**Instructions:** As a group, complete the following tasks using researched information from *Presidential Courage*. Create a GoogleSlides to present information on your assigned group’s president and a GoogleDoc to create a newspaper featuring your president and the events taking place during his presidency.

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

**Group 4 – Franklin Roosevelt Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group 3 – Harry Truman Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group 2 – John F. Kennedy Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group 1 – Ronald Reagan Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**For each president, complete the following questions which pertain to the reading—**

**Part 1: Newspaper Headline:** Create a **GoogleSlides** with a “Headline” page and subsequent pages in order to complete the assignment. The newspaper should be made to look “historic” and should be presented to the class. TWO copies of the newspaper should be brought to class on the due date.

1. **President:**  What years in office did the president serve?  What was his political party? Provide a picture/portrait of the President. Create a short biography of the president identifying information that might not be contained in the chapters (this should be personal information and career of the president before he was elected). Be sure to provide visuals of the information being presented.
2. **Timeline:** Create a “Visual Timeline” of the presidency from your assigned chapters. The timeline should only cover major events in your assigned president’s chapters (8-10 events on the timeline). This is a general overview of ONLY those events in *Presidential Courage*.
3. **Terms:** Use the assigned list of terms which are in your group’s assigned chapters and identify their significance to the president, his policies, and/or the historical context from *Presidential Courage*. Provide a visual of the term (terms on your President’s list are in bold).

**Part 2: Newspaper Headline:** Create a **4-6 page newspaper** with a “Headline” page and subsequent pages in order to complete the assignment. The newspaper should be made to look “historic” and should be presented to the class. TWO copies of the newspaper should be brought to class on the due date.

1. What major events are taking place in each of the chapters?  What is the significance of each event in relation to the president?  What locations within the United States and outside the United States are the events taking place? Provide visuals to enhance the understanding of major events and locations.
2. Historical facts are addressed in each of the chapters?  How do these facts relate to your assigned president?  Does the book mention or cite any historical evidence or documents (e.g. United States Constitution)?  How are these used in relation to president? Provide visuals to enhance the understanding of major events and locations.
3. Use the assigned list of individuals which are in your group’s assigned chapters and identify them with 1-2 facts?  Provide a visual of the historic individual. In addition, what significance do they play in the relationship to the president?  Do they support or oppose the president, or are they neutral? Explain.
4. What types of conflicts does your assigned president deal within the book which directly relate to his presidency?  Were the conflicts resolved or not?  Explain.  Provide visuals to enhance the understanding of major events and locations.
5. Did your assigned president show leadership based in the information presented in the outside reading book (yes or no)?  This should be the collective opinion of your group. Explain.

**Group Collaborative Expectations—**

* All members in each group should participate in the reading of their assigned chapters from *Presidential Courage*. You are encouraged to read all of the chapters for supplemental information on the presidents and in preparation of the Outside Reading assessments.
* Each group should discuss the Collaborative Rubric and assign specific tasks from the list above (1-4). The assigning of tasks should be distributed to all group members as equitable as possible.
* A Google Document should consist of researched information from *Presidential Courage*. The research should cite page numbers and individual members’ names should appear each slide of the presentation. A “Works Cited” Page should be included at the end of the presentation.
* On the morning of the assigned presentation date, the Google Document should be shared with Mr. Liscio via email to confirm completion. Prior to this date, the completed “Newscast” part of this assignment should be completed in Google Document or Word and shared/sent to Mr. Liscio via email.
* On the day of the presentation, each group will be given 15-20 minutes to present and discuss their assigned presidential information and newspaper.
* This type of assessment will be graded individually and is worth **4 points** in the “Classwork” category.

**Reading Expectations—**

* Read your group’s assigned chapters and be ready to present on the assigned day.
* All students are expected to read all 36 chapters in *Presidential Courage* throughout the semester in an effort to grasp the material of these nine presidents in more detail.

**Franklin Roosevelt [Democrat, 1933—1945]**

**Chapters 21-24**

**Terms:**

* Franklin Delano Roosevelt
* Joseph Kennedy
* Tyler Kent
* Hans Thompson
* Charles Lindbergh
* Wendell Willkie
* Winston Churchill
* J. Edgar Hoover
* Harry Hopkins
* Frank Knox
* **Hyde Park**
* **“America First”**
* **isolationism**
* **Ludlow Amendment**
* **Destroyer Deal**

**Harry S. Truman [Democrat, 1945—1953]**

**Chapters 25-28**

**Terms:**

* Harry S. Truman
* George Marshall
* Clark Clifford
* Eleanor Roosevelt
* James McDonald
* Henry Morgenthau, Jr.
* Bess Truman
* Chaim Weizmann
* David Ben-Gurion
* Warren Austin
* Eddie Jacobson
* Loy Henderson
* **Palestine**
* **B’nai B’rith**
* **Jewish State**
* **United Nations**
* **“Big Three”**
* **Zionist**

**John F. Kennedy [Democrat, 1961—1963]**

**Chapters 29-32**

**Terms:**

* John F. Kennedy
* George Wallace
* Segregationists
* Richard Nixon
* Jaqueline Kennedy
* Max Jacobson
* Eugene “Bull” Connor
* Robert Kennedy
* George Thomas
* Lyndon Johnson
* Jackie Robinson
* James Meredith
* Martin Luther King, Jr.
* ***Brown v. Board of Education* (1954)**
* ***PT-109***
* ***Profiles in Courage***
* **“Project Freedom Ride 1961”**
* **“Letter from a Birmingham Jail”**

**Ronald Reagan [Republican, 1981—1989]**

**Chapters 33-36**

**Terms:**

* Ronald Reagan
* George Bush
* Jimmy Carter
* Nancy Reagan
* John Anderson
* Richard Nixon
* Alexander Haig
* Caspar Weinberger
* George Shultz
* Tip O’Neill
* Leonid Brezhnev
* Howard Baker
* Yuri Andropov
* William Casey
* Konstantin Chernenko
* Walter Mondale
* Andrei Gromyko
* Mikhail Gorbachev
* **Chernobyl**
* **Détente**
* **“Evil Empire”**
* **Air Traffic Controllers Strike**
* **Reykjavik Summit**
* **Strategic Defense Initiative (SDI)**
* **“Contras”**
* **KAL 007**
* **Iran-Contra Affair**
* **Intermediate-Range Nuclear Forces (INF) Treaty**

**AP—United States History S20**

***Presidential Courage: Brave Leaders & How They Changed America, 1789—1989***

**Group Collaborative #2 – Outside Reading – President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_ Group \_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Product Content/Visuals** | **Presentation Delivery** | **AP Expectations/Notes** | **TOTAL** |
| **\_\_\_\_\_\_ / 30 (Content)**  **\_\_\_\_\_\_ / 5 (Visual)** | **Delivered with no notes (-2 pts)**  **Delivered with notes**  **\_\_\_\_\_\_ / 5** | **\_\_\_\_\_\_ / 5** | **\_\_\_\_\_ / 50** |
| **Product Topic(s):**  **Newspaper**  **Google Slides** | **Presentation** | **Notes:** | **Grade \_\_\_\_\_\_** |

* **Product Content/Visuals:** This score will reflect the individual researched and completed historical content information from *Presidential Courage* that is part of the completed Collaborative product. The score will also take into account the use of visuals used as part of the product.
* **AP Expectations:** This score will reflect the overall observation of time used in any class research, collaboration, and attentiveness during the presentation of other groups.

**AP—United States History S20**

***Presidential Courage: Brave Leaders & How They Changed America, 1789—1989***

**Group Collaborative #2 – Outside Reading – President \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_ Group \_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Product Content/Visuals** | **Presentation Delivery** | **AP Expectations/Notes** | **TOTAL** |
| **\_\_\_\_\_\_ / 30 (Content)**  **\_\_\_\_\_\_ / 5 (Visual)** | **Delivered with no notes (-2 pts)**  **Delivered with notes**  **\_\_\_\_\_\_ / 10** | **\_\_\_\_\_\_ / 5** | **\_\_\_\_\_ / 50** |
| **Product Topic(s):**  **Newspaper**  **Google Slides** | **Presentation** | **Notes:** | **Grade \_\_\_\_\_\_** |

* **Product Content/Visuals:** This score will reflect the individual researched and completed historical content information from *Presidential Courage* that is part of the completed Collaborative product. The score will also take into account the use of visuals used as part of the product.
* **AP Expectations:** This score will reflect the overall observation of time used in any class research, collaboration, and attentiveness during the presentation of other groups.