Capital Punishment Harkness  **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
Applied Government
Mr. Faulhaber

**After tabulating your votes and seeing an overwhelming consensus for this topic, I debated overruling the class’s selection in favor of one that I believed better tied together class goals. However, the more I thought about the issues involved, the more I think this is the correct topic to finish the year. Here are the themes I think are involved in this subject which I believes encapsulates what I was hoping to impart, inculcate, teach, or generally pass along to you and I hope you have learned:**

* Balancing liberty and security
* the role of government
* Due Process and the Fifth and Fourteenth Amendment’s Due Process Clauses
* Equality, equity and the Fourteenth Amendment’s Equal Protection Clause
* the Rule of Law
* Popular sovereignty (majority rule) v minority rights
* etc.

* **Guiding Questions**
* Who should make that decision? The national government or the individual states?
* If at the national level: Who should decide-Congress, the President via Executive Order, or the Supreme Court?
* If at the state level: state legislatures, executive order (placing a moratorium like many governors have), or state courts
* Should the decision be based upon the US Constitution and their individual state constitutions
* If the ball was in your court, how would you decide?
* Would you decide differently if you were a justice (judge) versus elected lawmaker?
* If you were a justice, how would you decide?  Would you use the living Constitution approach or Originalism?
* If you were a US/Montana lawmaker, would you eliminate the death penalty as an option for Punishment?
* **Overarching Question: Should the death penalty be abolished?**

 **DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*

In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-50):**

\_\_\_\_\_ \_\_\_\_\_Completed Chapter Notes from Textbook (Chapter 14: The Presidency; "The Electoral College" pgs. 332 and 335-336)
\_\_\_\_\_ \_\_\_\_\_Watch/listened to either or both of the NCC Videos/Podcasts and utilized information to understand the focus questions

\_\_\_\_\_ \_\_\_\_\_ **Read the Articles and watched the videos from** the BRI Webpage **and** blogged your response to the website question

\_\_\_\_\_ \_\_\_\_\_Completed Notes from Close Up Packet and available links
\_\_\_\_\_ \_\_\_\_\_Utilized chapter, BRI, and Close Up notes information to understand the focus questions

\_\_\_\_\_ \_\_\_\_\_Read through **many** of the various articles and watched **many** of the videos from the “Articles and Videos” webpage section

\_\_\_\_\_ \_\_\_\_\_Completes any or all of the “optional links/extra credit” webpage section
\_\_\_\_\_ \_\_\_\_\_Talked with parent(s), guardian(s), and/or adult(s) in your life to gain a better understanding of the varying facets of the issue

\_\_\_\_\_ \_\_\_\_\_**Conducted research on your own based upon the questions you still have to be effective in deliberation**
\_\_\_\_\_ \_\_\_\_\_Attached and turned in Research Notes with rubric and other documents **Your Average** \_\_\_\_\_\_/50

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-30):**

\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed Arguments generated employed insight of the issue

\_\_\_\_\_ \_\_\_\_\_Used Logos: **Cited verifiable facts and** used data/evidence to prove one’s case

\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood

\_\_\_\_\_ \_\_\_\_\_Demonstrated Ethos: ability to establish credibility through a strong grasp of principles involved

\_\_\_\_\_ \_\_\_\_\_Use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Pathos: or emotion was used appropriately and not primary focus
\_\_\_\_\_ \_\_\_\_\_Did not propagate lies or false truths and your peers are generally smarter for your participation
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information

\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments to original posit

\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant **but** did not hog the conversation
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation
\_\_\_\_\_ \_\_\_\_\_Felt good about my performance afterward and my role in the Harkness
 **Your Average** \_\_\_\_\_\_/30

* **RESPECTFUL/RESPONSIBLE BEHAVIOR (1-10):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”

\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude during Harkness and Played Well with Others

 **Your Average** \_\_\_\_\_\_/10

* **REFLECTION AND SELF-EVALUATION (1-10):**

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question
  **Your Average** \_\_\_\_\_\_/10
 **TOTAL\_\_\_\_\_\_\_\_\_\_\_/100**

**REFLECTION QUESTIONS: Answer each question and return with your rubric.**
QUESTION #1. What was your initial thoughts on the subject and question? How has that opinion evolved and/or become more nuanced?

QUESTION #2. List and describe (1-2 Sentences each) the three most meaningful ideas, concepts, and/or principles learned through this project.

QUESTION #3. Explain what you did well on the project. Explain what could you could have done differently and would change if you were to complete this project again?

QUESTION #4. What did you like and dislike about the Harkness? What can be done to improve the process to make it more meaningful i.e. more time, rubric changes, (for example, is point value/score for this activity, criterion required, were the point values in each section reasonable), fewer links or more links/info to research, etc.? How would you rank the value of the project (1-10)? Justify the ranking.

**OVERALL PERFORMANCE:** How would you rate your project (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Did the rubric give you the correct grade? Explain. If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.