

Purposes of Project Citizen

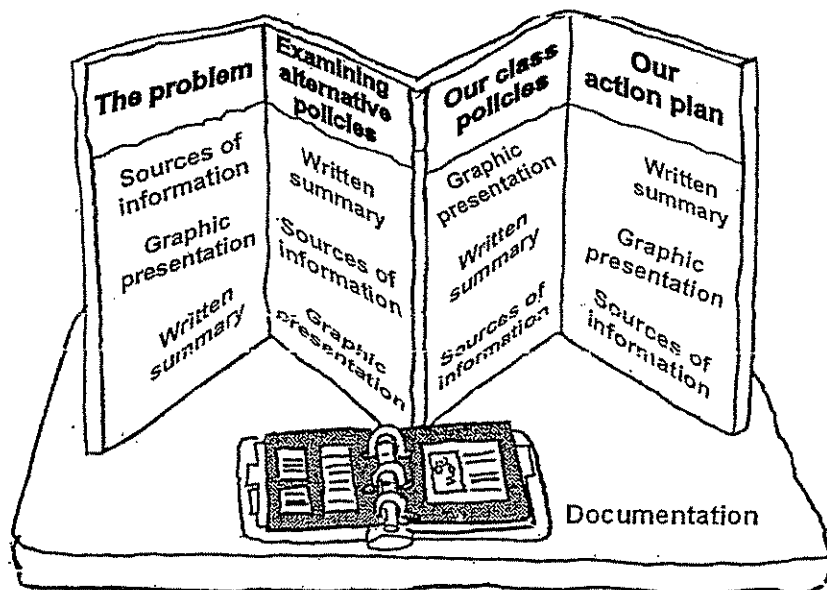
- To understand the system of government
- To increase the knowledge, skills, and willingness to participate in government
- To help you improve your capacity to participate responsibly in government

How Project Citizen Works

- Work together in a group to conduct research in your community to solve problems
- Discover problems that you think need resolution
- Identify alternative solutions to the problem and weigh advantages and disadvantages
- Propose a solution to the problem that requires governmental action
- Propose an action plan
- Record results on a portfolio and in documentation binder
- Take part in a simulated public hearing to present results

“Learn by Doing”

- Learn about the roles of “civil society” in the political process
- Learn which branches, agencies, and levels of government have the authority and responsibility to deal with the problem chosen
- Learn how to monitor and influence the political process in your community, state, or nation



What is Public Policy ?

Public Policy is a concept or set of ideas that guides a course of action or a procedure used in dealing with public issues or problems.

- They are embodied in laws, rules, or regulations.
- They are agreed upon procedures used by government to fulfill its responsibilities.
- They serve to distribute certain benefits, manage resources, or manage conflicts.

Examples of Public Policy:

- A law that forbids selling alcohol to persons under the age of 18.
- A law that forbids smoking in public institutions.
- A law that forbids carrying guns at school.
- Regulations about work-time of shops.
- Regulations about work time of libraries.

Public Policy

- The scope of public policy includes all community problems.
- Public Policy can center on all questions and problems that are generally known as common welfare problems.
- You can examine problems from a wide range of areas: education, medicine, economics, social care, housing, safety, etc.

Participants in the process of policy making:

- Executive or legislative branches of government
- Government agencies
- Look at local agencies as well as state or national levels
- CITIZENS are powerful change makers in the process

Key ideas to remember about Public Policy

- PUBLIC POLICY is a group of legal decisions formulated by people who hold or affect government positions of authority, as well as measures and actions that they take to solve problems of citizens in the community.
- PUBLIC POLICIES include one or more decisions that are mutually connected and lead to problem solving, task execution or improving situations or conditions in some area.
- PUBLIC POLICY decisions have to be legal, formulated in a legal way, and precise in determining authorities and responsibilities in order to implement them.
- PUBLIC POLICIES demand active involvement of individuals, especially young people, in government or making active influence on governance.

An introduction to public policy

This step provides background information that is useful in understanding the meaning of the term “public policy” and the role of public policy in local, state, and national government. When you have completed this lesson you should be able identify the private sphere, civil society, and government as three parts of society. You should also be able to evaluate, take, and defend positions on which parts of society may be best suited to deal with certain problems. Finally, you should be able to explain the role of public policy in dealing with common problems of society.

A. What are the private sphere, civil society, and government?

For the purposes of this project, it is useful to look at society as being composed of the following three areas or spheres.

1. **The private sphere.** This is the part of society in which family and friends associate to pursue their private interests within the law, free of unreasonable and unfair intrusion by government
2. **The “civil society.”** This is the part of society where people associate or interact voluntarily to pursue interests they share. They may do so as individuals or as members of social, economic, or political associations or organizations. Although these associations and organizations operate within legal limits, participation in them is not required by law and they are not part of government. Associations and organizations in civil society can provide an effective means for monitoring and influencing government. They may also provide a means of checking or limiting the use of power by government.
3. **Government.** This part of society includes formal governmental institutions at local, state, and national levels. These include legislative, executive, and judicial branches of government at all three levels.

C. Which areas of society should deal with certain problems?

Sometimes it is very clear what problems and issues should be dealt with by the (1) private sphere, (2) civil society, or (3) governmental institutions or a combination of these areas or spheres of society. However, at other times reasonable people may differ about which part of society should take responsibility for dealing with certain problems or types of problems. These differences may be based on personal opinions or philosophical positions about the proper role of government in society. Some people think government should take responsibility for a large range of problems in society while others think government should be limited to a smaller range and that many problems should be dealt with by civil society or individuals acting in the private sphere.

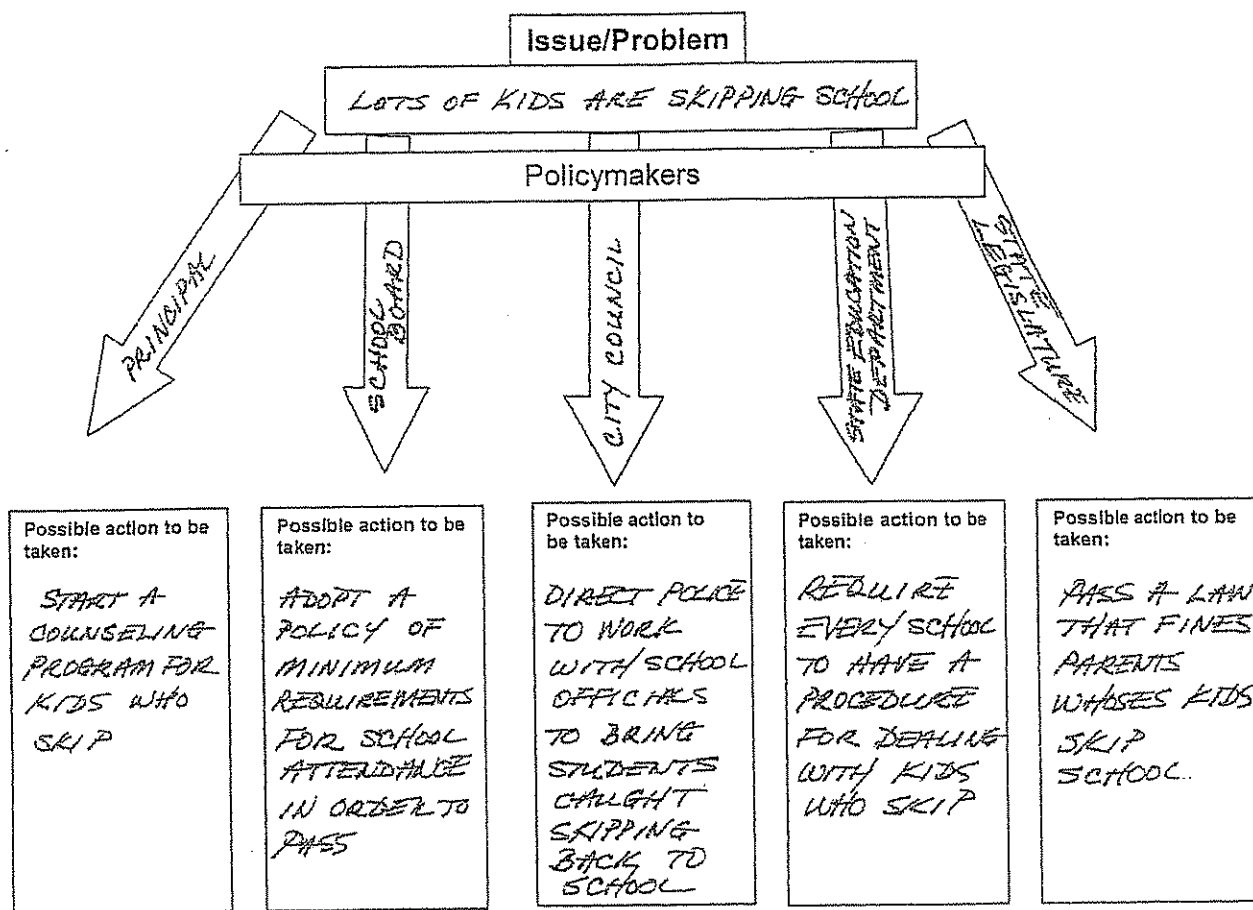
Who Are the Policymakers?

One of the important ideas that students will need to learn about public policy is that there are a number of different policymakers who may have the authority and some responsible for dealing with a problem, no matter how simplistic it may seem.

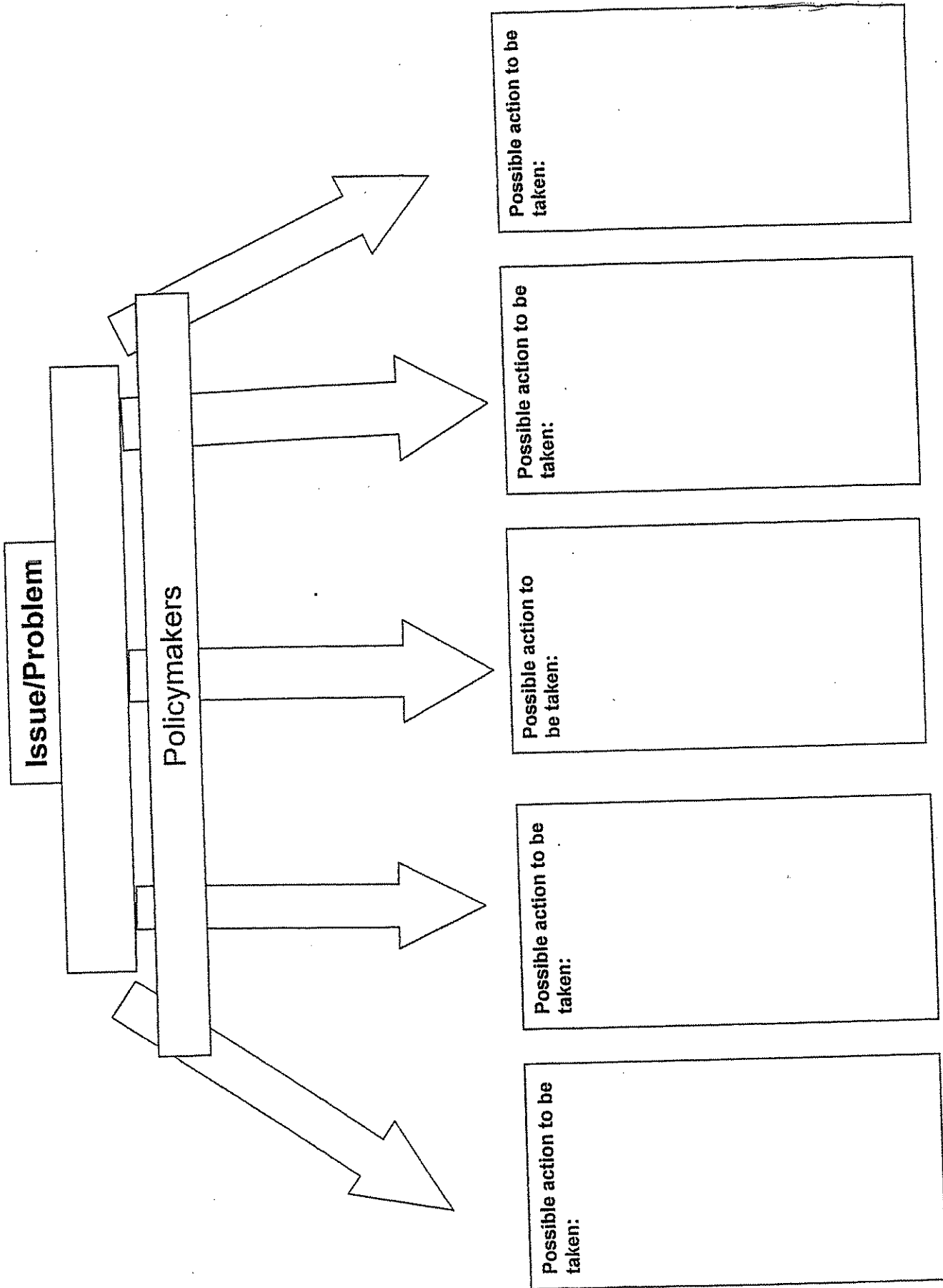
Activities for Introducing the Policymakers

Use the example below to show students how different policymakers might have responsibility for dealing with the common problem of school truancy. After discussing the example, give students a copy of "Who Are the Responsible Policymakers?" chart. Have students work in a small group of 3 – 4 students each. Have each group identify a problem in their school or community that is likely to require a public policy solution and develop the chart for that problem. Ask each group to present their work to the class.

Who Are the Responsible Policymakers?



Who Are the Responsible Policymakers?

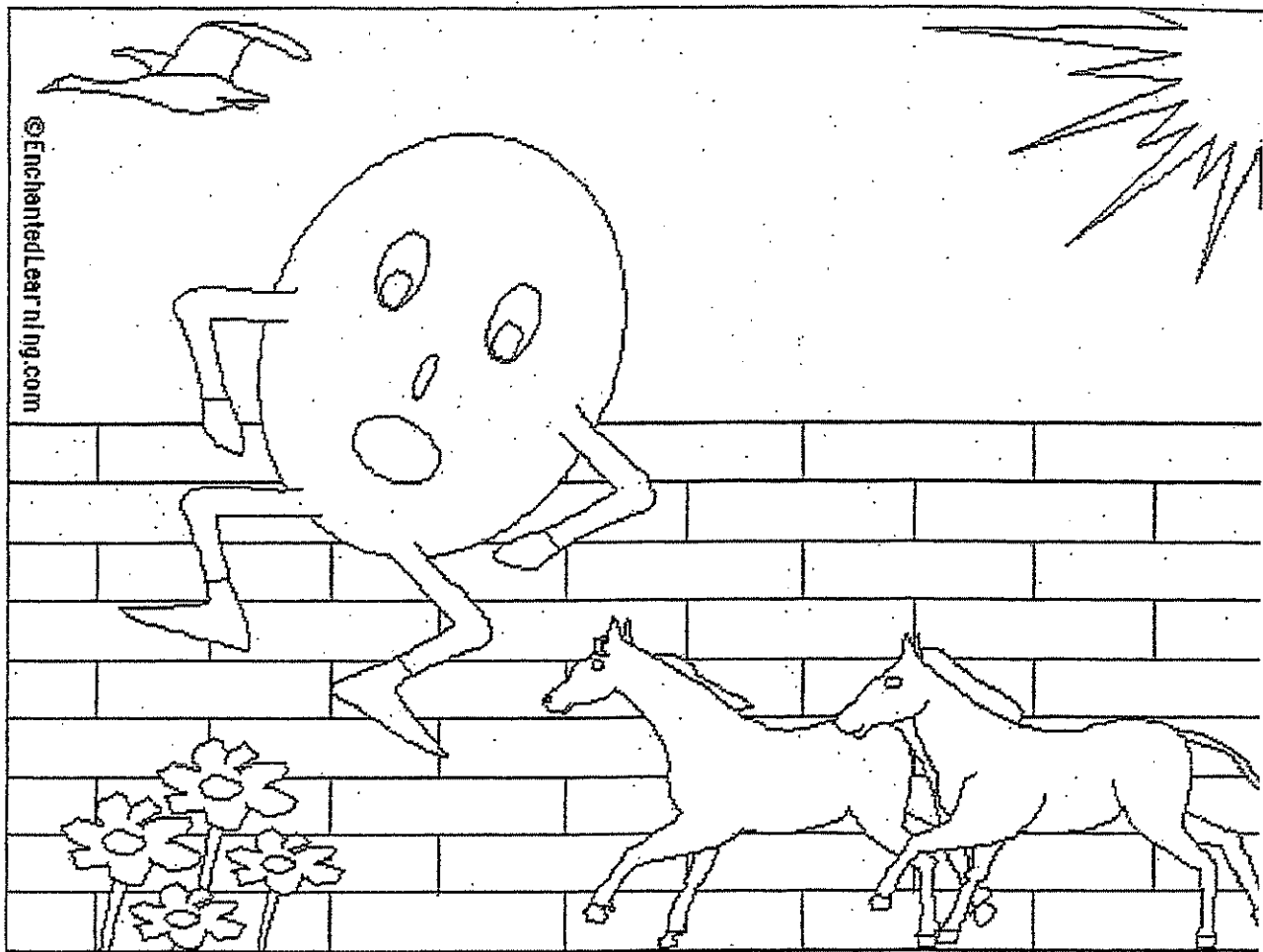


Name _____ Date _____ Period _____

Nursery Rhyme Title: _____

Directions: Use the creative problem solving process and the student handbook to develop a public policy.

The Problem	Alternative Policies	Our Policy	Our Action Plan	
<p>The Problem</p>	<p>Alternative 1</p> <p>Advantages</p> <p>Disadvantages</p>	<p>Our Proposed Policy</p>	<p>Steps we will follow:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
<p>Current Policy</p>	<p>Alternative 2</p> <p>Advantages</p> <p>Disadvantages</p>	<p>Constitutional?</p>	<p>Supporters</p>	<p>Opponents</p>
<p>Disagreements in Community</p>		<p>Agency of Government</p>	<p>Sources</p>	



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty together again.

Name _____

Date _____

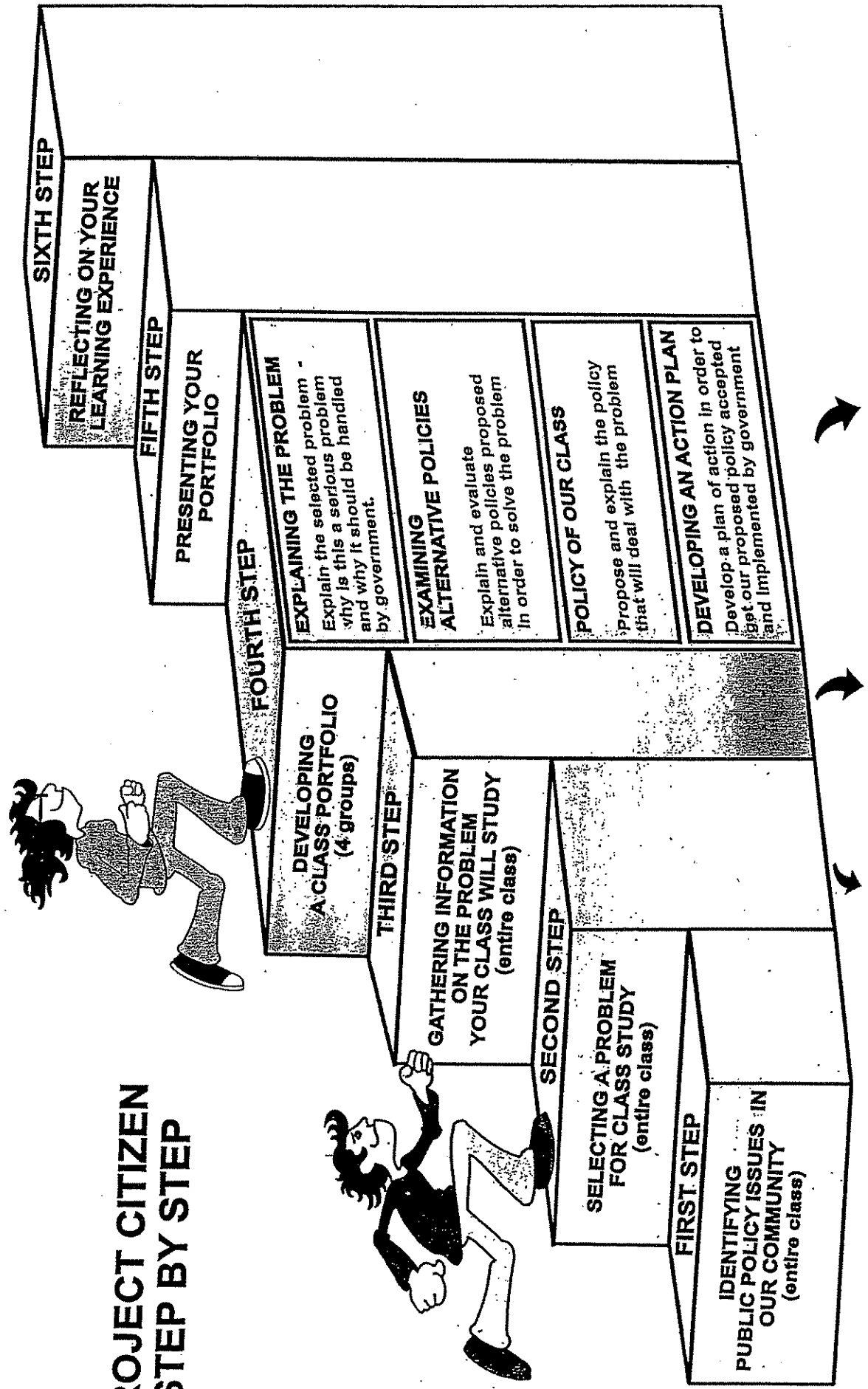
Period _____

Humpty Dumpty's Great Fall

Directions: Use the creative problem solving process and the student handbook to develop a public policy for Mr. Dumpty's community.

HUMPTY The Problem	DUMPTY'S Alternative Policies	GREAT Our Policy	FALL Our Action Plan
<p>The Problem</p> <p>Humpty Dumpty fell off the wall.</p>	<p>Alternative 1</p> <p>No one can sit on the wall</p> <p>Advantages</p> <ul style="list-style-type: none"> *People wouldn't fall *Less destruction of the wall <p>Disadvantages</p> <ul style="list-style-type: none"> *No one could see Humpty fall *No one can sit on the wall when only H.D. falls 	<p>Our Proposed Policy</p> <p>A water moat will be placed around the wall that HD is NOT allowed to be on.</p>	<p>Steps we will follow:</p> <ol style="list-style-type: none"> 1. Gain public support for policy 2. Write a proposal for City council 3. Present proposal to City council 4. City council approves or denies proposal 5. Moat is built
<p>Current Policy</p> <p>none</p> <p>Disagreements in Community</p> <ol style="list-style-type: none"> 1. People like his story. 2. People who eat eggs like that he falls so they can eat him. 3. People who like to watch Humpty fall - they think it is funny 4. All the Kings horses and men because Humpty keeps them employed. 	<p>Alternative 2</p> <p>Put a barbed wire fence around the wall</p> <p>Advantages</p> <ul style="list-style-type: none"> *No one can climb over and on the wall <p>Disadvantages</p> <ul style="list-style-type: none"> *Kids/people can get hurt by wire *Less attractive for community 	<p>Constitutional?</p> <p>Yes, it does not violate HD's constitutional rights</p> <p>Agency of Government</p> <p>Local</p> <ul style="list-style-type: none"> -City council for approval -Police would patrol and punish violators 	<p>Supporters</p> <ul style="list-style-type: none"> *Non egg eaters *King's horses and men <p>Opponents</p> <ul style="list-style-type: none"> *HD *Egg eaters <p>Sources</p>

PROJECT CITIZEN STEP BY STEP



Task 1: Explaining the Problem

The first thing you and your classmates will need to do is to clearly explain the problem you have chosen. You will need to explain why the problem is important, which individuals or groups in the community are interested in this problem, and which part of government has responsibility for dealing with it. To accomplish this you will need to answer the following questions.

1. What is the problem that you and your classmates want to study?
2. How serious is this problem in your community?
3. How widespread is the problem in your community?
4. Why is it a problem that should be handled by government?
5. Should anyone else in the community take responsibility for solving the problem?
6. Is there an existing law or policy for dealing with the problem?
7. If there is a law or policy, is it adequate to solve the problem?
8. What disagreements, if any, are there in your community about this problem and the way it is being handled?
9. Who are the individuals, groups, or organizations with an interest in the problem?
10. For each individual, group, or organization you identify, answer the following questions.
 - a. Name of individual, group, or organization
 1. What is their position on the problem?
 2. Why are they interested?
 3. What are the advantages of their position?
 4. What are the disadvantages of their position?
 5. What are they doing to influence government to adopt their view?

b. Name of individual, group, or organization

1. What is their position on the problem?
2. Why are they interested?
3. What are the advantages of their position?
4. What are the disadvantages of their position?
5. What are they doing to influence government to adopt their view?

c. Name of individual, group, or organization

1. What is their position on the problem?
2. Why are they interested?
3. What are the advantages of their position?
4. What are the disadvantages of their position?
5. What are they doing to influence government to adopt their view?

11. What level of government or government agency is responsible for dealing with this problem? Why?

10. What is the government doing about the problem?

The Problem

This was the problem...

(#1. a, b, c, d)

The opposition said...

(#1. e)

The supporters said...

(#1. f)

The level of government involved was...

(#1. g)

Task 2: Examining Alternative Policies

You must identify several alternative policies for dealing with the problem you have chosen. These policies may include an existing policy or policies being proposed by individuals or groups in the community. You should also include your own original ideas for policies to address the problem.

For each policy presented you should complete the following:

Alternative #1

- a. State the policy or suggest policy
- b. Identify the individual or group that is proposing the policy (this could be your own class or group)
- c. Identify the advantages of this proposed policy
- d. Identify the disadvantages of this proposed policy
- e. Identify other individuals or groups in the community who are likely to support this policy
- f. Identify other individuals or groups in the community who are likely to oppose this policy

Alternative #2

- a. State the policy or suggest policy
- b. Identify the individual or group that is proposing the policy (this could be your own class or group)
- c. Identify the advantages of this proposed policy
- d. Identify the disadvantages of this proposed policy
- e. Identify other individuals or groups in the community who are likely to support this policy
- f. Identify other individuals or groups in the community who are likely to oppose this policy

Alternative #3

- a. State the policy or suggest policy
- b. Identify the individual or group that is proposing the policy (this could be your own class or group)
- c. Identify the advantages of this proposed policy
- d. Identify the disadvantages of this proposed policy
- e. Identify other individuals or groups in the community who are likely to support this policy
- f. Identify other individuals or groups in the community who are likely to oppose this policy

Alternative #4

- a. State the policy or suggest policy
- b. Identify the individual or group that is proposing the policy (this could be your own class or group)
- c. Identify the advantages of this proposed policy
- d. Identify the disadvantages of this proposed policy
- e. Identify other individuals or groups in the community who are likely to support this policy
- f. Identify other individuals or groups in the community who are likely to oppose this policy

Alternative Policies

The first alternative considered was...

(#1. a)

Advantages...

Disadvantages...

(#1. b)

The second alternative considered was...

(#1. a)

Advantages...

Disadvantages...

(#1. b)

Task 3: Proposing a Public Policy

Next, you will need to propose a public policy to deal with the problem. It must not violate the U.S. Constitution or your state's constitution. It may be one of the alternative policies you discussed earlier, a modification of one of those policies, or it may be your own original idea. Answer the following questions below and complete the Constitutional Opinion Form.

1. We think the best public policy to deal with the problem is
2. The advantages of this policy are
3. The disadvantages of this policy are
4. Identify the level of government that would be responsible for carrying out your proposed policy. Explain why this level of government is responsible.
5. This policy is constitutional because (use the information from the Constitutional Opinion Form to complete this item.)

Proposed Policy

The belief was that the following would best addresses the problem...

because...

(#1. a)

The advantages of this policy were...

The disadvantages were...

(#1. b)

This policy did not violate state and federal constitution because...

(#1. c)

The _____ was responsible for carrying out the proposed policy

because...

(#1. d)

Writing a Legislative Bill

A11

Writing the appropriate language for a public policy or a bill can be tricky. Sometimes even the people who serve as state legislators need help. The following guidelines are taken from the Montana State Legislature's website.¹ It provides state legislators with a series of questions they need to answer so that the people in the bill-drafting office of the legislature can turn their ideas into a bill, and if passed by the legislature, a law.

Review the ten questions that the legislators need to answer. They can help you as you prepare the class policy that you need when you are working on the third task of portfolio development—proposing a public policy. Although you may not be writing actual legislation for your policy, the questions will help you clarify your thinking about what you should be addressing.

A Legislative Services bill drafter must translate objectives and policies of the legislator requesting a bill into clear, concise language meeting the requirements of the Bill Drafting Manual. To do this, the drafter needs complete information from the requesting legislator. Legislative Council rules say that "All bill drafting requests must be specific as to what the legislator wishes to accomplish and must also outline the method which will achieve that end. A drafter, with the concurrence of the Executive Director, is authorized to return a bill drafting request to a legislator for more information." A legislator requesting a bill should be able to answer as many of the following questions as possible. Please use the following question to help you do so.

- 1 What exactly is the problem that needs to be solved?
- 2 Who has experienced the problem—is it perceived as widespread or local in nature?
- 3 What is the proposed solution to the problem?
- 4 How should the solution be achieved, i.e., what action should government take to intervene in the problem?
- 5 What results are desired; if the bill passes, what results would show that the solution had been achieved?
- 6 Who should the drafter contact for information? (Be sure to give a copy of this form to each person you name indicating they should be prepared to answer these questions.)
- 7 Do you know of specific existing statutes that should be changed to achieve your proposed solution?
- 8 Is there specific legislation from another state, organization, lobbyist, agency, or other source that should serve as a model for your bill? If you think you heard or read about something somewhere, try to find as specific a reference as possible on it, i.e., specifically where you learned of it. If you have a copy, please provide it.
- 9 Does the solution require additional money? How should the money be raised or from what existing source should it come? (Mandates to local governments must authorize a source of funding.)
- 10 What alternatives to legislation have been considered to solve the problem? How have they failed?

¹ Source: Adapted from the Montana State Legislature's website at <http://leg.state.mt.us/css/research/information/draftques.asp>.

Task 4: Developing an Action Plan

You will need to develop an action plan to get your policy adopted by the appropriate governmental body or agency. This plan should include the steps you will need to take to get your proposed policy enacted and implemented by the government.

1. The main points of our plan are
2. Influential individuals and groups who might be willing to support our proposed policy are
3. To win their support we can
4. Influential individuals and groups who might oppose our proposed policy are
5. We might be able to win some support from these individuals and groups by
6. Influential government officials and/or agencies that might be willing to support our proposed policy are
7. We can gain their support by
8. Influential government officials and/or agencies that might oppose our proposed policy are
9. We might be able to gain their support by

Action Plan

Community support for the policy was gained by...

(#1. a)

Opposition in the community was convinced by....

(#1. b)

Governmental support for the policy was gained by...

(#2. a)

Governmental oppositions was convinced by...

(#2. b)

The next step was ...

(intro to next unit or suggested application)

Project Citizen Tips

1. **Choose a relevant problem:** Let the students choose the problem that they want to address. If the students choose they will be much more invested in the issue and the whole process will be much more exciting for everyone.
2. **Make contact early:** Start contacting representatives, officers, experts, etc. as early as possible. Correspondence with public officials can take some time. Be sure to brainstorm your contact list with your kids sooner rather than later so students will have time to include the responses in their portfolio.
3. **Practice, practice, practice:** Have students practice their presentation for the whole class, for the administration, for a faculty meeting, for the class pet turtle, in front of the mirror at home every night. Each time their audience (except, perhaps, the turtle) will give them new questions to make them more comfortable and knowledgeable about their presentation.
4. **Be flexible:** There are many different ways to fit Project Citizen into your year. The following are some that I have seen or experienced, but there are many other variations I am sure:
 - **7-8 Week "Perfect World" Plan:**
 - During school 2 or more times a week for an hour a day (see attached)
 - Steps 1-2: 1-2 days each
 - Steps 3-5: 2 weeks each

- **4-8 Week "After School Special" Plan:**
 - After school club that meets for 30-45 minutes once or twice a week
 - Steps 1-2: 1 meeting each
 - Steps 3-5: 2-4 meetings each
 - For this plan you will need to assign work (research) to the kids that they can do at home
 - I also allow the kids to work on research and writing during the Readers/Writers Workshops
 - This is the one I did last year in 4 weeks. I enlisted the help of my G/T person to take the kids to research during the day and I also had a parent volunteer who attended most of the after school meetings and drove half of my student presenters down to the Capitol on Showcase Day.

- **2-4 Week "Maximum Overdrive" Plan:**
 - Every day 45-60 minute lessons
 - Steps 1-2: 1 day each
 - Steps 3-5: 2 weeks total
 - Warning: You may not be able to contact reps and get responses back for the presentation in just 2 weeks

Tips for planning Project Citizen

- Set a date for your school showcase, then plan backwards. Allow about 4-8 weeks to prepare.
- Contact community leaders, policy makers, and interested people and ask for their assistance in many parts of the project
- Allow lots of time for analyzing public policy and choosing a problem. The key to success is a good problem that the students care about and can find enough info about.
- Let the students know what you'll grade and what you expect from each individual.
- Plan lessons around each stage of the process. You can teach a lot of content and a lot of skills as they need to know them.

Project Citizen Timeline and Grading

You will be graded for daily homework assignments, the final portfolio, and your presentation of that portfolio:

- Weekly assignments/homework: 30 points/week (15 points for each assignment)=150 points
- Final portfolio: 140 points
- Presentation: 45 points

Here's a timeline of the next few weeks. This is subject to minor changes, but we will stay on track to finish by the beginning of March.

- Feb 4/5: Present your problem to class.
- Feb 6/7: Construct Panel #1 "Explaining the Problem," including graphics, typed summary of problem, and documentation.
- Feb 10/11: Research alternative policies.
- Feb 12/13: Construct Panel #2 "Alternative policies," including graphics, typed summary of alternatives, and documentation.
- Feb 14/18: Develop your group's policy.
- Feb 19/20: Construct Panel #3 "Our policy," including graphics, typed summary of your policy, Constitutional opinion form, and documentation.
- Feb 21/24: Develop an action plan for gaining support and implementing your policy.
- Feb 25/26: Construct Panel #4 "Action Plan," and complete all final details on portfolio and documentation binder.
- Feb 27/28 and March 3,4:
 - All groups present and defend completed portfolios in class. Every student writes 1-page reflection
- March 5/6: Top scoring groups present and defend portfolios to community and expert judges at evening showing.

Project Citizen Portfolio Process

1. Developing a portfolio is much more than making a display.
2. The portfolio needs to have coherence—the panels are sequential and substantively relate to each other. Any one student should be able to present all four panels to demonstrate their understanding of public policy. All students need to have an understanding of the content of each section to do work as a small group.
3. All students need a clear understanding of the problem before working on the other boards.
4. An important role of the teacher is to facilitate the learning by helping students to . . .
 - Set criteria for what makes a good problem for Project Citizen
 - Narrow the problem
 - Develop consensus
 - Discuss alternatives
 - Provide intentional time for students to communicate across groups. Research from one group will impact or assist other panels.
5. Students should have experience with many sources of evidence. Evidence should be authentic for your community and the chosen problem—surveys, interviews, and local media should be included. The Internet is only one source of information. Teach students to carefully evaluate, summarize, and select sources for their notebook and portfolio display.

Project Citizen Portfolio Evaluation Rating Sheet

B3

SECTION	CRITERIA FOR EVALUATION	RATING	COMMENTS
1	<p>Understanding of the Problem</p> <ul style="list-style-type: none"> • States and explains the problem and its causes and presents evidence that there is a problem • Demonstrates an understanding of issues involved in the problem • Demonstrates an understanding of existing or proposed public policies • Explains disagreements about the problem that may exist in the community • Explains why government should be involved in the solution 		
2	<p>Analysis of Alternative Policies</p> <ul style="list-style-type: none"> • Presents two or three alternative public policies to address the problem • Explains advantages and disadvantages of each alternative policy presented • Identifies controversies and conflicts that may need to be addressed for each alternative 		
3	<p>Public Policy Development and Persuasiveness</p> <ul style="list-style-type: none"> • States a public policy that addresses the problem and identifies the governmental branch or agency responsible for enacting the proposed public policy • Supports their proposed public policy with reasoning and evidence • Identifies and explains advantages and disadvantages of the proposed public policy • Explains and supports the reasons why the proposed public policy is constitutional 		
4	<p>Implementation of an Action Plan</p> <ul style="list-style-type: none"> • Identifies individuals and groups, both supporters and opponents, who will need to be influenced • Identifies government officials, both supporters and opponents, who will need to be influenced • Outlines and explains an action plan for getting the proposed public policy enacted • Proposes action that builds and expands on evidence presented in previous panels 		
OVERALL	<p>Overall Portfolio</p> <ul style="list-style-type: none"> • Presents material in the display and binder that is mutually supportive • Constructs a clear and convincing sequence from one panel or section to the next • Uses and documents research from multiple sources and provides appropriate notation for the sources and research evidence used • Uses standards of good writing • Uses relevant and appropriate graphics and written information • Is visually appealing • Includes evidence of student reflection that states what students have learned (this appears in Section 5 of the documentation binder only) 		
TOTAL POINTS AWARDED			

Project Citizen Hearing Evaluation Rating Sheet

B5

GROUP	CRITERIA FOR EVALUATION	RATING	COMMENTS
1	Understanding of the Problem <ul style="list-style-type: none"> • Stated and explained the problem and its causes and presented evidence that there is a problem • Demonstrated an understanding of issues involved in the problem • Demonstrated an understanding of existing or proposed public policies • Explained disagreements about the problem that may exist in the community • Explained why government should be involved in the solution 		
2	Analysis of Alternative Policies <ul style="list-style-type: none"> • Presented two or three alternative policies to address the problem • Explained advantages and disadvantages of each alternative policy presented • Identified controversies and conflicts that need to be addressed for each alternative 		
3	Public Policy Development and Persuasiveness <ul style="list-style-type: none"> • Stated a public policy that addresses the problem and identified the government branch or agency responsible for enacting the proposed public policy • Supported the proposed public policy with reasoning and evidence • Identified advantages and disadvantages of the proposed public policy • Explained and supported the reasons why the proposed public policy is constitutional 		
4	Implementation of an Action Plan <ul style="list-style-type: none"> • Identified individuals and groups, both supporters and opponents, who will need to be influenced • Identified government officials, both supporters and opponents, who will need to be influenced • Outlined and explained an action plan for getting the proposed public policy enacted • Proposed actions that build and expand on presentations by previous groups 		
OVERALL	Overall Hearing <ul style="list-style-type: none"> • Constructed a clear and convincing sequence from one group to the next • Used and documented research from multiple sources and made reference to sources and research evidence used • Referenced relevant and appropriate graphics and written information • Used standards of good oral presentation (pace, projection, articulation, poise, eye contact) • Shared speaking responsibility while making the presentation • Included evidence of reflection that states what the students learned 		
TOTAL POINTS AWARDED			

111

DAILY WORKSHEET

Topic _____ Period _____ Today's date: _____

Group members present today:

A. _____ D. _____

B. _____ E. _____

C. _____ F. _____

other help: _____

Group member(s) absent today: _____

Today our goal is to: _____

Tasks for today for each person:

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

other: _____

Tasks for the future for each person:

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

other: _____

How can the teacher help? (materials? Do I need to meet with your group?, direction?)

Part One: Display Board

Score _____

- _____ Title of project and school
- _____ Appropriate panel titles
- _____ Community supporters
- _____ Government involvement
- _____ Well organized
- _____ Information adequate
- _____ Appropriate graphics
- _____ Pictures
- _____ Attention getting

Part Two: Documentation Binder

General:

Score _____

- _____ Cover page
- _____ 5 Dividers with labels
- _____ Table of contents
- _____ Names of teacher and class

The Problem:

Score _____

- _____ Table of Contents
- _____ Problem summary
- _____ Graphic presentation
- _____ Problem identification form
- _____ Other
 - _____ Interview form
 - _____ Printed sources
 - _____ Radio/T.V.
 - _____ Publications
 - _____ Bibliography

Alternatives:

Score _____

- _____ Table of contents
- _____ Summary of alternative policies
- _____ Graphic presentation
- _____ Bibliography

- _____ Table of contents
- _____ Narrative of class policy
- _____ Advantages
- _____ Disadvantages
- _____ Level of government responsible

- _____ Selected documents from part 1 or 2
- _____ Graphic presentation
- _____ Bibliography

Action Plan:

Score _____

- _____ How to gain support from:
 - _____ Individuals
 - _____ Groups

- _____ How to gain support of government
 - _____ Graphic presentation
 - _____ Bibliography

Evaluation:

Score _____

- _____ Constitutional opinion form
- _____ Student evaluation form
- _____ Teacher evaluation form

Total Score _____