

APUSH Digital Project

Overview

You and your group will be working collaboratively together on a Digital Project. Everything you create must go on your group's Weebly Website. Your group is responsible for building four Key Period Pages of your choosing. There will be eight deadlines throughout the rest of the semester, where you and your group will need to select one of the menu options to complete and submit to your classroom websites. At the end of the semester, you will present and teach the class using your two best, [Key Concept Outline QR Code](#) rich menu choices.

Requirements/Options/Menu



1. **Everything you put on the website must be school appropriate.**
2. Your website must have six pages at the top (Home Page, (4) KP Pages, and a Synthesis Page).
3. Your Home Page must have a group photo along with your names on it. Underneath each of your names, you will continually update/log what you are actively contributing to the group website digital project. Mark the dates you worked on the website. You must contribute to at least four of the eight menu choices.
4. The synthesis page must have at least 40 connections/links made to other key periods. Please include visual aids and summaries as to how it is **Like in kind, but in a different time.**
5. You must choose eight of the following 12 menu options to include on your website. Two per KP Page. You must weave in every single key term found on the [APUSH Course Outline Key Terms QR Code](#)

Menu options (must select 8)

Throughout the website, your group must use different tools to showcase your knowledge of the subject matter.

Everything must be school appropriate. If you have to ask me if it's appropriate, it's probably not. Inappropriate content/material will result in a full letter grade drop for those who are responsible

1. Make a short YouTube film <10 minutes in length, where you can adapt a song or multiple songs from other time periods and rewrite the lyrics to be reflective of the era or concept. It can be a fictionalized historically accurate interview, maybe even a cooking class demonstrating a historical recipe (must post recipe with video), or it could even be a movie trailer of something mentioned in the Concept Outline). **Have fun with it.**
2. Interview an **adult** who lived through KP8 or KP9 (adults who are between the ages of 45-95) and ask him 15 thought-provoking questions. Should probably be a video interview. Really try and pick a cool person to interview.
3. For every group member, you will need to create a historical infographic of an event or significant individual using (Canva). Include quotes, biography, important life events, pictures and data/statistics.
4. Create a DBQ. Come up with an essential question. Do your own research, find and locate seven strong sources together. Provide an answer key, as well, for the DBQ. You must provide five synthesis connections. **See the Synthesis PPT on the APUSH Resources page for ideas.**



5. Create a primary source sub-page for two of the Key Periods (at least 5 primary sources per sub-page); link document, image, map, etc. to the sub-page and add two critical thinking questions per document.
6. Create (8) 25 question, Kahoot Review Games, reviewing material ONLY found on the Key Concept Outline.
7. Re-write history by Creating a Prezi or a PowerPoint Presentation. You must show what the world would be like today if five of the major events from a single time period, had gone a different way. Tell what really happened, and then explain what could have happened, and the ripple effects/remnants today.
8. Create a children's story or graphic novel (*The Jungle*) that tells the story of an event found in the Key Concept outline. (Think *Forrest Gump*) Must be at least 10 pages, and include illustrations (hand drawn or digitally created).
9. Create a Digital Timeline, or even a really cool hand drawn one, that includes maps/graphs/images and upload it to the website. Include Hub Dates: (ex. 1607 and the establishment of Jamestown, 1877 end of Reconstruction).
10. Create a historically accurate meme, tweet, or pickup line - one per group member.
11. Most important American president. Who is it? Convince us with historically accurate, well-researched evidence. Fill up a big section of the page with videos, links, pictures, quotes, etc. Make the page a shrine/memorial/homage to the most important American president. (All eight groups must choose different Presidents)
12. Create a historical Instagram profile for a person of historical significance. It must have a minimum of 25 historically accurate, hopefully, clever/funny posts. You must #ERHS ONLY once, with your BEST creation. E.C. could be earned based on the number of likes you get!

Areas of Focus

KP1 (1491-1607) [If chosen, must do KP9 as well]

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

KP2 (1607-1754)

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

KP3 (1754-1800)

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

KP4 (1800-1848)

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

KP5 (1844-1877)

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.

KP6 (1865-1898)

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

KP7 (1890-1945)

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

KP8 (1945-1980)

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

KP9 (1980-Present) [If chosen, must do KP1 as well]

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Planning it out

You and your group must first create a Gmail account and share the password with each other. You must create a Weebly Website using the Gmail account you and your group just created. Everyone will be able to edit/contribute to the website outside of the allotted computer lab time.

1. Name: _____ Contact: _____

2. Name: _____ Contact: _____

3. Name: _____ Contact: _____

4. Name: _____ Contact: _____

5. Name: _____ Contact: _____

6. Name: _____ Contact: _____

7. Name: _____ Contact: _____

8. Name: _____ Contact: _____

9. Name: _____ Contact: _____

Group Email: _____ Password: _____

Website URL: _____ Password: _____

Your group can turn in any menu selection for grading at each of the below deadline dates.

Deadline #1 February 16th

Deadline #2 February 26th

Deadline #3 March 11th

Deadline #4 March 25th

Spring Break

Deadline #5 + #6 April 7th

Deadline #7 April 21st

Deadline #8 May 5th. Show and Tell/Review.

APUSH Exam May 6th.



Anyone will be able to view your Digital Project, so make it look nice.
APUSH Digital Project Page QR Code

Rubric

- **32%** of your grade will be based on the deadlines and the quality of the content your group produces.

Eight deadlines = 16 points per deadline. Each Item will be scored on a one or a two point scale.

- **20%** of your grade will be on the overall presentation 20-30 minute presentation, where you will have to teach the class based on the menu options you have posted on your group websites.
 - Dressed professionally (5%)
 - Participation of all group members (5%)
 - Class Interaction and evidence of learning. Pre-Assessment and Post-Assessment (10%)
- **38%** of the grade will be based on your individual contributions to the website and the eight menu options.
- **10%** of the grade will be based on the total finished project