with?
10. What cultural factors in your background might contribute to being misunderstood or rejected by members of other cultures?
11. What personal qualities do you have that will help you establish personal relationships with people from other cultural groups? What personal qualities might make that difficult?
12. Recall a major **international event** that occurred within your lifetime that is significant to you. Try to answer the following: Who was involved, what was the event, where did it happen, how did it happen, and why did it happen? How did it make you feel?
13. Recall a major event that happened **in the United States** that occurred within your lifetime that is significant to you. Try to answer the following: Who was involved, what was the event, where did it happen, how did it happen, and why did it happen? How did it make you feel?
14. Select three key events in your life, as far back as you can remember, that may have impacted how you engage with the world. Describe them.
15. How might they impact your relationship to trust, safety, ways you relate to others or to authority, etc.? How might they impact the way you behave in the world? Record them here, along with their implication outside your home (school, with friends, on a team, at work, etc).
16. Recall a time feeling “different” from those around you for any reason (physical size, appearance, family status, being new in the community, age, etc.)? What was that experience like? What did you learn about people who are different from you?

## Part 2

### Relative Interview & Reflection

**Directions:** Conduct a live interview with your oldest living relative (in person or over the phone), **then type your answers to the following reflection questions on the same document as your response for Part A.** You may take brief notes while you're talking, but otherwise don't do *anything* but pay attention to the conversation. Just listen.

\*\*I realize there are many factors at play in determining who your interviewee could or should be, so I'll just say this: I trust your judgement to complete this task and appropriately choose someone who is a.) close to your family historically and emotionally, and b.) can offer you their perspective on the world from a much older vantage point than your own. Make an executive decision. You don't need my permission.

There are sample interview questions on the next page; however, you are not required to get answers for all of them. I would suggest reading through them ahead of time (before arranging the phone call or coffee date) to determine which are most appropriate for your audience and/or most interesting to you. I would strongly encourage you to seek answers to questions you don't already know the answers to, or questions you know a little about, but not many details. Feel free to come up with your own questions, as well!

#### Reflection Questions

1. Who did you interview and what is his/her relationship to you? In general, how did the interview go? Did it proceed as you had expected, or were you surprised by the process in some way?
2. What is the most memorable part of the interview? (Maybe something the interviewer revealed or an event of some sort that occurred during the interview.)
3. What interview question revealed the most surprising information to you? State the question, describe the response it garnered, and explain why it was surprising.
4. If you were to talk with the interviewee again, what new questions would you want to ask?
5. Has your impression of or attitude toward your family member changed in any way because of the interview? In what ways? If not, why?
6. What information did you hear during this interview that you already knew? Provide at least two examples of information you already knew that your relative discussed. Did you learn anything new or additional about it?
7. What information did you **not** expect to hear by doing this interview? Provide at least two examples of information that was new to you. How did this information surprise, interest, or impact you?
8. How does your relative's experience and life impact your own? Meaning, what choices did he or she make that could potentially have had an effect on your day-to-day life (where you live, where your parents live, education-level, family income, your worldview, etc).

## Sample Interview Questions

1. Describe one of your **earliest childhood memories**. How old were you? What bits and pieces can you recall?
2. Who was your **best childhood friend**? Tell me about him/her.
3. Can you remember your mom's or grandmother's **kitchen**? Use sight and smell words to describe it.
4. Describe the most **unusual or memorable place** you have lived.
5. **How did you grow up?** Where did you live? What was your childhood home like? Was your family financially stable? Did your parents work?
6. Were you shy as a child? Bossy? Obnoxious? Describe several of your **childhood character traits**. How did those qualities show themselves? Are you still that way today?
7. What childhood memories of your mother and father do you have? Describe a couple of **snapshot moments**.
8. Describe a significant **holiday memory**. Where did you go? What did you do? Why is it so memorable?
9. Did you attend a traditional school, or were you educated at home? Describe a **school-related memory**.
10. Think of a time when you did something you shouldn't have done. Describe both the incident and the feelings they created.
11. Have you ever needed stitches, broken a bone, or been hospitalized? Describe a **childhood injury or illness**.
12. Do you have quirky or **interesting relatives** on your family tree? Describe one or two of them.
13. Describe your most memorable **vacation**. Where did you go? Did something exciting or unusual happen?
14. Did you grow up with **family traditions**? Describe one.
15. Think of an event in your life that made you feel **anxious or scared**. Describe both the event itself and the feelings it stirred up.
16. What are some **sayings, expressions, or advice** you heard at home when you were growing up. Who said them? What did they mean? Do you use any of those expressions today?
17. How did **parenthood** affect your life? Describe your life before and after having children. What was it like watching your children have children?
18. Describe your experience with **education**: where did you graduate high school? Did you go on to receive any post-secondary degrees (if so, where and what did you study) or did you start working straight away? What was your experience like in the world as a young adult? Do you notice any difference between your experiences and the experiences of young adults today?
19. How has your **view of the world** changed over the course of your life?
20. Do you have any **advice, worries, or hopes** for me about my future?

### Part 3 Terminology Review

**Directions:** Study and memorize the following AP Capstone terms, in preparation for a test during the second week of school. We will be using these terms throughout the entire school year, so it is imperative that you know them by heart.

TERM	DEFINITION
Argument	A claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence.
Bias	A personal opinion, belief, or value that may influence one's judgment, perspective, and claim.
Claim	A statement made about an issue that asserts a perspective.
Commentary	Discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships.
Conclusion	Understanding resulting from analysis of evidence.
Context	The intent, audience, purpose, bias, situatedness, and/or background (larger environment) of a source or reference.
Conventions	The stylistic features of writing (e.g., grammar, usage, mechanics).
Counterargument	An opposing perspective, idea, or theory supported by evidence.
Credibility	The degree to which a source is believable and trustworthy.
Deductive Reasoning	A type of reasoning that constructs general propositions that are supported with evidence or cases. (General Principle → Special Case) <ul style="list-style-type: none"> <li>● Example: All raccoons are omnivores, and this animal is a raccoon; therefore, you conclude that this raccoon is an omnivore.</li> </ul>
Ethos	Appeal of speaker or writer to his/her own credibility.
Evidence	Information (e.g., data, quotations, excerpts from texts) used as proof to support a claim or thesis.
Fallacy	Evidence or reasoning that is false or in error.
Implication	A possible future effect or result.
Inductive Reasoning	A type of reasoning that presents cases or evidence that lead to a logical conclusion. (Special Case → General Principle) <ul style="list-style-type: none"> <li>● Example: You get swollen lips from strawberries three times and learn that swollen lips are a sign of an allergy; therefore, you conclude that you are allergic to strawberries.</li> </ul>

Inquiry	A process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work.
Issue	Important problem for debate or discussion.
Lens	Filter through which an issue or topic is considered or examined.
Limitation	A boundary or point at which an argument or generalization is no longer valid.
Line of Reasoning	Arrangement of claims and evidence that leads to a conclusion.
Logos	Appeal to logic
Pathos	Appeal to emotion
Perspective	A point of view conveyed through an argument.
Plagiarism	Failure to acknowledge, attribute, and/or cite any ideas or evidence taken from another source.
Point of View	A position or standpoint on a topic or issue.
Primary Source	An original source of information about a topic (e.g., study, artifact, data set, interview, article).
Qualitative Data	Having to do with text, narrative, or descriptions.
Quantitative Data	Having to do with numbers, amounts or quantities.
Rebuttal	Contradicting an opposing perspective by providing alternate, more convincing evidence.
Reliability	The extent to which something is accurate.
Resolution	An understanding about an issue that could potentially lead to new solutions or that could help mitigate the consequences of the issue.
Secondary Source	A commentary about one or more primary sources that provides additional insight, opinions, and/or interpretation about the primary sources data, study, or artifacts.
Solution	An action-based set of ideas, founded upon evidence, that could help solve the problem.
Thesis	A claim or position on an issue or topic put forward and supported by evidence.
Validity	The extent to which an argument or claim is logical.