**MR. DEMARCO’S FINAL PROJECT FOR APUSH 2017!**

**DUE DATE: TUESDAY MAY 23, 2017**

It’s the ***FINAL COUNTDOWN***! We only have a few weeks of school left before Regents exams, and what better way to spend the last days of our AP U.S. History class than with some fun and interactive presentations! These projects will come in a variety of options for you to choose from. I want this to be a creative way to wrap up the school year, so work hard and have some fun with it!

Each project is worth 150 points (assessment grade) and will be scored on the quality of your work according to the rubric below. Make this count!

**Here are your options...and away we GO!**

**Project 1: Five Most Significant Days In American History And Why Project**

* Individual OR with a partner
* Pick **five days** (avoid the obvious: July 4, 1776 - US declares independence; August 6, 1945 - dropping of atomic bombs on Japan; April 14, 1865 - Lincoln’s assassination; April 30, 1789 – inauguration of George Washington; etc.) that **fundamentally changed the course of American history**
  + For each day that you choose, complete the following tasks:
    - Explain what happened in detail
    - Explain why these dates are important in the broader context of U.S. History
    - What separates these dates from more obvious historical markers?
* You may create a poster, a Power Point presentation, or make a video/film that introduces your choices and explains why they are significant. Use music, pictures, and/or maps—make this worthwhile, interesting, and informative!
* Include the source material on which your project is based (works cited page)

**Project 2: Across The Borders Project**

* Individual ONLY
* Begin with the date and place of your birth and **build a “tree” of ancestors**—parents, grandparents, great grandparents, etc., until you get to ancestors who crossed the borders into America from another country.
* At the point when your ancestor(s) crossed the border, **include a detailed history** (no personal information, please!) **of what was going on in America at that time**.
  + Include significant events in various categories of history
    - Economics
    - Politics
    - Society
    - Foreign Affairs
* You may create a poster, a Power Point presentation, or make a video/film that presents your roots (or branches). Get artistic! Use music, pictures, and/or maps—make this worthwhile, interesting, and informative!

**Project 3: What If? Role-Play/Skit Project**

* Individual OR with a partner
* Choose **ONE** **potentially significant “What If?” in American history** — i.e. what if Abraham Lincoln had not gone to Ford’s Theater? What if the British Army would have made George Washington a general in the army at the end of the French and Indian War? What if the South won the Civil War?
  + You should include a brief description of what actually happened in history
  + Choose a key moment of the time period you are examining and imagine if something had *occurred differently*
  + Create an alternate timeline of events hypothesizing what might have happened if history had been altered at the key moment you chose
  + Explain why you think it would have happened differently
* Create a **role-play/skit** that presents your situation and that ***explains what might have occurred*** as a result.
* You must have a written script that details the points above.
* While part of this is speculation, you need to include the source material on which you base your choice and your “predictions” (works cited page)

**Project 4: Most Historically Significant Individuals That No One Knows Project**

* Individual OR with partner
* Choose **five individuals** whose contributions to American history and culture have been considerable but about ***whom very little is known***. Avoid the obvious—no presidents, no first ladies!
  + For each person you choose complete the following tasks:
    - Explain who they are and what time period they lived in
    - What did they do?
    - Why do you think they are significant in U.S. History?
* Create a poster, a Power Point presentation, or a video/film that presents your choices, fills in the little known details of their lives, and explains the significance of their contributions.
* You might want to focus on an area of history interesting to you and not dead center in the mainstream—think of areas such as medicine, engineering, art, music, video games, etc.

**Project 5: U.S. History through Comic Books (or other popular culture media)**

* Individual OR with partner
* Choose **ONE comic book superhero** (or other approved cultural icon) and **create an illustrated timeline showing his or her development and how it has reflected the historical events of the time**.
  + Provide a brief history of the superhero/popular culture icon
  + Explain how the superhero/popular culture icon was impacted by the course of historical events
  + Explain if/how the superhero/popular culture icon impacted U.S. history
  + Why are comic books/popular culture icons significant in U.S. History
* Create a poster, a PowerPoint, or a film that presents your superhero, fills in the little known details of their lives, and explains the significance of historical events on their development and storytelling.
* Track the history of the superhero through the decades:
  + 1930s
  + 1940s
  + 1950s
  + 1960s
  + 1970s-1980s
  + 1990-present
* Significant Seven: the seven most historically significant superheroes include:
  + Superman (June 1938)
  + Batman (May 1939)
  + Wonder Woman (Summer 1942)
  + Spider-Man (August 1962)
  + Captain America (March 1941)
  + Captain Marvel (January 1941)
  + The Flash (August 1941)
* These represent some of the most historically important superheroes in American history; however, you are encouraged to find another character that you believe better represent the United States in the modern era.

**FINAL PROJECT RUBRIC**

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| Category | Distinguished (100% credit) | Proficient (85% credit) | Emerging (70% credit) | Incomplete (50% credit) |
| Subject Knowledge  50 points | Demonstrates full knowledge (more than required). Presentation of information is very detailed, accurate, and contains no inaccuracies. Shows clear evidence of research and thoughtful consideration. | Demonstrates adequate knowledge (minimum required). Presentation of information is detailed, mostly accurate, and contains few inaccuracies. Shows evidence of research and thought. | Demonstrates minimal knowledge (less than required). Presentation of information lack detail, and contains inaccuracies. Does not show much evidence of research and/or thought. | Does not demonstrate knowledge (far less than required). Presentation lacks significant detail and/or contains significant inaccuracies. Shows no evidence of research or thought. |
| Organization  15 points | Presentation is in a logical, interesting sequence that is easy to follow. | Presentation is in a logical sequence, which is easy to follow. | Presentation is not easy to follow and jumps around. | There is no logical sequence and is difficult to follow. |
| Graphics  30 points | Contains extensive graphics that represent the information accurately AND are creatively used or go beyond simple images (Gifs or embedded videos for example) | Contains graphics that relate to the information accurately. Graphics are primarily images and/or backgrounds. | Contains some graphics and/or images do not represent the information accurately. | Contains no graphics or images have no relevance to the information. |
| Mechanics  15 points | Contains NO spelling and/or grammatical errors. | Contains minimal spelling and/or grammatical errors. | Contains some spelling and/or grammatical errors. | Contains extensive spelling and/or grammatical errors |
| Historical Interpretation  25 points | Project illustrates depth of historical thought and analysis. Contains interesting and new look at historical thought. | Project shows some historical thought and analysis. Attempts to do something new and/or different with historical information. | Project shows minimal attempt at displaying historical thought and analysis. Does not attempt to do something new and/or different with historical information. | Project shows no attempt at displaying new historical thought and analysis. |
| Bibliography  15 points | Contains an extensive bibliography (10+ sources) that accurately follows Turabian formatting. | Contains a bibliography (5+ sources) that accurately follows Turabian formatting. | Contains a limited bibliography (less than 5 sources) that attempts to follow Turabian formatting. | Contains minimal bibliography and/or does not follow Turabian formatting. |