The grade in which we will be teaching is an AP US History involving primarily 12th grade students. The topic will be concentrating on the counterculture movement of the 60s and 70s. The students will already have extensive background knowledge of the political events that happened during that time period such as the Civil Rights Movement, the Vietnam War, etc. We are taking a bold approach in hopes that by specifically focusing on: student activist movements, political charged songs/various artists, and the drug revolution students will be able to understand that these three aspects of the counterculture movement are intertwined with the political ideology and social/cultural movement of the 60s and 70s. This topic is interesting because young adults are able to relate to the material and closely study social and cultural movements that are not normally discussed in an AP US History course.

Since the students are in an Advanced Program course, they are already expected to be reading challenging material. The students will be using technology and extensive amount of time using their research abilities in order to complete this task. As they are researching they will be spending a great deal of time reading, analyzing, and evaluating information. They will have to determine what information is useful and pertinent to the topic at hand.

The students task is to have them explore the topics using research methods in order to create an artistic project as an assessment. While the project may seem unchallenging to the students capabilities we feel that often students are not challenged enough in artistic ways, which can be equally effective as writing an essay, taking a written exam, taking a multiple choice test, etc. We feel that we force the students to create a specific project by fully utilizing their oral and written communication skills, reading skills, and analyzing skills.

 This webquest can complement regular class instruction because it keeps the students engaged and deters from conventional teaching methods. Students are learning information through videos, songs, lyrics, scholarly journal, and first hand witness accounts. They are not reading from a textbook and answering questions. This is an interactive technological tool that keeps students interested in the topic.