**APUSH**

**End of the Year Assignment**

**Current Events Lesson**

Congrats! The hard part of APUSH is over. To finish off the school year, we are going to take the opportunity to learn more about what’s going on in the our country today. Each group of four students in AP US History is going to choose a topic (no repeats) and become an expert. The topic must fit under one of our themes (Migration, America in the World, Geography, Politics, Identity, Economics, and Social). On June 6-7 each of you will be presenting your topic of choice. Below are the steps and requirements to successfully complete your final project in APUSH.

Step #1: Choose your topic. It must be a current event that you can gather significant amounts of information on. No two groups in the same class can have the same topic and it would be preferable that no groups in either class share the same one. Some possible topics include: Candidates 2016; Police/Civilian encounters; TTIP… You must submit your selection to Mrs. Ramirez by Tuesday, May 17th, for credit.

Step #2: Complete your research on the topic. What are news and media sources saying about it? Go to a variety of sources to get well balanced news coverage. Visit websites, watch news broadcasts like PBS’s News Hour, NBC’s Nightly News, ABC’s 20/20; CBS’s 60 Minutes; Fox News; and include shows like *Last Week Tonight With John Oliver*, *O’Reilly Factor* and *Real Time with Bill Maher* such to get various perspectives of the event. Don’t forget about talk radio either like NPR. Include in your research blogs and international sources, especially if the issue is overseas!

* You must keep a bibliography, in MLA format, of all the sources you use. You will need to reference Purdue’s OWL website on how to document TV and radio broadcasts.
* You will be submitting a hard copy of your bibliography on the day you present. You must use a total of 5 sources.
* You must include one news broadcast reference, one article of journalistic merit, and one interview on the topic.

*An article of journalistic merit would include sources such as the New York Times, the Washington Post, the International Herald Tribune, the Associated Press, etc.*

* Ask your peers what they know/think/understand about the subject.

Step #3: Create a Prezi, iMovie, Keynote, an online presentation maker, or Google Slide Presentation, that you will use to teach the class during your presentation.

* Presentation must include
  + Background historical information of your topic (contextualization)
  + The 5 Ws—who, what, when, where, why….
  + At least three photographs (and cite where you took them from)
  + MLA citations where appropriate
  + A slide or two on what your peers know/have to offer on the subject, keep names anonymous unless you have their explicit consent that you can use their name! You can include interviews here! 🡨
  + Synthesis-connect your topic to a historical topic we covered in class and explain continuity and change.

Step #4: Be ready to present on **Monday,** **June 6th.** To be fair to all you must all be ready to present on that first day. We will average about 4 presentations a day but there is no guarantee on which day you will go. So that it all runs smoothly and efficiently you will need to have the presentations emailed to me by Sunday night so we can get things running on time. If you don’t have the link emailed to me by Sunday night, you will not present.

Final notes: This is your last assignment of the year. It is worth 10% of your final grade. Make the most of this assignment! This assignment will prepare you for Government and AP Government. Lazy, careless work will not earn a passing grade. This should be carefully researched.

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|  | **Out of** | **Earned** | **Comments** |
| **Completed Presentation** | **10** |  | Edited? |
| **Visually Pleasing** | **20** |  | Quality; Cited correctly; Explained in presentation |
| **Contextualization** | **20** |  | Historical Background |
| **Who** | **10** |  |  |
| **Where** | **10** |  |  |
| **What** | **10** |  |  |
| **When** | **10** |  |  |
| **Why** | **10** |  |  |
| **Public commentary** | **10** |  | Asked students about the event  Thoughtfully presented |
| **Evidence of Research** | **50** |  | Various sources that show the depth and breadth of your research |
| **Bibliography/Works Cited** | **20** |  | All sources cited in proper MLA format |
| **Synthesis** | **20** |  | **How does this topic relate to another historical topic we covered during the course?** |
| **Total** | **200** |  |  |

**Teacher Signature Sheet**

**Final Product Due Monday, June 6, 2016**

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| **Assignment** | **Due Date** | **Teacher Signature** |
| **Topic/Historical Theme** | **Tuesday, May 17** |  |
| **2 sources with Annotated Bibliography/Contextualization/Draft One** | **Monday, May 23** |  |
| **3 sources with Annotated Bibliography/ Draft Two** | **Friday, May 27** |  |
| **Synthesis** | **Thursday, June 2** |  |