Task 4: Proposing an Earmark

You will work to portray a lobbyist proposing an earmark that will answer the following essential question:

***How does the structure of government best practice the rights and fulfill the responsibilities outlined by the Constitution?***

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| **Earmark Rubric** | **4** | **3** | **2** |
| **Content**  Historical Analysis | The student digs deeper into the content by connecting the key concepts of the learning goal to previous learning or to contemporary issues. | 3A: **Evaluate** the value and importance of a bicameral legislature.  3B: **Clarify** how the roles and powers of the President has expanded beyond those granted by the Constitution.  3C: **Analyze** how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases **(\*SS-Gov.9-12.24)**  3D: **Evaluate** and **explain** the relationships among the branches of government **(\*SS-Gov.9-12.17)**  3E: **Evaluate** multiple procedures for making governmental decisions at local, state, national, and international levels (**\*SS-Gov.9-12.23**) | A level 2 earmark fails to meet the level 3 learning goal in one or more areas:  -bicameral legislature  -presidential powers  -landmark court case  -branches of govt  -governmental procedures (state, national, international) |
| **Source Analysis**  Written description of each source | Artifacts chosen include both primary and secondary sources.  Earmark shows high levels of thoughtfulness, preparedness, and creativity—product looks polished. | Artifacts chosen include both primary and secondary sources.  Product shows evidence of thoughtfulness, preparedness, and creativity, but product does not look polished. | Artifacts chosen include either primary or secondary sources.  Earmark is lacking evidence of thoughtfulness or preparedness. May show creativity, but product does not look polished. |
| **Writing Arguments**  Writing about significance of the Branches of Government | Writes argument that demonstrates a depth of knowledge by going above and beyond the grade level expectation. The student digs deeper into the content by connecting the writing to previous learning or to contemporary issues. | -Introduce a knowledgeable claim, establish the significance of the claim, and distinguish the claim from opposing claims.  -Organize claim(s) and evidence clearly (chronologically, thematically, etc.).  -Develop claim(s) with logical reasoning, accurate data, evidence, and examples.  -Provide a concluding statement. | A level 2 writing sample fails to meet the level 3 standard in one or more areas:  -Introduction  -Organization  -Use of evidence  -Conclusion |