

Name _____

Date _____

American Government: Point Of Inquiry Project

Purpose:

For the purpose of this assignment you will be investigating a topic of your own choosing regarding an aspect of American Government. You will be developing your own point of inquiry that will drive your research and your discussion of the government topic that you have chosen. This assignment is meant to provide you with the opportunity to choose an issue or aspect of government that you are interested in learning more about. This topic can deal with any level of government (local, state, national, international), as long as it relates to U.S. Government.

Connection to Course Competencies and KRHS School Wide Learning Expectations:

Course Competencies: 1. The Nature, Purpose, Structure, and Function of Government
3. Rights and Responsibilities
4. Research and Communication

School Wide Learning Expectations: Effective and Clear Communication
Critical Thinking
Information, Technology and Media Literacy
Initiative and Productivity
Responsibility and Accountability

Product:

To meet the requirements of this assignment students will first identify a topic and create a point of inquiry. Students will then produce an in depth research paper that fully addresses the point of inquiry and provides documentation of resources and research that the students have conducted. The final component of the assignment will be a presentation of the student's research to the rest of the class.

Process:

1. Identification of Topic and Creation of Point of Inquiry
2. Research
3. Writing of Research Paper
4. Presentation of Project

Assessment:

Students will be assessed on the following components of this assignment –

1. Point of Inquiry
2. Research Paper and Documentation of Resources
3. Presentation
4. Process

A specific rubric will be provided for each portion of the assignment.

Step 1: Governmental Issues Selection and Point of Inquiry

Students will begin this project by brainstorming questions that they have about issues related to government. The topic that students end up selecting may relate to local, state, national, or international government as long as it includes a discussion of some aspect of American Government.

Following the selection of a topic, students will develop a point of inquiry to direct their research. A point of inquiry is a question or a directive that the student's research will address in detail. The topic and point of inquiry must be approved by the teacher, but students are free to pursue topics that they are interested in conducting in depth research on. (*Possible Topics: Security, Healthcare, Education, Agriculture, Land Management, Intelligence, Human Rights, Women's Rights, Religious Freedom, Free Press, Population Growth, Infrastructure, Rule of Law, etc.*)

Format:

Your Point of Inquiry must take on the form of either a question or a directive. The following list of prompts can be used to assist in drafting a Point of Inquiry, but you are not restricted to using only this language.

Once your Point of Inquiry is approved by the teacher you must submit a Point of Inquiry Display sheet to be used for a bulletin board display of all topics students are studying. A Template for this display will be on the class website.

Possible Point of Inquiry Directives/Language:

Analyze

- the reasons for
- the ways in which
- the influence of
- the impact of
- the extent to which
- the degree to which
- the contributions of
- the consequences of
- the effectiveness of
- the successes and failures of

Assess

- the success of
- the arguments and actions of
- the relative influence of

Compare

Compare and contrast

- with respect to

Describe and account for

Discuss

- the impact of
- the view that

Evaluate the relative importance of

- ...the extent to which
- ...the impact of
- ...with respect to

How do you account for

How (and why) did... spark (encourage)

- (contribute to) (address)

How were... affected by...

Name _____ Date _____

**American Government:
Point of Inquiry Essay Requirements**

For the written component of the Point of Inquiry Project students will be writing a 4 – 8 page essay that fully addresses the point of inquiry that they have created for their project. Students will meet the requirements listed below and the attached rubric will be used to assess their essay and process.

Requirements:

Content Elements

- Introduction of significance of the topic chosen and identification of their point of inquiry. This section of the paper should discuss why the selected topic is something that the government is involved with and why it is a significant topic for citizens to be aware of.

- Detailed discussion that addresses the point of inquiry. Students should ensure that they are using specific examples and information that they have gathered in their research.
Some possible items to be discussed in this portion of the essay:
 - Laws pertaining to the topic
 - Government funding
 - Government support or restrictions
 - Citizen concern about the issue
 - Citizen voice as part of the issue
 - Is the government involvement supported by the citizenry?
 - What does the manner in which the government deals with the selected issue tell you about the values of the government?

- Conclusion that returns discussion to the point of inquiry and makes any final claims that the student feels is necessary to complete their discussion of their point of inquiry.

Format Elements

- Essay will be 4 – 8 pages in length, 12-point font, double-spaced.
- No use of “I” statement or first person
- In text citation must be included and accompanied by a works cited page
- Students must include citations of at least 4 sources

Assessment:

- For the written portion of this project, students will be assessed using the writing rubric found on the back of this handout. **(C4 – Research and Communication)**
- Student will also be assessed using the school wide learning expectation rubrics for Information and Media Literacy **(C4 – Research and Communication)** as well as Initiative and Productivity, Accountability and Responsibility **(C3 – Rights and Responsibilities)**.

SAMPLE OF DISPLAY TEMPLATES THAT WERE USED TO DISPLAY STUDENT PROMPTS IN THE HALLWAY IN ORDER TO INFORM OTHER OF WHAT INDIVIDUALS WERE STUDYING.

Name: Christopher Geraghty

Analyze the extent to which the U.S. government has used technology to gather intelligence on its own citizens.

Names of Group Members _____

Date _____

Point of Inquiry Discussions:

Now that students have completed their research for their point of inquiry project, each student will present their point inquiry and their findings from their research.

Your presentation should:

1. Start with identifying why you chose the topic you've selected.
2. Identify and explain your point of inquiry.
3. Discuss your findings and the information you wrote about in your paper

The following Charts should be filled out while each presenter discusses their work.

Roles should rotate with each presenter taking a turn within the Four Square Discussion Guidelines.

<i>Presenter #1:</i>	<i>Recorder #1:</i>
<i>Point of Inquiry:</i>	
<i>Summary of Content, and Main Arguments:</i>	

<i>Presenter #2:</i>	<i>Recorder #2:</i>
<i>Point of Inquiry:</i>	
<i>Summary of Content, and Main Arguments:</i>	

Presenter #3:

Recorder #3:

Point of Inquiry:

Summary of Content, and Main Arguments:

Presenter #4:

Recorder #4:

Point of Inquiry:

Summary of Content, and Main Arguments: