**2018 APUSH Creativity Project**

**Create a digital or tangible work of art that celebrates the spirit and progress of the United States of America… *American systems, liberty, capitalism, civil rights, etc*. Topics are relevant to U.S. history and also linked to topics that you will studying next year. Topics are first come, first served. You may work alone or with a partner.**

**Objective**: The closure activity/project for APUSH provides each student with an opportunity to reflect on the course, create something original, and contribute something to the art and science of history, government, and economics. Guidelines are purposefully general, as students are expected to use their own interests, style, perspective, and skill to create their product.

**Directions:**

1. Choose a topic, first come – first served.
2. Choose tangible or digital.
3. Indicate if you are working alone or with a partner.

**Assessment:**

This final project is worth a major grade. Points will be deducted for not using class time wisely, and late projects will receive a grade no higher than a 60. Plagiarized projects will receive a zero.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period:\_\_\_\_\_\_

If you are working with a partner, record name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tangible or Digital? (circle one)

|  |  |  |
| --- | --- | --- |
| **Essential Elements** | Points Possible | Points Earned |
| **Product Effectiveness** Creative expression thoughtfully communicated (20) Neatly designed, logical format, easy to understand, legible, user-friendly (5) Well organized with consideration of message, chronology, significance (5) Colorful (or purposefully without color) with Graphics relevant to topic, message, era (5) Effective us of space (no dead space) (5)   | 40 |  |
| **Historical Significance of Topic or Theme** Factually relevant and accurate for content outline, topic(s), task, and/or era(s) (20) Historical analysis evident (change over time, causation, comparison,  making inferences, etc…. the skill that relates most to the project/topic) (20) | 40 |  |
| **Presentation of Product and Participation / Attention to other Presentations** Product explained or introduced to class effectively in one minute or more. (10) Respectful attention and participation in peers’ presentations and gallery walk. (10) | 20 |  |
| **Class time will be allotted. Students should bring relevant materials to class so that research and production is ongoing.** **Effective Use of Time** 10 points will be deducted for each unproductive day  | *Possible deductions* |  |
| Total Points  | 100 |  |

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Late Due Date: \_\_\_\_\_\_\_\_\_\_\_ (maximum grade of 60% unless special circumstances or accommodation approved)**

**NO PROJECTS WILL BE ACCEPTED past the late date!**

**Topics (names will be recorded as topics are claimed)**

Declaration of Independence

Articles of Confederation

U.S. Constitution

Great Compromise

Electoral College

3/5 Compromise

Slavery Compromise

functions of Congress

functions of Executive

functions of Supreme Court

Bill of Rights

1st Amendment

2nd Amendment

3rd Amendment

4th Amendment

5th Amendment

6th Amendment

7th Amendment

8th Amendment

9th Amendment

10th Amendment

Federalist No. 10

Brutus No. 1

Federalist No. 51

Federalist No. 70

Federalist No. 78

Federalists vs Anti-Federalists

Federalists vs Democratic- Republicans

Democrats vs Whigs

Democrats vs Republicans

14th Amendment

22nd Amendment

15th Amendment

19th Amendment

24th Amendment

26th Amendment

17th Amendment

Letter from a Birmingham Jail

National Organization for Women

Brown v. Board of Education

Title IX

Voting Rights Act of 1965

Civil Rights Act of 1964

McCulloch v. Maryland

Citizens United v. Federal Election Commission

Dred Scott v. Sanford

Plessy v. Ferguson

U.S. v. Lopez

Baker v. Carr

Shaw v. Reno

Marbury v. Madison

Engel v. Vitale

Roe v. Wade

Wisconsin v. Yoder

Gideon v. Wainwright

Tinker v. Des Moines

Schenck v. U.S.

McDonald v. Chicago

New York Times Co. v. U.S.

First Bank of the United States

Second Bank of the United States

Federal Reserve Act and Functions of the FED

Business Cycle and linking eras of economic

growth and eras of recession over time

1776 Adam Smith’s Wealth of Nations

(book on capitalism; classical economic theory)

John Maynard Keynes (Great Depression) and his economic theory

on deficit spending and role of government

Trade Barriers with specific examples and how they impacted the American economy

Hawley-Smoot

Reciprocal Trade Agreement

NAFTA

Hamilton Plan

American System

McKinley Tariff

Underwood Tariff

Japanese Embargo

Cuban Embargo

Free Market vs Command Economy (compare U.S. to U.S.S.R. for example… Cold War)