# AP Government: Semester Project

## Directions: Your project has many parts that will span the course of the entire semester. You must complete each part. Please follow the directions carefully. We will develop the following skills as we complete this project.

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| **COMMON CORE - Reading-Social Studies (RH)** **1. Use relevant information and ideas from documents to support analysis** **2. Determine the main idea of a document** | **Common Core - Writing (W)** **1.**  **Write an argument to support claims** **5.** **Strengthen writing by planning, revising, editing and rewriting** **7.** **Conduct a research project** **8.** **Gather information from credible sources and properly cite them** **9.  Draw evidence from informational text** |

## Research

* You will research one topic for this project. Select a topic from the list provided (instructions for topic selection will be given in class). In order to gain a full understanding of the complex topic you must use several diverse and reliable sources.
* THE CONSTITUTION is the basis for our government and your research, arguments, and writing should consistently reference relevant parts of the constitution.
* You must use **at least SIX SOURCES**; **two** of those sources must be **BOOKS**. **You may have / get a library card!**
* For internet sources you may use academic journals (see “scholar.google.com”).
* Make sure that your sources directly relate to your topic, it will be necessary for part two of your project.

***Bibliography***

* Your final paper must have properly formatted **BIBLIOGRAPHY**.
* Your bibliography should be in MLA format. Please follow **EXACTLY** the Murrow Guidelines for bibliographies.
* You must indent the second line of the sentence, use the complete URL for websites, and place them Alphabetical order

***Citations***

* Items that you MUST CITE:

\* You must also hand in copies of the Cover and copyright page for each book source you use\*

1. direct quotes, both entire sentences and phrases
2. paraphrases (rephrased or summarized material)
3. words or terminology specific to your topic or the author’s research, theories, or ideas
4. use of an author’s argument or line of thinking
5. historical, statistical, or scientific facts
6. graphs, drawings, or other such aggregations of information or data
7. articles or studies you refer to within your text

Once you gather your sources you must use them to write an annotated bibliography!

**Part 1: Annotated Bibliography - Gather Useful Sources**

An annotated bibliography provides specific information about each source you use. As a researcher, you must become knowledgeable about your topic and must be able to explain the content of your sources, assess their usefulness, and share this information with others who less familiar with the sources. The annotated bibliography allows you to provide **reasoning and commentary** on the sources you chose so that you can assess the usefulness of the source in your paper. Please give an annotated bibliography for each of your sources. (Minimum 4 sentences for each source.)

Example:

**Associated Press, “Manure Overspray Raises Oregon Health Concerns,” McMinnville, Ore., Oct. 7, 2007,** [**http://www.komonews.com/news**](http://www.komonews.com/news)

**/local/10300752.html, accessed 23 March 2011.**

Animal waste can be carriers of E. coli bacteria; blamed last summer for contaminating fresh spinach from California. This article speaks to farm conditions and the unmanageable amounts of waste product created due to too many animals crammed into smaller areas than healthy farming would prescribe. Such conditions show that over production and unnatural farming methods contribute to detrimental environmental conditions. Some of these conditions were also highlighted in the book *Fast Food Nation*.

**Martinez, Steve W. “The U.S. Food Marketing System: Recent Developments 1997-2006,” USDA Economic Research Report No. 42, 2007,**

**http://**[**www.usda.gov**](http://www.usda.gov)**, accessed 20 March 2011.**

This report by the USDA shows the trends of the development of the factory farm, mass production, mass marketing food system. By its explanation it indicates the move away from local agriculture. The conclusions that can be drawn from this report are that food is barely traceable to a source, and therefore the environment pays the price of this low cost food; through fuel pollution due to shipment and also through factory farming for cheaper products.

**Thorsell, William. Globemedia Publishing Inc. “Europe’s farm subsidies: the roots of the problem run deep. December 15, 1990. Accessed 19 March 2011.**

This article addresses the viability of small farms in Europe and claims that they can still reap the benefit of government subsidies. People are less affected by the cost of their food; an expectation that quality may cost money. It offers a possibility that the U.S. could have subsidies for farms that are used to favor small farming and support the rural economy rather than corporate interests.

**Part 2: 25 Index Card Facts – Preliminary Organization of Information**

* You must provide **25 facts/quotes** from your research on index cards. Keep index cards together for collection w/ a ring or a clip. You may not end up using all of these facts in the final version of your paper.
* Paraphrased information does not need quotation marks (although you should still use parenthetical citations in your actual paper). FOLLOW proper formatting guidelines for all quotations. Include quotation marks for all direct quotes.
* Write facts, quotes, and information on one side of the card, the title, author, and page number on the other side of the card (this will benefit you when writing the paper because then you can easily cite the quotes/ideas from the sources).
* You should also include the relevant parts of the CONSTITUTION.

See an example below:

**SIDE 1**

Approximately 50% of human labor around the world in the early 1800s was devoted to procurement of food.

**“In the United States at least 90% of the population had some tie to agriculture.”**

**SIDE 2**

Paul K. Conkin, *A Revolution Down on the Farm: The Transformation of American Agriculture Since 1929, pg 21.*

**Part 3: Outline - Organize Your Thoughts**

* You must create an outline for your paper. This is a way to *organize your facts* into the order you want to present them. Remember, your paper is an argument – offer history, survey differing viewpoints, argue your point of view
* 1-2 pages.
* Follow the **Harvard Outline format**.

See an example below:

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| **THESIS STATEMENT: Agricultural practices in the United States have effectively shifted to meet the new demands of our society because we governmental policies, agricultural shifts and environmental changes.**  **SP1 CONSTITUTION** has enabled the US to adapt to the new demand of our of our society…   1. Legislative power    1. “elastic clause”   \*\*Relate your each paragraph to PROVING YOUR THESIS  \* Please remember that you must ground the argument of your paper on the Constitution.   * 1. Regulate interstate commerce, or “commerce clause”   **SP2 Agricultural Shifts** have shifted to meet the new demand of our society because…   1. Family Farming have    1. Sustainable farm methods within early agriculture    2. Impact of methods on community and environment 2. Farming Shift – mass production    1. Overproduction    2. Agriculture Legislation – two waves    3. Environmental degradation   **SP3 Changing Environmental and Population Needs** forced our government to adapt because…  A. Source of Problems – Solutions to Problems: What works and what doesn’t!   1. Industrial livestock 2. Largest impact issues 3. Government sustainable agricultural laws and proposals in modern day 4. Community education |

**Part 4: Draft**

* First draft: at least **4 pages**, times new roman, 12 point font, 1 inch margins, double spaced.
* \* When using direct quotes that are over 2 lines you must indent and single-space the quote.
* Student editing day: your peers will be marking up your work, after **mark up** the **MESSY version** will be **submitted** to me!
* YOU MUST APPLY THE CONSTITUTION TO YOUR ARGUMENTS.

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| **Introduction** | **Supporting Paragraphs** | **Conclusion** |
| Background Information  (use context and task)  **THESIS**  (make a claim / assertion that  answers the question) | Topic Sentence  (purpose of the paragraph  and relate to proving your thesis)  SPECIFIC DETAILS  (use facts and several quotes)  **Relate to THESIS**  (Always, always prove the thesis) | Summarize topics  (restate main ideas)  **Restate THESIS**  (Reiterate thesis)  Application  (make relevant to present) |

## Part 5: FINAL Research Paper (60 pts.)

* Your research paper should be the culmination of all of your hard work, research, and organizational tools.
* YOU MUST APPLY THE CONSTITUTION TO YOUR ARGUMENTS.
* It must be a **4-5 page paper including internal parenthetical citations** (but NOT including your coversheet or Bibliography page). See paper size/font and footnote size/font specifications below.
* Your bibliography for the final paper **should not be** annotated.
* Remove any sources you did not use and ADD any sources you found after you created your annotated bibliography.
* Proofread and edit your paper (no grammatical errors and limited use of the passive voice), flow properly from idea to idea (follow your outline), be interesting and rationally argued.
* \* Follow draft specification for using direct quotes in your paper. \*

**General Guidelines**:

A. 5pts off for every day late

B. All projects must be in Times New Roman, 12 point font, double spacing, with one inch margins.

C. Include a cover page on the front with the Topic/Title in 12 point font in the center of the page, and your name

and Class at the bottom right.

D. YOU MUST APPLY THE CONSTITUTION TO YOUR ARGUMENTS.

**E. If your bibliography and citations are not correct, your paper will not be accepted.**

**-Indent the second line, Alphabetical order, FOLLOW the FORMAT!**

**Bibliography and citation information can be found on the Murrow website under “For Students”.**

DUE DATES: Part 1 \_\_\_\_\_\_\_\_\_\_ Part 2 \_\_\_\_\_\_\_\_\_\_\_ Part 3 \_\_\_\_\_\_\_\_\_\_ Part 4 \_\_\_\_\_\_\_\_\_\_

FINAL \_\_\_\_\_\_\_\_\_\_\_

MY Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Band: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THEMATIC ESSAY RUBRIC**

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|  | **EXCELLENT** | **GOOD** | **NEEDS IMPROVEMENT** |
| **FORMAT**  **and**  **ORGANIZATION**  **30%** | **30-27**  **Coherent topic sentences that make clear statements connected to the thesis**  **Organization and development are clear: Introduction, Supporting paragraphs and a conclusion**  **Supporting paragraphs are all unified and connected to the thesis statement** | **26-23**  **Mostly coherent topic sentences that mostly connect to the thesis**  **Organization and development are mostly present: Introduction, Supporting paragraphs and a conclusion**  **Supporting paragraphs are mostly unified and mostly connected to the thesis statement** | **22-0**  **Vague or incoherent topic sentences that do not connect to the thesis**  **Organization and development are not present: missing an Introduction, Supporting paragraphs and/or a conclusion**  **Supporting paragraphs are NOT unified and are not connected to the thesis statement** |
| **LANGUAGE**  **and**  **GRAMMAR**  **10%** | **10-9**  **Proper and formal English language is evident throughout**  **Spelling and grammar is appropriate**  **Meaning of each sentence is clear and connected to the topic sentence and the thesis** | **8-7**  **Proper and formal English language is mostly evident throughout**  **Spelling and grammar is mostly appropriate**  **Meaning of each sentence is mostly clear and mostly connected to the topic sentence and the thesis** | **6-0**  **Proper and formal English language not evident throughout the essay**  **Spelling and grammar is not appropriate**    **Meaning of each sentence is consistently vague and not connected to the topic sentence and/or the thesis** |
| **TEXTUAL**  **EVIDENCE**  **(SOURCES)**  **30%** | **30-27**  **Cites effective and relevant evidence from three texts (sources)**  **Analysis of ideas and evidence from texts are strong and informative**  **Texts (sources) are highly reliable and truthful** | **26-23**  **Cites mostly / vaguely effective and relevant evidence from three texts (sources)**  **Analysis of ideas and evidence from texts are limited and partly informative**  **Texts (sources) are mostly reliable and truthful** | **22-0**  **Cites vaguely effective or ineffective evidence from fewer than three texts (sources)**  **Analysis of ideas and evidence from texts are not evident or informative**  **Texts (sources) are not reliable and/or truthful** |
| **SUPPORT**  **CLAIMS**  **(THESIS)**  **30%** | **30-27**  **Provides a strong claim (thesis) throughout the essay**  **Evaluates the claim clearly and explicitly using many highly relevant arguments**  **Provides strong reasoning, analysis and evaluation of the claim (thesis)** | **26-23**  **Provides a mostly present claim (thesis) throughout the essay**  **Evaluates the claim in most parts and uses some relevant arguments**  **Provides some strong reasoning, analysis and evaluation of the claim (thesis)** | **22-0**  **Provides a vague or is missing claim (thesis) throughout the essay**  **Evaluates the claim with little or no relevant arguments**  **Provides very limited or lacks reasoning , analysis and evaluation of the claim (thesis)** |

**Total Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AP Government Project Topics: BAND\_\_\_\_\_\_**

**Please write your name neatly under the topic you want.**

**First come, first served. ONLY 3 students per topic.**

1) Constitution: Is the Constitution today consistent with the founding principles of “freedom and equality”?

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2) Constitution: Do the separated of powers and check and balances result in success or failure in government?

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3) Federalism: Is the legalization of medical marijuana and the decriminalization of small amounts of marijuana a step forward or backward for America?

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4) Federalism: Should the federal government mandate nation school curriculum and testing standards for America’s public schools?

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5) Federalism: Should gay marriage be determined by state government or by the federal government?

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6) Political Parties: Do the benefits of political parties outweigh the drawbacks?

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7) Political Parties: Should the government make laws to strengthen third parties and weaken the influence of Democrats and Republicans?

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8) Elections: Should the American government amend the Constitution to abolish the Electoral College?

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9) Elections / Federalism: Should America adopt uniform voting laws / procedures in all 50 states?

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10) Elections: Is the Citizens United decision inconsistent with the ideas of democracy being “for the people, by the people”?

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11) Interest Groups: Do interest groups have a net positive or net negative impact on our government?

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12) Interest Groups: Should the government make stricter laws to limit the ability of the political action committees (PAC’s) and super-PACS to influence elections?

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13) Executive: Does the president use or abuse his power of persuasion (the ‘bully pulpit’)?

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14) Executive: Is the Bureaucracy a “positive force” or a “necessary evil”?

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15) Congress/Executive: Should the government make and enforce stricter laws to regulate the internet?

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**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part 2: 25 Index Card Facts (10 pts.) – Preliminary Organization of Information**

* You must provide **25 facts/quotes** from your research on index cards. Keep index cards together for collection w/ a ring or a clip. You may not end up using all of these facts in the final version of your paper.
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* You should also include the relevant parts of the CONSTITUTION

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| --- | --- |
| Provided **25 facts/quotes** from your research on index cards  Keep index cards together for collection |  |
| Paraphrased information is useful and relevant  Quotation marks are used for all direct quotes, and are relevant |  |
| Facts, quotes, and information are on one side of the card  The title, author, and page number on the other side of the card |  |
| Includes the relevant parts of the CONSTITUTION |  |

TOTAL POINTS\_\_\_\_\_\_\_\_\_\_\_\_

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**Part 3: Outline (10 pts.) - Organize Your Thoughts**

* You must create an outline for your paper. This is a way to *organize your facts* into the order you want to present them. Remember, your paper is an argument – offer history, survey differing viewpoints, argue your point of view
* 1-2 pages.
* Follow the **Harvard Outline format**.

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| O*rganized facts* into a logical order  Contains arguments and is offers relevant:  -History  -Surveys differing viewpoints  -Argues your point of view |  |
| Follows the **Harvard Outline format** |  |
| 1-2 pages. |  |

TOTAL POINTS\_\_\_\_\_\_\_\_\_\_\_\_