

Government Assignment Guide

Assignment Descriptions

1. Ch 3--Federalism

Write a 1 – 2 page report on one of the Founding Fathers listed below.

- Include age; religion; political experience; place of birth and anything pertinent to answering the question:
- Do you think the Founding Father's lifestyle balanced with his political views and the provisions in the Declaration of Independence & the Constitution?
- Choose one of the following for your paper: John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington.
- Cite three sources.

2. Ch 5—Civil Rights

Write and present a 5 minute report on a woman who was/is a “pioneer” in her field.

- She should be someone who has helped the women's rights movement in some way by being the first or among the first women to pursue a career in a traditionally male field or who worked for women's suffrage.
- She can be from any country.
- The report will be turned in before the oral presentation.
- Cite three sources.

3. Ch 8—Public Opinion & Voting

Present 30-60 second commercials for:

- Political parties
- Candidates
- There will be 4 groups of 3-4 students each
 - 1 group each for the Republican Party, Democrat Party, a Republican candidate and a Democrat candidate
 - Each group will produce one commercial on their subject
- Each group will investigate their subject and view commercials/ads on their subject before creating the commercial.
- Every effort should be made to limit negative comments/images.

4. Ch 9--Campaign & Elections

Write a 1-2 page Campaign/Election reform proposal (at the national level) based on what you have learned in chapter 9.

- Address:
 - Length of campaigns
 - Costs of campaigns
 - Campaign donations
 - Negativity in campaigns
 - Electoral College
- Cite three sources.

Ch 10--Blogs & social media
Ch 11---Bill due
Ch 12--Proposal (situation room senerio) draw for cab. position

Ch 13--Examples of too much government
Ch 14--judiciary
Ch 15—domestic policy
Ch 16--Wars, police the world,
Final paper

Formulate a Bill

Objective: To create a simulated bill to better understand the process involved in drafting legislation.

1. Working in groups of two, or by permission, independently, students will formulate a bill for the US Congress or the Texas Legislature.
2. Students will first research their topic to determine a need for their proposed bill.
3. Students will read a sampling of currently proposed bills for ideas on how to draft legislation
4. The bill should include agency and funding.
5. Each group will give a reading of their bill to the class. This will be informal in a “round table” type discussion.
6. Students must be prepared to answer questions on their bill.

Congressional/Legislative Bills

Objective: To better understand the lawmaking process and its complexities.

1. This is an oral presentation.
2. Students will choose at least 2 bills introduced in the US Congress and/or TX Legislature.
3. They will monitor these bills over the course of several weeks giving periodical reports on the pros/cons of the bills, their status and the position of the president/governor.
4. Students will look for earmark (*pork*) spending in these bills.

5. If one of the bills chosen by the student is passed or defeated **before Spring Break**, the student will choose an additional bill to follow.
6. Each student will give a final report to the class on the purpose of the bill, its proposed impact, and its final outcome.
7. Students will submit a detailed outline on the day of the final report.
8. Students must be prepared to answer questions on their report.
9. All reports will be informal in a “round table” type discussion.

Interest Groups

Objective: ~~To better understand the role of interest groups in politics and policy making.~~

- ~~1. This is an oral presentation.~~
- ~~2. Students will choose at least 2 interest groups to investigate.~~
- ~~3. The students will exam the influence these interest groups have on appropriate government bodies and/or legislation, the methods used by these groups, and their level of success.~~
- ~~4. Students will give periodical reports to the class.~~
- ~~5. Each student will give a final report to the class on the purpose of the interest group, the history of the interest group, its influence/impact on particular legislation or policy, and the current success of these interest groups.~~
- ~~6. Students will submit a detailed outline on the day of the final report.~~
- ~~7. Students must be prepared to answer questions on their report.~~
- ~~8. All reports will be informal in a “round table” type discussion.~~

Final Paper

Topic: *Does the United States government, today, follow the law/policy of the founding fathers as set forth in the Declaration of Independence and the Constitution of the United States and its Preamble?*

1. Based on what you have learned in this course, formulate an opinion on the above question. Choose no more than three areas to make your case. Some possible areas to discuss are listed below.
 - a. Democracy
 - b. Civil rights and/or civil liberties
 - c. Presidential powers
 - d. Political parties
 - e. Influence of special interest groups
2. This paper can be to inform or to persuade.
 - a. Informative: include the following
 - i. Founding fathers intentions
 - ii. Background on changes in policy to the present (optional)
 - iii. Current policy
 - iv. Projections on future policy (optional)
 - v. Personal evaluation
 - b. Persuasive: include the following
 - i. Founding fathers intentions
 - ii. Background on changes in policy to the present (optional)

- iii. Current policy
- iv. Harms
- v. Plan
- vi. Advantages

Paper:

- The paper should be 3-5 pages in length (not to exceed 10 pages), not including the works cited and cover pages.
- The paper must be typewritten using Times New Roman #12 font and double spaced.
- A thesis statement should be included in the first paragraph.
- Each paper should include a *works cited page*.
- Each paper should include a *cover page* with the following information: student name, course, date, and paper title.
- Please staple or paper clip all pages together.

Outline:

- Due no later than 7 days before the paper is due (can be brought to class or e-mailed).
- Include a thesis statement.
- Include sources.
- Follow a general outline format (topic, subtopic, details).
- The outline, thesis, and sources can be edited after it has been turned in.