

Summer Assignment

AP Seminar – Carroll

Due Date: First Day of School
How to Submit: Typed; compiled in an organized manner

Questions? My email is katherine.carroll@k12.wv.us.

As you embark upon the college-level research expected in the AP Capstone Program, you need to start with reflecting upon *you*. 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 worldview 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 worldview – 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.

Also, you’ll 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 prior to the first day of school:

- ❖ Complete the Cultural Identity Self-Assessment
- ❖ Interview your oldest living family member and complete a two-page minimum reflection on your conversation
- ❖ Memorize and study the AP Seminar Glossary, in preparation for a quiz on the first day of school. *Fair warning: this will not be a multiple choice or matching quiz. You have to know the definitions by heart.*

Cultural Identity Self-Assessment

Directions: For each of the prompts below, answer them fully and completely – and please note, this will mean a different level of involvement for different questions. For questions like 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, recalling 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, and be prepared to share on the first day of class.**

1. Where were you born?
2. When were you born?
3. Where did you grow up?
4. Have you traveled or moved as a child?
5. Where did your parents grow up?
6. Where did your grandparents grow up?
7. Where did your great grandparents grow up?
8. What is your earliest memory?
9. What is your earliest school memory?
10. What racial, ethnic, and/or socioeconomic groups do you identify with?
11. What is it about your ethnic group, socioeconomic class, religion, age, sexual orientation, or community that you find embarrassing or wish you could change? Why?
12. What cultural factors in your background might contribute to being misunderstood or rejected by members of other cultures?
13. 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?
14. Recall a major **international event** which 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?
15. Recall a major event that happened **in the country where you were born** which 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?
16. 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.
17. 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).
18. 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?

Relative Interview & Reflection

Directions: Conduct a live interview with your oldest living relative (in person or over the phone), then answer the following reflection questions in 2-3 pages typed in paragraph form. 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 here, 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 back of this page; however, you are not required to get answers for all of them, but I would suggest you read through them ahead of time (before arranging the phone call or coffee date) and 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 many details. Feel free to come up with your own questions as well!

Reflection Questions. Be sure to be thorough and specific in your responses.

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 info you already knew which 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 which was new to you.) How did this information surprise, interest, or otherwise impact you?
8. How does your relative's experience and life impact your own? Meaning, what choices did he or she make which 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?

AP Seminar Glossary

alignment — Cohesion between the focus of an inquiry, the method of collecting information, the process of analysis of the information, and the conclusions made to increase understanding of that focus

argument — A claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence

assumption — A belief regarded as true and often unstated

author — One who creates a work (e.g., article; research study; foundational, literary, or philosophical text; speech, broadcast, or personal account; artistic work or performance) that conveys a perspective and can be examined

bias — A personal opinion, belief, or value that may influence one's judgment, perspective, or 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

complex issue — Issue involving many facets or perspectives that must be understood in order to address it

concession — Acknowledgment and acceptance of an opposing or different view

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

cross-curricular — Goes beyond the traditional boundary of a single content area or discipline

deductive — A type of reasoning that constructs general propositions that are supported with evidence or cases

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 — A type of reasoning that presents cases or evidence that lead to a logical conclusion

inquiry — A process for seeking truth, information, or knowledge through a study, research investigation, or artistic endeavor/work

interdisciplinary — Involving two or more areas of knowledge

- 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
- literature** — The foundational and current texts of a field or discipline of study
- 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)
- qualification** — A condition or exception
- qualitative** — Having to do with text, narrative, or descriptions
- quantitative** — Having to do with numbers, amounts, or quantities
- rebuttal** — Contradicting an opposing perspective by providing alternate, more convincing evidence
- refutation** — Disproving an opposing perspective by providing counterclaims or counterevidence
- reliability** — The extent to which something can be trusted to be accurate
- resolution** — The act of solving a problem or dispute
- scaffolding** — The provision of temporary structured support for students to aid skill development
- secondary source** — A commentary about one or more primary sources that provides additional insight, opinions, and/or interpretation about the primary source data, study, or artifacts
- sequencing** — The organization of curriculum content into an order which progresses from simple to more complex
- solution** — A means of answering a question or addressing a problem or issue
- text** — Something composed (e.g., articles; research studies; foundational, literary, and philosophical texts; speeches, broadcasts, and personal accounts; artistic works and performances) that conveys a perspective and can be examined
- thesis** — A claim or position on an issue or topic put forward and supported by evidence
- tone** — The way in which an author expresses an attitude about his or her topic or subject through rhetorical choices
- validity** — The extent to which an argument or claim is logical
- vocal variety** — Changing vocal characteristics (e.g., pitch, volume, speed) in order to emphasize ideas, convey emotion or opinion, or achieve other specific purposes