**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Political Cartoon/Op-Ed Poster Board and Silent Debate Assignment 2.0**

At the start of many class period, we have discussed 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

Earlier in the semester, you completed a poster board project that had you choose issues near and dear to you (or your partner) with arguments in favor and against said policy and conducted a silent debate over those topics. This next project assignment will be to combine elements of the prior assignment with satire you have been watching with your policy preference on current events/issues. The political issue should be relevant to this current chapter (Chapter 4: American Political Culture) and focus on those values discussed, culture war arguments, or concept. 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 satire as a weapon to make a political statement.

Your 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 an Op-Ed styled persuasive essay that convinces the reader of your position. **Each** opinion should have either a Political Cartoon or a Meme AND an Op-Ed 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 and relevant to American Political Values chapter
* Is creative and convincing!!!

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

* Be succinct—approximately 600-1,000 words
* 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.**
* Address a policy question in a thoughtful and respectful manner
* Persuasive-convince the reader of a position in cohesive sentences free of distracted spelling, punctuation, or grammatical errors.
* Used CITED, verifiable facts and Constitutional Arguments NOT rumor, innuendo, or just anecdotes (these should be used)
* Address counter arguments and opposing concerns in a respectful manner
* Should be a persuasive piece arguing the same contemporary issue your cartoon focused on that is well organized in a manner that flows logically and reads clearly

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

**At the conclusion of the silent debate, you will choose two classmates to come in and evaluate/critique your project based upon the political cartoon or meme, op-ed or tweet, and the discussion it fostered. From those evaluations/critiques you will self-grade your project**.

**Peer Evaluation #1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Summarize the thesis of the Op-Ed?

2. Discuss the satire of the cartoon/meme? What was the message the artist trying to convey?

3. Did the Op-Ed and Cartoon/meme work well together to make a convincing argument? Did you find the argument persuasive?

**DIRECTIONS: Read through each category and its criteria***.*  Place a check plus next to those you believe your classmate 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 your classmate completed but not very well, and place an X next to the criteria not completed at all.
 ***\*\*\*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***.\*\*\*.

* **CONTENT COVERED**

\_\_\_\_\_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**

 \_\_\_\_\_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

**Comments** (List and discuss 2-3 positives of the project and 2-3 project critiques)**:**

**Peer Evaluation #2 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Summarize the thesis of the Op-Ed?

2. Discuss the satire of the cartoon/meme? What was the message the artist trying to convey?

3. Did the Op-Ed and Cartoon/meme work well together to make a convincing argument? Did you find the argument persuasive?

**DIRECTIONS: Read through each category and its criteria***.*  Place a check plus next to those you believe your classmate 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 your classmate completed but not very well, and place an X next to the criteria not completed at all.
 ***\*\*\*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***.\*\*\*.

* **CONTENT COVERED**

\_\_\_\_\_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**

 \_\_\_\_\_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

**Comments** (List and discuss 2-3 positives of the project and 2-3 project critiques)**:**

**Self-Evaluation Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **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***.\*\*

 **Your Grade**

* **PREPARATION (1-40):**  \_\_\_\_\_\_\_\_\_/40

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

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

\_\_\_\_\_ \_\_\_\_\_Gathered necessary information for other to be knowledgeable about policy, issue, or concept

\_\_\_\_\_ \_\_\_\_\_Contemplated stakeholders involved and tried to discuss issues with representatives from those groups to get clarification over misnomers

\_\_\_\_\_ \_\_\_\_\_Asked peers/ co-workers/ others and put a good faith effort into contacting governmental officials directly related to this issue

\_\_\_\_\_ \_\_\_\_\_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 (1-20):** \_\_\_\_\_\_\_\_\_/20

 \_\_\_\_\_ \_\_\_\_\_Addressed a policy, issue, or concept issue in a thoughtful and respectful manner Approximately 600-1,000 words

\_\_\_\_\_ \_\_\_\_\_Accurately describes facts of the issue, history, and any policy, issue, or concept involved

 \_\_\_\_\_ \_\_\_\_\_Persuasively advocated a position in cohesive sentences free of distracted spelling, punctuation, or grammatical errors.

 \_\_\_\_\_ \_\_\_\_\_Advocated a specific viewpoint with no ambiguity and easily understood

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

\_\_\_\_\_ \_\_\_\_\_Addressed counter arguments and opposing concerns in a respectful manner

\_\_\_\_\_ \_\_\_\_\_Cited verifiable facts and Constitutional arguments(if appropriate) 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 (1-20):**  \_\_\_\_\_\_\_\_\_/20

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

\_\_\_\_\_ \_\_\_\_\_Original and not a regurgitation of something found on-line or through class

\_\_\_\_\_ \_\_\_\_\_Poster board was neat, did not look thrown together and appropriate for the classroom

\_\_\_\_\_ \_\_\_\_\_Fosters a discussion and makes your classmates think and react

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

\_\_\_\_\_ \_\_\_\_\_Addresses a modern issue that is governmental related and relevant to American Political Values chapter

\_\_\_\_\_ \_\_\_\_\_Cartoon and Opinion jibed in an organized manner that flowed logically and reads clearly

* **PEER AND SELF-EVALUATION (1-20):** \_\_\_\_\_\_\_\_\_/20

\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes \_\_\_\_\_ \_\_\_\_\_Completed two peer evaluations in a deliberative manner providing a thoughtful critique to enable peer to self-evaluate
\_\_\_\_\_ \_\_\_\_\_Read, followed directions, and too your time when completing peer/self-evaluation rubrics.

 **TOTAL\_\_\_\_\_\_\_\_\_\_\_/100**

 **OVERALL PERFORMANCE:** How would you rate your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? 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.