I would like to take the opportunity to welcome you to the 2019-20 cohort of AP Capstone at Peachtree Ridge High School!

AP Seminar is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares students to make logical, evidence-based decisions.

The AP Seminar course is founded on the concept QUEST.

- Question and explore
- Understand and analyze arguments
- Evaluate multiple perspectives
- Synthesize ideas
- Team, transform, and transmit

Through this concept, you will break down topics and issues by viewing them through specific lenses. You will use these lenses to analyze a number of different debates for this assignment, as well as throughout the year. Therefore it is important that you familiarize yourself with these terms. The lenses are:

- Environmental
- Economic
- Artistic & Philosophical
- Scientific
- Political and Historical
- Cultural and Social

More than anything else, summer break is a time to reflect, relax, recharge, and enjoy the world around you. For this reason, your summer assignment for AP Seminar is not a lengthy one. However, it will require you to think deeply. When you start this task, you should take time to let your mind wander freely (preferably without distraction). Unplug for a little while! Find a space where you can disengage from your phone, the television, your friends, and your computer. Just . . . . think.

Task #1: Sign up for our class Remind & Google Classroom.
REMIND: Text @apsemprhs to 81010 Google Classroom Code: 6280j7m

Task #2: Read ONE of the following non-fiction books
Pick one of the non-fiction books below. As you read it, make note of (1) the author’s main idea, argument, or thesis; (2) how the author structures his/her argument; and (3) what evidence the author uses and whether you find the evidence credible and reliable.

- The World Without Us, Alan Weisman
- Waiting for Superman, Karl Weber
- The Immortal Life of Henrietta Lacks, Rebecca Skoot
- Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Stephen Dubner and Steven Levitt
- Outliers: The Story of Success, Malcolm Gladwell
- David and Goliath: Underdogs, Misfits, and the Art of Battling Giants, Malcolm Gladwell

Task #3: Ask a “big idea” question.
“Big idea” questions are worthy of deep consideration. They feed our curiosity and often lead us to more questions. Your question should be something related to the non-fiction book you read.

If you’re still not sure where to begin, start by keeping a list of questions. What are you curious about? Start with “When…” or “What....” Or “How…” After you have a list of questions, pick one you really like. Be prepared to share your “big idea” question & your thoughts on your non-fiction book during the first week of school.
Task #3: Read “A New World of Many Cultures, 1491-1607” & Complete Guided Reading
This overview of Period 1 comes from United States History: Preparing for the Advanced Placement Examination by John J. Newman and will serve as the basis of our first reading quiz on August 9, 2019.

Our two key texts will be The Bedford Researcher (5th edition), edited by Michael Palmquist and United States History: Preparing for the Advanced Placement Examination by John J. Newman. I will have copies for you, but you may prefer to buy a copy of your own.

If you have any questions, please email me at carrie_petty@gwinnett.k12.ga.us. I will check my email about once a week over the summer, so it may take me a few days to respond.

I’m looking forward to working with you!

Ms. Petty
A New World of Many Cultures, 1491-1607 Guided Reading

Directions:
Answer the questions to the best of your ability, using the text to help you. These questions are help you process the material that you have read and will help prepare you for the first week of APUSH in August.

Key Concepts FOR PERIOD 1:
Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

SECTION 1 - Period Perspectives, p.1
Consider the data in the chart at right as well as page 1 of the text when completing this section.

1. Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

2. Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2. Fifteen Largest Ancestries: 2000
(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)

<table>
<thead>
<tr>
<th>Ancestry</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>15.2%</td>
<td>42.8</td>
</tr>
<tr>
<td>Irish</td>
<td>10.8%</td>
<td>30.5</td>
</tr>
<tr>
<td>African American</td>
<td>8.8%</td>
<td>24.9</td>
</tr>
<tr>
<td>English</td>
<td>8.7%</td>
<td>24.5</td>
</tr>
<tr>
<td>American</td>
<td>7.2%</td>
<td>20.2</td>
</tr>
<tr>
<td>Mexican</td>
<td>6.5%</td>
<td>18.4</td>
</tr>
<tr>
<td>Italian</td>
<td>5.6%</td>
<td>15.6</td>
</tr>
<tr>
<td>Polish</td>
<td>3.2%</td>
<td>9.0</td>
</tr>
<tr>
<td>French</td>
<td>3.0%</td>
<td>8.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.8%</td>
<td>7.9</td>
</tr>
<tr>
<td>Scottish</td>
<td>1.7%</td>
<td>4.9</td>
</tr>
<tr>
<td>Dutch</td>
<td>1.6%</td>
<td>4.5</td>
</tr>
<tr>
<td>Norwegian</td>
<td>1.6%</td>
<td>4.5</td>
</tr>
<tr>
<td>Scotch-Irish</td>
<td>1.5%</td>
<td>4.3</td>
</tr>
<tr>
<td>Swedish</td>
<td>1.4%</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, Census 2000 special tabulation.
### Key Concepts & Main Ideas

<table>
<thead>
<tr>
<th>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Irving…</td>
<td></td>
</tr>
<tr>
<td>President Franklin Roosevelt…</td>
<td></td>
</tr>
<tr>
<td>Revisionists…</td>
<td></td>
</tr>
<tr>
<td>Arthur Schlesinger…</td>
<td></td>
</tr>
<tr>
<td>Fact and fiction…</td>
<td></td>
</tr>
</tbody>
</table>

Support or refute the following statement: Christopher Columbus was a hero.

List 3 pieces of evidence to support your answer.

a. 

b. 

c. 

List 3 pieces of evidence that support the alternate view.

a. 

b. 

c.
SECTION 3 - MAP

1. Read the framework excerpts located to the right of the map, and ensure you understand & know where/what is referenced.
2. Label/Trace the starting point and expansion of maize cultivation.

The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development & social diversification among societies in these areas; a mix of foraging & hunting did the same for societies in the Northwest and areas of California.

Societies responded to the lack of natural resources in the Great Basin & the western Plains by developing largely mobile lifestyles.

In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.