**2017 HERITAGE HIGH SCHOOL HISTORY MUSEUM PROJECT**

**Overview**: Congratulations, you have won a prestigious contract to create a museum exhibit in Wake Forest, North Carolina that reflects either United States Culture, U.S. Domestic policy or U.S. Foreign policy. You realize that your class will need a leader that will keep you on track for completion of this project and will also perform the duties of a Curator. The Curator’s basic responsibility is to organize the museum’s exhibits and the museum’s brochure. If you are not chosen as the curator, your responsibility will be to research a topic/time period of interest and create an exhibit of artifacts that will truly reflect the great changes in our society within that time period. This project will count as your APUSH final exam grade.

 **Project Due date: May 30 Visitation of the Museum date: May 31**

**Museum Organization:** Your museum will consist of approximately three “rooms” that represent a comprehensive explanation of major events that shaped the United States over time. These rooms will be themed around *U.S. Culture, U.S. Domestic Policy and U.S. Foreign Policy* over periods of time. Those individuals displaying exhibits in a particular room will form a team based around the theme of the room. The team may not duplicate projects and must work with the curator to organize their “room”. There can be no more than 12 members of a team. The members of the team will serve as experts on their particular exhibit as observer’s tour the museum. Every person must contribute to at least one room and be responsible for providing viewers a positive learning experience. You and your team will be led by a Curator who will direct the organization of your room, oversee the organization of the museum and serve as a museum guide for the guest judges. Curators must coordinate with the project coordinator, the media center staff, administration and other AP teachers to ensure that the museum experience runs smoothly.

**Exhibit/Artifacts:** Your exhibit’s research and creation should be based around answering one historical question for a particular time period that will be displayed in the room whose theme it best supports. *(i.e. How and why did the colony of Jamestown differ from Massachusetts Bay? How revolutionary was the American Revolution? How did the Election of 1828 change American politics? Was the expansion of slavery the primary reason for the onset of the American Civil War? How effective were Civil Rights activists in bringing about desegregation? Should President Truman have used the Atomic Bomb to end World War II? How did the United States deviate from a policy of isolationism after World War II? In what ways did the Cold War impact American culture? How did technological change impact American culture of the 1920s? 1950s?)*

Your exhibit should contain the following:

1. A written response to the historical question (3-5 double spaced pages) defending a historical argument with evidence. A works cited page should also be included demonstrating all evidence researched.
2. At least three primary sources/artifacts analyzed using the HIPP strategy that help to answer the historical question.
3. At least one visual/auditory artifact creation that helps to support an understanding of the historical question and its answer (i.e. a detailed map that compares the cultural development of Jamestown and Massachusetts Bay, a World War II battlefield model, a televised skit that demonstrates cultural values of the 1950s, an original propaganda or protest song that reflects a point of view on American involvement in the Vietnam War, an interview of a 1960s civil rights activist). Be creative!
4. An appealing display that lays out the exhibit in some way (display should show the question, the research, the artifacts, etc.)
5. A 3-5 sentence entry for the brochure that contains an explanation of your exhibit. This entry should be submitted to the museum curator for compilation into the brochure by May 26.
6. You will serve as the “placard” of the exhibit and be prepared to discuss your project with guests of the museum. You need to be the expert.

**Brochure:** The curator is responsible for compiling the brochure. Each individual exhibitor should submit their entry into the brochure by May 26. The brochure must explain any exhibits on display and any additional relevant information that the average person would need to know to understand the exhibit. Explanations of the exhibit should not be any longer than 3-5 sentences. These summaries are the responsibility of the individual exhibitor. The brochure should be organized around the three rooms of the museum. The curator will provide any additional information for the museum such as hours of operation and a floor map. All exhibits should be represented in the brochure. Once compiled, 9 copies will be made by the curator for guests (3 for each room)

**2017 HERITAGE HIGH SCHOOL HISTORY MUSEUM PROJECT**

**Overview**: Congratulations, you have won a prestigious contract to create a museum exhibit in Wake Forest, North Carolina that reflects either United States Culture, U.S. Domestic policy or U.S. Foreign policy. You realize that your class will need a leader that will keep you on track for completion of this project and will also perform the duties of a Curator. The Curator’s basic responsibility is to organize the museum’s exhibits and the museum’s brochure. If you are not chosen as the curator, your responsibility will be to research a topic/time period of interest and create an exhibit of artifacts that will truly reflect the great changes in our society within that time period. This project will count as your APUSH final exam grade.

 **Project Due date: May 30 Visitation of the Museum date: May 31**

**Museum Organization:** Your museum will consist of approximately three “rooms” that represent a comprehensive explanation of major events that shaped the United States over time. These rooms will be themed around *U.S. Culture, U.S. Domestic Policy and U.S. Foreign Policy* over periods of time. Those individuals displaying exhibits in a particular room will form a team based around the theme of the room. The team may not duplicate projects and must work with the curator to organize their “room”. There can be no more than 12 members of a team. The members of the team will serve as experts on their particular exhibit as observer’s tour the museum. Every person must contribute to at least one room and be responsible for providing viewers a positive learning experience. You and your team will be led by a Curator who will direct the organization of your room, oversee the organization of the museum and serve as a museum guide for the guest judges. Curators must coordinate with the project coordinator, the media center staff, administration and other AP teachers to ensure that the museum experience runs smoothly.

**Exhibit/Artifacts:** Your exhibit’s research and creation should be based around answering one historical question for a particular time period that will be displayed in the room whose theme it best supports. *(i.e. How and why did the colony of Jamestown differ from Massachusetts Bay? How revolutionary was the American Revolution? How did the Election of 1828 change American politics? Was the expansion of slavery the primary reason for the onset of the American Civil War? How effective were Civil Rights activists in bringing about desegregation? Should President Truman have used the Atomic Bomb to end World War II? How did the United States deviate from a policy of isolationism after World War II? In what ways did the Cold War impact American culture? How did technological change impact American culture of the 1920s? 1950s?)*

Your exhibit should contain the following:

1. A written response to the historical question (3-5 double spaced pages) defending a historical argument with evidence. A works cited page should also be included demonstrating all evidence researched.
2. At least three primary sources/artifacts analyzed using the HIPP strategy that help to answer the historical question.
3. At least one visual/auditory artifact creation that helps to support an understanding of the historical question and its answer (i.e. a detailed map that compares the cultural development of Jamestown and Massachusetts Bay, a World War II battlefield model, a televised skit that demonstrates cultural values of the 1950s, an original propaganda or protest song that reflects a point of view on American involvement in the Vietnam War, an interview of a 1960s civil rights activist). Be creative!
4. An appealing display that lays out the exhibit in some way (display should show the question, the research, the artifacts, etc.)
5. A 3-5 sentence entry for the brochure that contains an explanation of your exhibit. This entry should be submitted to the museum curator for compilation into the brochure by May 26.
6. You will serve as the “placard” of the exhibit and be prepared to discuss your project with guests of the museum. You need to be the expert.

**Brochure:** The curator is responsible for compiling the brochure. Each individual exhibitor should submit their entry into the brochure by May 26. The brochure must explain any exhibits on display and any additional relevant information that the average person would need to know to understand the exhibit. Explanations of the exhibit should not be any longer than 3-5 sentences. These summaries are the responsibility of the individual exhibitor. The brochure should be organized around the three rooms of the museum. The curator will provide any additional information for the museum such as hours of operation and a floor map. All exhibits should be represented in the brochure. Once compiled, 9 copies will be made by the curator for guests (3 for each room)