

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the American Government / Civics Social Studies Course.

<h2 style="margin: 0;">American Government/Civics - Unit Number 4- The Federal System of Government</h2>	
Elaborated Unit Focus	<p>This unit examines the organization and powers of the federal system of government as described in the United States Constitution. The structure, powers, and limitations of the three branches of government along with the system of checks and balances and separation of power are emphasized. Students will analyze the relationship between state and national governments and the Supremacy Clause. Finally, students will learn about the process of creating constitutional amendments.</p>
Connection to Connecting Theme/Enduring Understandings	<p>Distribution of Power</p> <ul style="list-style-type: none"> • Federal System • Enumerated, Implied, Concurrent, Reserved, and Denied Powers • Supremacy Clause <p>Rule of Law</p> <ul style="list-style-type: none"> • Branches of Government • Checks and Balances • Amendment Process
GSE for Social Studies (standards and elements)	<p>SSCG4 - Demonstrate knowledge of the organization and powers of the national government.</p> <ol style="list-style-type: none"> a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution. b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers. <p>SSCG5- Demonstrate knowledge of the federal system of government described in the United States Constitution.</p> <ol style="list-style-type: none"> a. Explain and analyzed the relationship of state governments to the national government. b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers. c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to concurrent issues. d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land." e. Describe the roles of Congress and the states in the formal process of amending the Constitution.
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>This unit will utilize the following skills:</p> <ul style="list-style-type: none"> • L9-10RHSS1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. • L9-10WHST2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none">1. Compare similarities and differences3. Identify issues and/or problems and alternative solutions9. Construct charts and tables12. Analyze graphs and diagrams. <p>Map and Globe Skills:</p> <ol style="list-style-type: none">4. Compare and contrast categories of natural, cultural, and political features found on maps11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.
--	--

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 (Distribution of Power)	<p>How is the distribution of power between federal and state level governments a reflection of the beliefs and values of the United States?</p> <ul style="list-style-type: none">• How does the Federal System of government provide a framework for the distribution of power in the United States?• Why does the Constitution divide power between the state and national governments through enumerated, implied, concurrent, reserved, and denied powers?• How does the Supremacy Clause of the Constitution clarify the distribution of power in the United States?
Enduring Understanding 2 (Rule of Law)	<p>How does the Rule of Law in the United States establish procedures for making policies and limit the power of government?</p> <ul style="list-style-type: none">• Why are the three branches of United States government necessary for making policies?• How do checks and balances limit the power of the government?• How does the amendment process established in the Constitution protect the foundational framework for the American government?

Sample Instructional Activities/Assessments

Concepts in American Government: Structure of the Legislative, Executive, and Judicial Branches

Using primary documents, students will investigate the responsibilities of the three branches of American government: legislative, executive, and judicial.

GSE Standards and Elements	<p>SSCG4 - Demonstrate knowledge of the organization and powers of the national government.</p> <p>a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10WHST2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>9. Construct charts and tables</p> <p>12. Analyze graphs and diagrams.</p>
Enduring Understanding(s)	<p>Rule of Law</p>

ACTIVITY #1: Hand out a copy of the United States Constitution found at the following link on the website of the Library of Congress: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/> Students will annotate Articles I, II, and III (legislative, executive, and judicial branches). They will list the powers granted to each branch by the Constitution. The teacher may want to provide a graphic organizer for students to use. Upon completion, students will engage in a discussion regarding how the limitations on the three branches of government works in a democracy. They may share their personal viewpoints on whether the limitations are good or bad.

ACTIVITY #2: Students will interpret the following political cartoon based on the concept of placing limitations on the three branches of government.



© Gary Varvel.

Sample Instructional Activities/Assessments

Concepts in American Government: Checks and Balances & Separation of Powers

Using primary documents, students will analyze the limitations of the three branches of American government: legislative, executive, and judicial.

GSE Standards and Elements	<p>SSCG4 - Demonstrate knowledge of the organization and powers of the national government.</p> <p>b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10WHST2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p>
Enduring Understanding(s)	<p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>9. Construct charts and tables</p> <p>12. Analyze graphs and diagrams.</p> <p>Rule of Law</p>

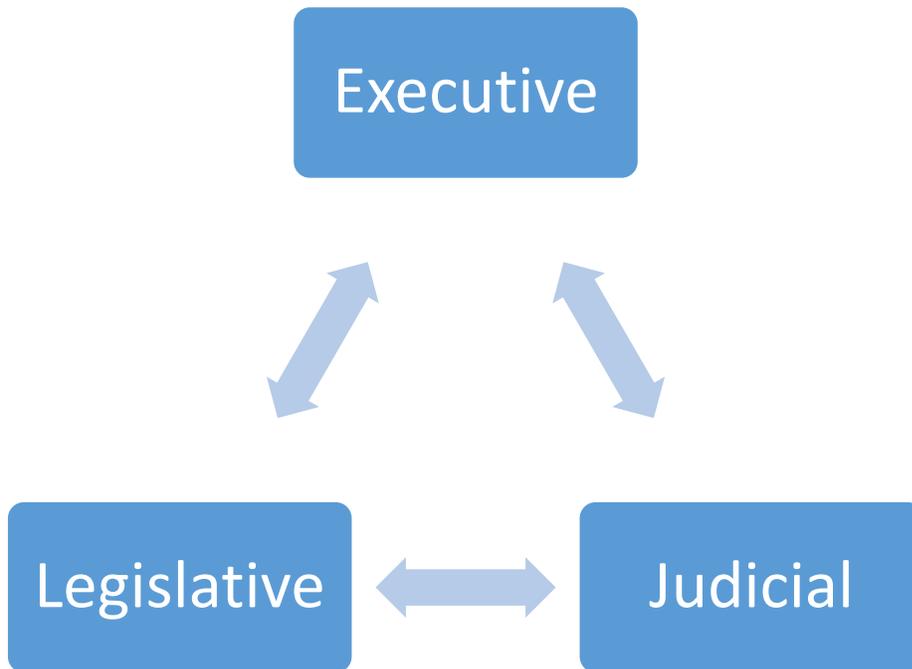
ACTIVITY #1: Provide the following background on the system of checks and balances:

Each of the three branches of the United States government plays an important role in keeping the leaders of our country accountable and our system fair and just. Each branch has specific tasks that include keeping the other branches "in line," a system known as "checks and balances." Checks and balances allow each branch to review and limit the powers of the others. Many controversial actions attempted by each branch have been stalled or blocked through the system of checks and balances. This system encourages those in each branch of government to carefully consider how members of the other branches will perceive their actions.

In this lesson students will review the system of checks and balances and apply their knowledge to historical situations. They will identify the branches that were involved in each event and how the branches checked each other's power.

Strategy

1. Display the "Who Has the Power" diagram (see below) for the class or draw it on the board. The diagram should be displayed for the duration of the lesson.
2. Review with students the system of checks and balances and how each branch of government can limit the power of the other branches.
3. Assign each student a partner. Give each pair of students a Situation Card. (Depending on the number of students, some pairs may receive the same card.)
4. Allow students time to read their situation card with their partner.
5. Ask students to determine which branch of government is showing or using their power over another branch. Call pairs of students up to the displayed "Who Has the Power" diagram one group at a time. Students should write the number of their scenario on the appropriate line on the "Who Has the Power" worksheet. (For example, if the situation is an example of the Judicial Branch having power over the Executive Branch, the line pointing from the Judicial box to the Executive box is where the students write their answer.) There may be more than one check and balance in each situation.
6. Ask each pair to explain their scenario to the class and justify the placement of their scenario on the "Who Has the Power" diagram. Correct any misplaced scenarios.



SITUATION CARDS

Situation 1

Marbury v. Madison - Justice Marshall, in the *Marbury v. Madison* case of 1803, affirmed the Supreme Court's power to review acts of Congress and be able to declare them unconstitutional. The Supreme Court also reviews actions made by the president. Over 160 acts of Congress have been found to be unconstitutional over the past 200 years.

Situation 2

Judiciary Reorganization Bill 1937 - During President Roosevelt's first term in office, the Supreme Court struck down several of his 'New Deal' programs. So, President Roosevelt proposed legislation that would have changed the makeup of the Supreme Court. He thought that the older justices were more resistant to the New Deal programs, so part of the bill would allow Roosevelt to appoint one new justice for each existing justice over the age of 70. This would have allowed Roosevelt to appoint six new justices, bringing the court to 15. The Senate eventually passed other portions of the bill but not the section allowing Roosevelt to appoint any new justices.

Situation 3

Impeachment of President Andrew Johnson - President Andrew Johnson was impeached by the House of Representatives but was acquitted by the Senate in 1868. The House's main charge against Johnson was that he had violated the Tenure of Office Act when he fired Edwin M. Stanton, the Secretary of War. The Tenure of Office Act said that certain office-holders could not be removed without the approval of Congress. The Act was later repealed by Congress. A similar law was later found unconstitutional by the Supreme Court.

Situation 4

Jackson Hole Monument - (Antiquities Act of 1906) President Franklin D. Roosevelt used the Antiquities Act of 1906 to add land from John D. Rockefeller Jr. to Grand Teton National Park. Congress had already decided that the park could not be expanded. Although FDR planned to call the new park Jackson Hole National Monument, it was directly connected to Grand Teton National Park. In 1943, Congress passed a bill that would disestablish Jackson Hole National Monument. FDR vetoed the bill.

Situation 5

Executive Order 9881, Truman Desegregates the Army - In 1948, Congress failed to pass Civil Rights laws. President Harry Truman issued an Executive Order as Commander in Chief of the Armed Forces stating that "there shall be equal treatment of all persons in the armed forces without regard to race, color, religion, or national origin."

Situation 6

Nixon v. United States - During the election year of 1972, burglars broke into Democratic National Headquarters in Washington D.C., and stole campaign documents. Evidence led the FBI to believe that the Republican President Nixon's campaign leaders were involved in the burglary. Nixon was ordered by the Supreme Court to turn over his taped conversations with other suspects. Nixon refused, claiming 'Executive Privilege' (the right of President to do, or not to, certain things). The Supreme Court Justices said the right of Executive Privilege only applied to matters of national security. Since the matter was criminal, the court ordered Nixon to surrender the tapes. Nixon finally turned over all 63 tapes before resigning from the presidency.

Situation 7

Line Item Veto - Presidents of the United States have repeatedly asked Congress to give them a line item veto power (power to just veto a part of a bill). In all cases, Congress has refused or the Supreme Court has taken the power away from the President after they received it from Congress.

Key:

Situation 1: Judicial-Executive, Judicial-Legislative

Situation 2: Executive-Judicial, Legislative-Executive

Situation 3: Executive-Legislative, Legislative-Executive

Situation 4: Legislative-Executive, Executive-Legislative

Situation 5: Executive-Legislative

Situation 6: Judicial-Executive

Situation 7: Executive-Legislative, Legislative-Executive

<http://www.history.org/History/teaching/enewsletter/volume12/nov13/teachstrategy.cfm>

Sample Instructional Activities/Assessments

Concepts in American Government: Relationship between National and State Governments

Using primary documents and online research tools, students will analyze the relationship between national and state governments in the United States.

GSE Standards and Elements	<p>SSCG5- Demonstrate knowledge of the federal system of government described in the United States Constitution.</p> <ol style="list-style-type: none"> a. Explain and analyzed the relationship of state governments to the national government. b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers. c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to concurrent issues.
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10WHST2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations 12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities. <p>INFORMATION PROCESSING SKILLS:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 3. Identify issues and/or problems and alternative solutions 9. Construct charts and tables 12. Analyze graphs and diagrams.
Enduring Understanding(s)	Distribution of Power

Activity #1: Students will read and annotate Article I, Section 8, of the Constitution; this section outlines the expressed, concurrent, and reserved powers. Students will interpret the meaning of implied powers, and in particular the “Necessary and Proper Clause”, and they will list the powers delegated to the national government, to state government, along with shared powers.

Graphic Organizer: Federalism and Powers of Government

Definition of Federalism: the division of power between the states and national government by a written Constitution

National Powers (also known as....)	National and State Powers (also known as <u>Concurrent</u> Powers)	State Powers (also known as <u>Reserved</u> Powers)
<p>1) <u>Expressed/Enumerated</u> Powers, or...</p> <p>Definition: Powers of the national government that are listed, or clearly stated in the Constitution</p> <p>2) <u>Implied</u> Powers</p> <p>Definition: Powers given to the national government as “Necessary & Proper” carrying out its Expressed Powers (“Elastic” Clause” is in Article I, Sec. 8, cl.18)</p>	<p>Definition:</p> <p>Powers shared by the national government and the states</p>	<p>Definition:</p> <p>Powers reserved for the states by the 10th Amendment of the Constitution</p>

EXCLUSIVE POWERS OF THE NATIONAL GOVERNMENT

Under the Constitution, powers reserved to the national government include:

- Declare war
- Print money (bills and coins)
- Establish an army and navy
- Enter into treaties with foreign governments
- Regulate commerce between states and international trade
- Establish post offices and issue postage
- Make laws necessary to enforce the Constitution

EXCLUSIVE POWERS OF STATE GOVERNMENTS

Powers reserved to state governments include:

- Establish local governments
- Issue licenses (driver, hunting, marriage, etc.)
- Regulate intrastate (within the state) commerce
- Conduct elections
- Ratify amendments to the U.S. Constitution
- Provide for public health and safety
- Exercise powers neither delegated to the national government nor prohibited from the states by the U.S. Constitution (For example, setting legal drinking and smoking ages.)

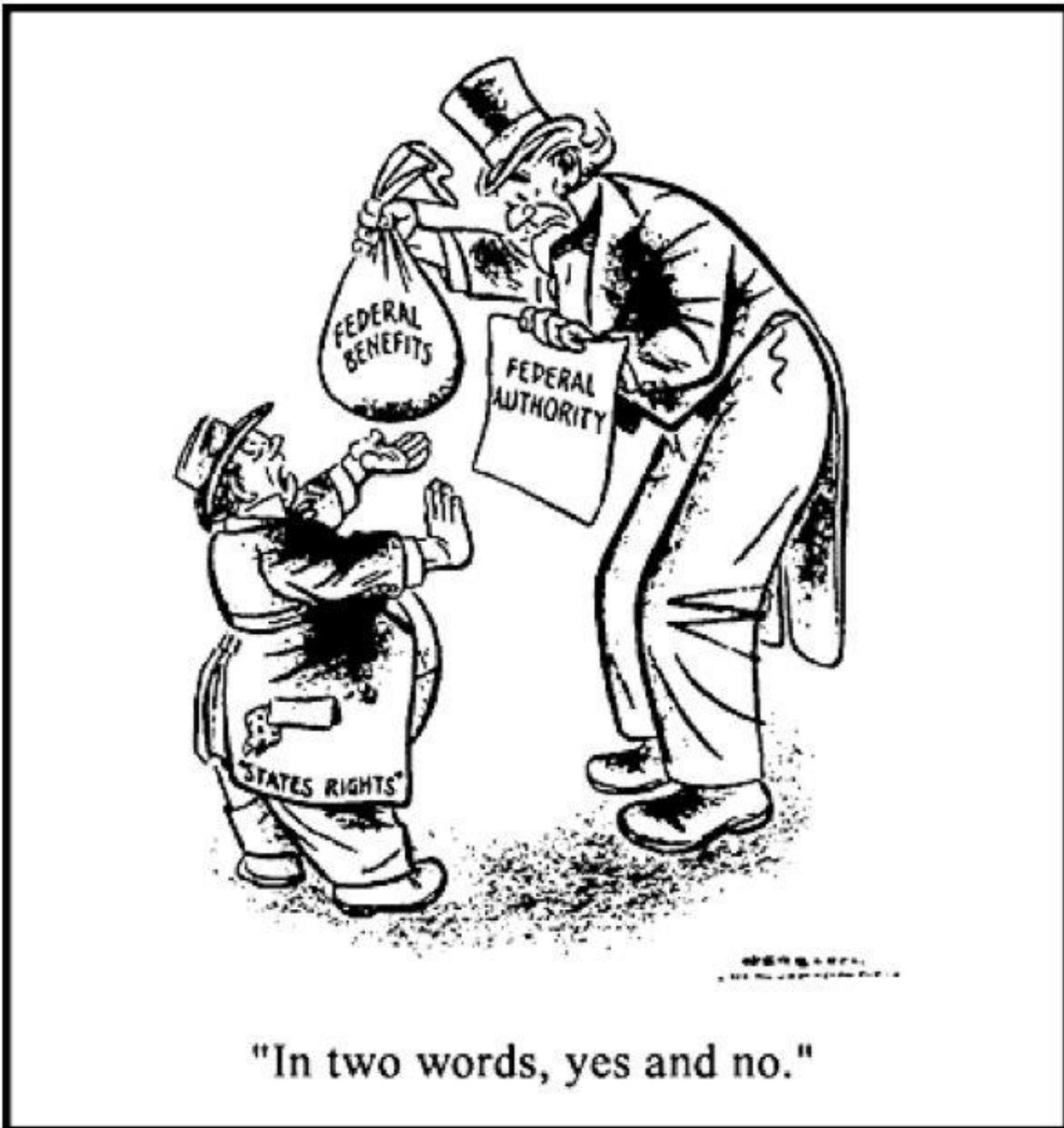
POWERS SHARED BY NATIONAL AND STATE GOVERNMENTS

Shared, or "concurrent" powers include:

- Setting up courts
- Creating and collecting taxes
- Building highways
- Borrowing money
- Making and enforcing laws
- Chartering banks and corporations
- Spending money for the betterment of the general welfare
- Taking (condemning) private property with just compensation

pkotsogiannis.weebly.com/.../graphic_organizer_on_governmental_powers.key.doc

Activity #2: Students will interpret the following political cartoon as it relates to the relationship between the state and national governments.



—A 1949 Herblock Cartoon, © by The Herb Block Foundation

Sample Instructional Activities/Assessments

Concepts in American Government: Supremacy Clause/Constitution as the Supreme Law of the Land

Using primary documents and online research tools, students will examine what the Supremacy Clause is and why the Constitution is the supreme law of the land.

GSE Standards and Elements	<p>SSCG5- Demonstrate knowledge of the federal system of government described in the United States Constitution.</p> <p>d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land."</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10WHST2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>9. Construct charts and tables</p> <p>12. Analyze graphs and diagrams.</p>
Enduring Understanding(s)	<p>Distribution of Power</p>

Activity: Students will review primary documents, including the Constitution and *McCulloch v. Maryland* 1819, a Supreme Court case that reinforced the Supremacy Clause. After reading the background of the case below, students will work as a journalist to create a newspaper article that will detail the significance of the decision. A rubric for the assignment is attached as part of this lesson.

Case Background: *McCulloch v. Maryland*

After the War of 1812, the U.S. government needed additional funds to pay off the debts of the war. Instead of being able to borrow money from one institution, the government had to work with multiple state banks. As a result, in 1816, Congress opted to set up the Second Bank of the United States with branch offices in multiple locations. Many states opposed the National Bank because the state banks then had to compete for business. In response, Maryland passed a law requiring the national bank to pay a heavy tax to the state of Maryland. James McCulloch, the bank's cashier, refused to pay the tax.

McCulloch was convicted of failing to pay the tax and was fined \$2,500. He appealed the case to the Maryland Court of Appeals, which upheld the decision of the lower court and affirmed McCulloch's conviction. The dispute reached the Supreme Court of the United States.

The Court Considered These Constitutional Questions:

- Did Congress have the power to establish a national bank?
- Did the Maryland law to tax the nationally chartered bank unconstitutionally interfere with federal powers?

Relevant Excerpts of the Constitution:

- The Supremacy Clause (Article VI, Clause 2)

"This Constitution, and the Laws of the United States which shall be made in pursuance thereof ... shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any state to the Contrary notwithstanding."

This part of the Constitution specifically states that federal laws take priority over state laws.

- The Tenth Amendment - The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people."
- States are sovereign (they have complete and permanent authority over themselves), so they have the authority to tax institutions and businesses in their borders.

The Court's Decision:

The Court unanimously ruled in favor of the national government's right to establish the bank and also found that the state did not have the power to tax the institution. Chief Justice Marshall, writing for the Court, stated that the federal government possessed powers that were not explicitly expressed in the Constitution, known as implied powers. Although the federal government did not specifically have the power to charter a national bank, the national Congress did have the authority to make all laws "necessary and proper" to accomplish other tasks.

Marshall also held that even though the states retained the power of taxation, "the constitution and the laws made in pursuance thereof are supreme ... they control the constitution and laws of the respective states, and cannot be controlled by them." Maryland did not have the ability to tax a federal establishment. Taxing the

national bank was really an attempt by the state to destroy the bank, and this was a challenge to the federal government's constitutional supremacy.

<https://gpb.pbslearningmedia.org>

Rubric for Newspaper Article:

Newspaper Article : Newspaper

CATEGORY	4	3	2	1
Headline	Article has a headline that captures the reader's attention and accurately describes the content.	Article has a headline that accurately describes the content.	Article has a headline that does not describe the content.	Article is missing headline.
Supporting Details	The details in the article are clear and supportive of the topic.	The details in the article are clear but need to be developed more. Some details may not fit in with the topic.	Most details in the article are clear. Article does not focus on the topic well.	The details article are neither clear nor related to the topic.
Who, What, When, Where & How	Article adequately addresses the 5 W's (who, what, when, where and how).	The article is missing one of the 5 W's.	The article is missing 2 of the 5 W's.	The article is missing 3 or more of the 5 W's.
Lead Sentence	Lead sentence grabs the reader's attention and focuses the reader on the topic.	Lead sentence tells most important details.	Lead sentence is not clearly connected to the article.	There is no clear lead sentence in the article.
Spelling and Grammar	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=561964&

Sample Instructional Activities/Assessments

Concepts in American Government: The Process of Amending the Constitution

Using primary documents, online research tools, and multimedia tools, students will investigate the process for amending the United States Constitution.

GSE Standards and Elements	<p>SSCG5- Demonstrate knowledge of the federal system of government described in the United States Constitution.</p> <p>e. Describe the roles of Congress and the states in the formal process of amending the Constitution.</p>
Literacy Standards	<p>L9-10RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10WHST2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>MAP SKILLS:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</p> <p>12. Use geographic technology and software to determine changes, identify trends, and generalize about human activities.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>9. Construct charts and tables</p> <p>12. Analyze graphs and diagrams.</p>
Enduring Understanding(s)	<p>Rule of Law</p>

Activity #1: The purpose of this assignment is to write an amendment to the U.S. Constitution that addresses a problem faced by Americans in 2017. This is a collaborative assignment, so students will be working in groups of two to four people. First, teams will identify an issue facing the nation that can be resolved by amending the Constitution. A list of possible topics can be found at the end of the instructions. Teams will then research the issue they have chosen and present a proposed solution to the class. The presentation will be in the form of a commercial.

Commercial: Team members will create a 60-second video presentation explaining their proposed amendment. The commercial should be designed to air on television or on the Internet. In the commercial, team members must explain how their proposal would solve a national problem and make America stronger. This is a persuasive piece, so use techniques that will convince your audience your solution will work.

Possible topics for amendment proposals:

Change the national voting age

Term limits for Supreme Court justices

Term limit revision for the President and/or members of Congress

Repeal the 16th Amendment--abolish the federal income tax

Universal health care

Legalize school prayer

Native American reparations--government compensation for land taken

Do away with the Electoral College in presidential elections

Repeal the 2nd Amendment--the right to bear arms

Establish English as the official language of the United States

Abolish the death penalty

Immigration reform

Campaign finance reform

Require a balanced federal budget each year

Rubric

CATEGORY	6 points	5-4 points	3-2 points	1-0 point
Speaks Clearly	Students speak clearly and distinctly all (100-95%) the time, and mispronounce no words.	Students speak clearly and distinctly all (100-95%) the time, but mispronounce one word.	Students speak clearly and distinctly most (94-85%) of the time. Mispronounce no more than one word.	Students often mumble or cannot be understood OR mispronounce more than one word.
Props & Costumes	Students use several props/costumes that show considerable work/creativity and which make the presentation better.	Students use 1 prop/costume that shows considerable work/creativity and which make the presentation better.	Students use 1 prop/costume which makes the presentation better.	The students use no props/costumes OR the props/costumes chosen detract from the presentation.
Preparedness	Students are completely prepared and have obviously rehearsed.	Students seem pretty prepared but might have needed a couple more rehearsals.	Students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
Use of Time	Used time well, commercial was exactly 60 seconds or within 2 seconds of the 60 second time frame for the commercial.	Used time well, commercial was 3 seconds off the 60 second time frame for the commercial.	Used time for the commercial was 4 seconds off the 60 second time frame for the commercials.	Used time poorly for the commercial. It was 5 or more seconds off the 60 second time frame for the commercial.
Creativity	Commercial demonstrated a high level of creativity. It was exciting and interesting. The commercial made you want to support the proposed amendment.	Commercial demonstrated a moderate level of creativity. It was interesting. The commercial almost made you want to support the proposed amendment.	Commercial demonstrated some level of creativity. It might have been interesting. The commercial did not make you want to support the proposed amendment.	Commercial demonstrated little or no level of creativity. It was not interesting. The commercial did not make you want to support the proposed amendment.
Advertising technique	Students incorporate at least 2 advertising techniques and make use of a slogan and/or jingle.	Students incorporate at least 1 advertising technique and make use of a slogan and/or jingle.	Students incorporate at least 1 advertising technique OR make use of a slogan and/or jingle.	Students do not incorporate any advertising techniques or slogan/jingle.
TOTAL POINTS				