**Advanced Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Poster Board, Mock School Board, and Harkness Grading Rubrics:** School Policy  **Mr. Faulhaber**

At the start of many class periods, we have and will discuss many policy issues and current events through the satire of *USA Today’s Punchlines*, and the political cartoons found on both *Realclearpolitics* and *USA Today*. These discussions are designed to get you to pay attention to current events, gain a better understanding of present-day political issues, and introduce satire as a means to convey a message. Every day, in just about every newspaper, you will find a political cartoon that parodies a politician, party, or contemporary political issue. Typically, these political cartoons are taking a particular policy issue and/or mocking a politician’s stance regarding that issue. After all, the First Amendment was designed for those exact purposes and the Supreme Court routinely protects political speech that excoriates political leaders in an attempt to persuade fellow citizens with the desire to hold leaders accountable for their decisions. Often, these mediums will have the paper’s stance juxtaposed with a guest viewpoint

This project assignment will be to combine elements of three types of projects we will utilize this school year: poster board projects, school board (legislative) simulations, and Harknesses. We will start with the most basic level of government (local) and the policy most known by students (education policy). The goal of this project will be to culminate that knowledge with your growing understanding of the United States government and your developing understanding of the policy making process. Topics can include but are not limited to:

* Should vaccines be mandatory to attend SHS?
* Should Montana fund a universal Pre-Kindergarten program?
* Should Sidney Public School alter its schedule and start later at the HS, earlier at the elementary and same at the middle school?
* Should SHS have a required life skills class included in its curriculum?
* Should SHS require community serve to graduate?
* Should SHS move to a 4-Day School week (or SPS)?
* Should SHS ban hate speech and create the building as a safe space?
* STEM, Common Core, Etc.

Your Poster Board Project, which should be on a poster board or butcher paper from the library, will include an issue you find timely and worthy of discussion with both viewpoints (your group’s viewpoint and the alternative or one partner’s viewpoint and the other partner’s viewpoint). **Each** opinion should have either a Political Cartoon or a Meme AND an Op-Ed or Tweet that articulates stance on a topic and persuades the reader to adopt the stated position on that issue. The next two days will be used to work on this project and next Monday each individual/group will present your project to the class followed by a silent debate

Each viewpoint must contain a **political cartoon or meme** (whether drawn free hand or electronically) that:

* Fosters a discussion and makes your classmates think and react
* Is original and not a regurgitation of something found on-line or through class
* Is appropriate for the classroom
* Addresses a modern issue that is governmental related
* Is creative and convincing!!!

Included with **the political cartoon or meme** on the poster board will be an **editorial or tweet** that should:

* Be succinct—approximately 500-800 words per argument
* This is referred to as elevator talk by which you have the time of an elevator ride to convince your audience of your position.
* Intended to focus your thoughts.
* Advocate a specific viewpoint with no ambiguity and easily understood
* **Take a stand on an issue. Let everyone know what you think.**
* Persuasive-convince the reader of a position
* Be based on verifiable fact NOT rumor, innuendo, or anecdotes
* Should be a persuasive piece arguing the same contemporary issue your cartoon focused on.

**Remember: write your op-ed in plain language with the understanding that the reader does not always have the same knowledge as you**

**Poster Board Project Grading Sheet:**

**DIRECTIONS: Read through each category and its criteria***.*    
  
In he 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 he 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***.\*\*

**Your Grade**

* **PREPARATION**  \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_Properly used class time to complete project

\_\_\_\_\_ \_\_\_\_\_Put in multiple hours outside of class

\_\_\_\_\_ \_\_\_\_\_Gathered necessary information for other to be knowledgeable about issues by simply reading the poster board

\_\_\_\_\_ \_\_\_\_\_If in group, an attribute and not a parasite; put in an equal amount of work as partners and did not inhibit work \_\_\_\_\_ \_\_\_\_\_Spent necessary time on project to make poster board effective

* **CONTENT COVERED** \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_Accurately describes fact of the issue, history, and any constitutional issues involved

\_\_\_\_\_ \_\_\_\_\_Clearly outlined what problem is at stake in an objective, unbiased way

\_\_\_\_\_ \_\_\_\_\_Included both pros and cons of issue

\_\_\_\_\_ \_\_\_\_\_Arguments generated employ insight of the issue and differing perspectives

\_\_\_\_\_ \_\_\_\_\_Cited verifiable facts and included citation of where they came from

\_\_\_\_\_ \_\_\_\_\_Got material across in a way that informed readers to easily understand the issue and respond intelligently

* **EFFECTIVENESS OF POSTER BOARD**  \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_Creativity: Was dynamic and had interesting elements to draw attention and wasn’t boring, dull, or blah

\_\_\_\_\_ \_\_\_\_\_Fostered Discussion

\_\_\_\_\_ \_\_\_\_\_Clarity: clear arguments and positions on the issue presented

\_\_\_\_\_ \_\_\_\_\_The poster board was neat, did not look thrown together

\_\_\_\_\_ \_\_\_\_\_Spelling/Grammar: The use of language, word choice, and sentence structure enhanced the arguments

\_\_\_\_\_ \_\_\_\_\_Poster Board did not contain ANY spelling errors or distractible mistakes

**TOTAL\_\_\_\_\_\_\_\_\_\_\_/30**

**Schoolboard Public Comment Meeting Hearing Grading Rubric**

**DIRECTIONS: Read through each category and its criteria***.*    
  
In he 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 he 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***.\*\*

**Your Grade**

* **PREPARATION AND RESEARCH**  \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_ **Contemplated stakeholders involved and tried to discuss issues with representatives from those groups to get**

**clarification over misnomers to successfully articulate their concerns during simulation?**

\_\_\_\_\_ \_\_\_\_\_Researched information on topic to be successful in designated role

\_\_\_\_\_ \_\_\_\_\_Gathered necessary information to be knowledgeable in proposed policies

\_\_\_\_\_ \_\_\_\_\_Properly used class time to complete project

\_\_\_\_\_ \_\_\_\_\_Put in multiple hours outside of class

\_\_\_\_\_ \_\_\_\_\_Spent necessary time on project to be effective in designated role

* **CONTENT COVERED** \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_Explained the bill’s background and/or effect of bill as you/your interest group sees it

\_\_\_\_\_ \_\_\_\_\_Clearly outlined why this bill is necessary/unnecessary & what problem it purports to solve/problems it causes

\_\_\_\_\_ \_\_\_\_\_Included criticism and attributes of proposal

\_\_\_\_\_ \_\_\_\_\_Arguments generated employed insight of the issue and differing perspectives

\_\_\_\_\_ \_\_\_\_\_Cited verifiable facts and included citation of where they came from

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

* **POISE, PRESENTATION, PERSUASIVENESS AND PERFORMANCE** \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_Made eye contact

\_\_\_\_\_ \_\_\_\_\_Loud enough for everyone to hear, even the old lady in the back of the room  
 \_\_\_\_\_ \_\_\_\_\_Used inflection of voice during presentation/questioning

\_\_\_\_\_ \_\_\_\_\_Had pleasant and audible tone of voice

\_\_\_\_\_ \_\_\_\_\_Avoided reading as much as possible

\_\_\_\_\_ \_\_\_\_\_Used time effectively/**NO** **DEAD TIME**

\_\_\_\_\_ \_\_\_\_\_Presentation was dynamic and had interesting elements to draw attention and wasn’t boring, dull, or blah

\_\_\_\_\_ \_\_\_\_\_Clear arguments and position on the bill presented

\_\_\_\_\_ \_\_\_\_\_Arguments Utilized Logos, Pathos and-if necessary-Anecdotes

\_\_\_\_\_ \_\_\_\_\_Arguments AVOIDED *ad hominem* Attacks

\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities

* **ASKING/ANSWERING QUESTIONS** \_\_\_\_\_\_\_\_\_/10

\_\_\_\_\_ \_\_\_\_\_Showed ability to think on feet by using questions to your advantage and weaving questions into arguments \_\_\_\_\_ \_\_\_\_\_Cited history, discussed facts or data, and used that knowledge to your advantage

\_\_\_\_\_ \_\_\_\_\_Had clear main arguments that showed a strong grasp of principles involved

***OR***

\_\_\_\_\_ \_\_\_\_\_Questions demonstrated a strong grasp of affirmative action, its history and its significance in admissions policy

\_\_\_\_\_ \_\_\_\_\_Questions concerned the meaning and application of affirmative action

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information decide the case and **hypotheticals** for long-term effect of policy

\_\_\_\_\_ \_\_\_\_\_Was a Frequent Participant and Didn’t simply echo the thoughts of others or make irrelevant comments

**TOTAL\_\_\_\_\_\_\_\_\_\_\_/40**

**Harkness Grading Rubric**

**DIRECTIONS: Read through each category and its criteria***.*    
  
In he 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 he 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 (1-10):**

\_\_\_\_\_ \_\_\_\_\_Viewed **AND** took notes on the information from Mr. Faulhaber’s webpage and conducted your own research  
\_\_\_\_\_ \_\_\_\_\_Attached and turned in Research Notes with rubric and other documents

\_\_\_\_\_ **\_\_\_\_\_Discussed with one or both** Parents**, grandparent, and/or adult in one’s life about this policy**  
\_\_\_\_\_ \_\_\_\_\_Asked peers/ co-workers/ others and put a good faith effort into contacting governmental officials directly related to this issue

\_\_\_\_\_ \_\_\_\_\_Spent necessary time outside of class researching

\_\_\_\_\_ \_\_\_\_\_**Contemplated stakeholders involved and tried to discuss issues with representatives from those groups to get**

**clarification over misnomers?**  
\_\_\_\_\_ \_\_\_\_\_Gathering information to be effective in deliberation **Your Average** \_\_\_\_\_\_/10

* **CONTENT COVERED/PERSUASIVENESS (1-8):**

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

* **RESPECTFUL/RESPONSIBLE BEHAVIOR (1-8):**

\_\_\_\_\_ \_\_\_\_\_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

* **PARTICIPATION: ASKING/ANSWERING QUESTIONS (1-8):**

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

**TOTAL\_\_\_\_\_\_\_\_\_\_\_/40**

**Overall combined score\_\_\_\_\_\_\_\_\_\_\_/100   
OVERALL PERFORMANCE:** 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.