

# A MORE PERFECT UNION

## APUSH FINAL PROJECT 2019

**What:** We are fortunate to reside in the United States of America and possess freedoms that many yearn for across the globe. Despite this, we are always striving to be “a more perfect union”. This can be seen in presidential campaign slogans like “change we can believe in”, “make America great again”, and “our revolution”. But how is our country really doing? How can we evaluate this objectively? How can we strive for a “more perfect union”?

**How:** Students will have one of three distinct roles within their groups. Each student will write a research essay on one of the following topics. Trios will then present their findings in a cohesive manner.

- ★ *How has U.S. history led to our successes or shortcomings?*
- ★ *How do we compare to the rest of the world?*
- ★ *How can we improve our country to create a “more perfect union”?*

**Why:**

- To develop skills in the areas of research and analysis of patterns and connections
- To understand and evaluate American society as informed, democratic citizens


Presentation guidelines & scale:

- 10-15 minutes
- Everyone plays active role
- Interactive
- Integrate 3+ interviews

	4 (10)	3 (8.5)	2 (7)	1 (5.5)
<b>Understand &amp; Apply</b>	I can demonstrate a thorough and detailed understanding of a place/event/era/concept.	I can demonstrate my understanding of a place/event/era/concept, (including the use of content-related terms, factual details, and other sources).	I can partially demonstrate my understanding of a place/event/era/concept.	With support, I can demonstrate my understanding of a place/event/era/concept.
<b>Patterns &amp; Connections</b>	I can think critically about places/events/eras/concepts by making multiple in-depth connections. I can assess change and continuity over time or space.	I can think critically about places/events/eras/concepts by making connections (including comparisons, contextualization, patterns, and predictions). I can assess change and continuity over time or space.	I can consider the importance of places/events/eras/concepts in history. With support, I can make connections.	I can identify important places/events/eras/concepts in history and begin to consider how and why they are important.

Research Paper Scale:

	4 (10)	3 (8.5)	2 (7)	1 (5.5)
<b>Purpose</b>	I can consistently highlight and emphasize my purpose. I communicate original, complex thoughts and ideas which are well organized, coherent, smooth, and appropriate to the task, audience, and purpose. I create a unified, cohesive whole by using appropriate and sophisticated and/or artful techniques (such as varied syntax).	I can maintain clarity, purpose and organization throughout my writing. I create a unified, cohesive whole by using appropriate techniques (e.g. engaging leads, transitions).	I can articulate purpose and provide relevant context for my ideas, arguments, or narratives. I communicate thoughts and ideas which demonstrate basic organizational, logic and focus. I logically group related ideas and use techniques such as engaging leads and transitions. I am working to create a unified whole.	I can work towards communicating in an organized and focused manner with the supports of graphic organizers and other scaffolds. I introduce the topic or text clearly. I use linking and transition words or phrases. I group related ideas together to support my purpose. I write a concluding statement or section related to the opinion presented.
<b>Patterns &amp; Connections</b>	I can think critically about events and topics by making sophisticated connections (including causation, abstract comparisons, and compelling predictions).	I can think critically about events and topics by making connections (including cause and effect, comparisons, and predictions).	I can consider the importance of events and topics in history. With support, I can make connections (including cause and effect, comparisons, and predictions).	I can identify important events and topics in history and begin to consider how and why they are important.
<b>Evidence &amp; Details</b>	I can skillfully or gracefully integrate relevant evidence and details (such as properly cited quotations, personal anecdotes, or important ideas) to support my claim, analysis, or insight in a sophisticated manner.	I can set-up and explain relevant evidence and details (such as properly cited quotations, personal anecdotes, or important ideas) to support my claim, analysis, or insight.	I can include pieces of evidence that will support my claim or my insight.	I can provide some evidence, but the examples may be inconsistent or inadequate.

	5/14  BREAKFAST!		5/16 <b>Pitch Project</b>  Watch National Treasure	
5/20 Finish National Treasure		5/22  Brainstorm share (3-way protocol)  Determine topics and groups and research time		5/24  Research time  Research docs CA due at end of class
MEMORIAL DAY 		5/29  Writing Day		5/31  <b>Essays due</b>  Interview/presentation prep
	6/4  Presentation prep		6/6  Presentation prep/rehearsal	
6/10  <b>Presentations</b> (last day of classes)  Caleigh/Izzy Foster/Nick/Braden Petra/Jessie/Cassidy			6/13  <b>Presentations</b> (exam session)  Beatrice Blake and Nora Prisons WWs Lexi	

Initial Brainstorm:

- What issues in American society do you care about?
- What topics have been most interesting to you in APUSH this year?
- If you could take a [college course on ANY topic](#) what would be be?

- What kind of news articles do you find yourself reading? Check these out for topic ideas:
  - NY Times, CNN, Huffington Post, The New Yorker, The Wall Street Journal, The Atlantic