

| Group Members | Topic | Component 1 File | Component 2 Description | Component 2 link or file | Please briefly describe your Component 3 product |
|--|---------------------------------|---|--|---|--|
| Jake Park-Walters, Avni Arora, Juhi Chatterjee | Poison Squad | https://drive.google.com/open?id=1RXDUMM2B1Kbbwq1dqQClymcxEOdu1MzW6IBUBLZRTA | Website | https://sites.google.com/view/apushpoison-squad/home | Vials of "poison" |
| Hadley, Darren, and Isadora | Sundown Towns | https://drive.google.com/open?id=1DjQf5rNl5Per0CJgDhGpcTBYApQjB7V-eRDSJxfYOKo | Our component 2 is a website that includes information on sundown towns. | https://apushfinalproj2020.weebly.com/ | Our component 3 product is a digital painting of a Sundown Town printed out onto a large poster board. |
| Christian, Tyler, Shubhangi | The Manhattan Project | https://drive.google.com/open?id=1-YYVvvcUHt9e97gQx6kFDb4gq4hHVx1kXzYhJXXXSM | Our Component 2 is a website that we have created on the Manhattan Project that describes the topic in general along with analyzing our essential historical question as it was related to our sources. The website will be submitted as a link to the published site. | https://sites.google.com/students.wcpss.net/manhattan-project/background?authuser=1 | Our Component 3 is a cardboard version of the nuclear sign. However, the stages and the effects of the Manhattan project are depicted in the three spaces around the sign. To symbolize the secrecy of the project, the yellow flaps on the nuclear sign flip up to reveal the pictures that we have drawn to symbolize parts of the Manhattan Project. |
| Dhruv J, Hayley W, Daniel M | My Lai Massacre | https://drive.google.com/open?id=1OnN7BCWkI5AkaBk8_qEePbcLLVAJ73HeGw0EsQ6eKq | Our component 2 consists of a wix website depicting the many different factors of the massacre. Our website is one page where each section is found by scrolling down. Going down, we have a title, general overview, background information, three essential questions with answers, four primary sources with explanations and how they relate to our project, a link to our timeline of the four hour massacre, the aftermath of the event, short end notes, an image gallery, and the works cited at the bottom. We've made sure all events of the massacre are described in full detail, and included not only the overall chronological events as a list, but also explanations of what occurred, why they occurred, and how people are impacted by the event today. | https://hayley1126.wixsite.com/website | For the component three, our group made a two player board game. We've decided to replicate the real massacre as much as possible with different components closely resembling what really occurred. For example, the game requires players to go through multiple routes to get from the start (their home) to the finish (escaping). Along the way, paths are laden with easy, medium, hard, and random cards. Easy, medium, and hard cards each give the player a chance of dying, with the chance increasing from easy to hard. Random cards have multiple different card types. One type is "move back/forward --- spaces," which further randomizes the game by making the player not go in a straight, linear path. Another type is "+1 or 2 life/lives," which allows the player to survive one time when a soldier kills them. This is represented in the massacre because there were times the US troops either missed their target or let them pass quietly. The last type is "if this is your --- turn, you died." This further reduces the player's chances of survival, making them as minimal as they were during March 16. To win, players must successfully make it to the end. If they died, they don't get another turn until the game is over. |
| Hallie Salas, Megan Gerlach, Aiden Hall | Agent Orange | https://drive.google.com/open?id=1q83l4xUdUBixJ_7nJgzfY82nTF7-EHZbg9NmNANnyLo | We designed a website about Agent Orange and impact, legacy, health/environmental effects, etc. | https://sites.google.com/students.wcpss.net/agentorange/home | Used a vase to create a barrel of Agent Orange with a picture memorial inside the vase. |
| Thien Do and Kimberly Caputo | The Alcatraz Occupation of 1969 | https://drive.google.com/open?id=19NshOmJhQWRxE6EFUgHwJ6b-peNRY10n | A website that has a historical overview and answers three essential historical questions while analyzing the conditions on the island. | https://kethlyfast.wixsite.com/alcatrazoccupatio | A gameboard in where you try to hold the island until the end of the occupation to get a successful occupation. It's more of an every man for himself game where the players are leaders on the island, but with a twist-one of them is actually a government official hidden. The play of the game is meant to get even more complex as leaders realize that the goal of winning is achieved by having the most support, while the government official tries to make everyone lose support. This makes the goal of winning an individual goal, where others have the power to attack other players, making them lose support because the one with the most support as a normal leader wins the game. One player starts with the advantage-Richard Oakes- with the most support. The game is meant to show how complex the situation was on the island and how difficult it was to succeed. It also demonstrates the value of having support in such an occupation. |
| Gustav, Lauren, Anisha | Project MK ULTRA | https://drive.google.com/open?id=1yx7WZ0ezRDg12kVTFev7Hz8JA41dta5-- | We created a podcast | https://soundcloud.com/gus-cedergrund/apush-podcast-mk-ultra/s-bP2Qd | https://forms.gle/71UvndeFDjHhxqZy5 Choose your own adventure story. |
| Pratina, Marta, and Connor | Unit 731 | https://drive.google.com/open?id=1aHJPucDRc9Pyr7XJRPxCB8n3VFQdK_BWlyl0HsFuJ_nQ | Our component 2 is website because we thought it was the best way to deliver the information that we had. | https://drive.google.com/open?id=1VV-zlU8N_wjCAJjDx1yvgiR_nMGGEYJ4 | Our component 3 is a Manila folder with a "body" of collaged photos and of diary entries from Unit 731. |
| Austin Nguyen, Uma Bhat, Jeshelle Venancius | Monuments | https://drive.google.com/open?id=1JAXQmjiqhrspw_GlnUB6gHUFoPZShqYeZWuve5lqk | A website with information on the events we studied and our analysis of them. | https://sites.google.com/students.wcpss.net/apush-final-project/home | A painting of Silent Sam and its "double sided views" |
| Nadiya Patel, DJ Gill, and Teara Anderson | The Dakota Uprising of 1862 | https://drive.google.com/open?id=1nSeZVmeBcJfJn0l3q6M9SAn_SpIQRy_a55jyu6OdMaL4 | For Component 2, we published a website describing the Dakota War and the different perspectives of the groups involved in the war. We did the point of view of the Dakota Indians, the white settlers, and of President Lincoln and the US officials because all three of these view points give valuable knowledge on the topic. | https://sites.google.com/view/dakota-uprising-of-1862/ | For component 3 we decided to create a board game similar to the game of life but with a twist. We created the game of life and death because many people died during the Dakota Uprising. In the game we made many cards that showed the different perspectives and ways the war turned out for the white settlers and the Dakota Indians. |
| Joshua Rogers, Dylan Thakur, Annabel Elvin | Prohibition | https://drive.google.com/open?id=19ZJ9eJp4MG3EoFVaK2vkG4dDGyYxcTHHVAYRjd9ycRg | Our component 2 is a website that describes the history of the Prohibition. It also goes over what the affects of Prohibition were, and how it ended. | https://apushprohibition.weebly.com | Our 3rd component is a board game that involves a bootlegger that is trying to smuggle booze into New York from Canada. |