

A4 Citizen Project

- ★ Please see the A4 Citizen Project Instructions for additional details and help.



Student Learning Targets

- ★ Investigate the responsibilities and obligations of a citizen.*
- ★ Investigate ways in which responsible citizens take part in civic life.*
- ★ Participate in activities that promote the public good.*
- ★ Develop a plan to address a local, national or international problem.*



*“I don't know what your
destiny will be,
but one thing I do know:
The only ones among you
who will be really happy
are those who have sought
and found
how to serve.” -
-Albert Schweitzer*



Purpose of the A4 Project

- ★ For this culminating project, you will demonstrate that you are becoming an A4 (**AWARE, ASTUTE, ARTICULATE** and **ACTIVE**) citizen
- ★ by creating a **PORTFOLIO** about a problem/issue/organization;
- ★ exploring the topic with a minimum of four (4) hours **PARTICIPATION** outside regular school activities
- ★ making a **PRESENTATION** to the class
- ★ You may work alone, with a partner, or in a group of **NO MORE THAN** three (3) students.
- ★ Your A4 Project will be worth 250 points and will be scored according to the attached rubric.
- ★ Your A4 Project will be graded in two parts. The **PORTFOLIO** (100 points) due at the end of Quarter 1; and the **4-Hour PARTICIPATION** and **PRESENTATION** at the end of Quarter 2. until ALL requirements are completed.

STEP #1:

Choose a Topic

★ 1. CHOOSE A GOV'T-RELATED PROBLEM, ISSUE, or ORGANIZATION

- What problems/issues are of greatest concern to you?
- What problems/issues would you most like to solve?
- What problems/issues/organizations relate to your future college major and career goals?
- What problems/issues would be worth spending 4 Participation hours trying to solve?



STEP #2: Propose Your Topic for Teacher Approval

★ 2. PROPOSE YOUR TOPIC FOR APPROVAL

- ★ Before you begin, submit a paragraph, in writing or by email, answering these questions:
- ★ What do you already know about this problem/issue?
- ★ What would you like to learn about this problem/issue?
- ★ Why would you like to work on/with this problem/issue/organization?
- ★ How would you like to spend 4 Participation hours helping to solve this problem?



★ Last semester's seniors participated by:

- ★ Gathering toilet paper, bottled water, peanut butter, soccer equipment, educational kits, canned food, and shoes
- ★ Organizing clean-ups, ASL story time, a lacrosse clinic and a 3-par Challenge
- ★ Collecting donations for socks, hygiene kits, malaria nets, Christmas for an entire family, and a professional-grade stove to prepare meals for homeless families
- ★ Sewing tiny blankets for newborns and twin blankets for those seeking a new start



- ★ **Constructing shelves and dog beds and emergency flags**
- ★ **Teaching kids to defend themselves, swim, avoid steroids, dance, make art, eat healthy, and appreciate our veterans**
- ★ **Singing to the terminally ill and playing instruments to help music teachers**
- ★ **Serving senior citizens**
- ★ **Making blogs, websites, tumblr accounts, brochures and documentaries**



- ★ **Families displaced by illness**
- ★ **Homeless students**
- ★ **Alzheimer's and Parkinson's disease**
- ★ **Distracted driving**
- ★ **Unsafe/unavailable sports equipment**
- ★ **Deafness**
- ★ **Natural disasters**
- ★ **Global health issues**



- ★ **PTSD/Veterans**
- ★ **Homeless families**
- ★ **Poverty**
- ★ **Social Injustice**
- ★ **Animal rights**
- ★ **Domestic violence**
- ★ **Suicide**
- ★ **Steroid Abuse**
- ★ **Obesity**
- ★ **Lack of funding for Arts programs**



Other Problems/Issues

- ✦ tax reform
- ✦ student loans
- ✦ minimum wage
- ✦ school safety
- ✦ gun control
- ✦ health-care
- ✦ foreign/humanitarian aid
- ✦ human rights
- ✦ terrorism/war
- ✦ capital punishment
- ✦ school prayer
- ✦ e-waste



- * environment
- * rain forest depletion
- * national parks
- * endangered species
- * renewable energy alternatives
- * Illiteracy
- * child labor
- * child soldiers
- * educating girls
- * domestic violence
- * immunizations
- * religious/ethnic conflict
- * hunger/famine
- * nuclear proliferation
- * Immigration reform
- * refugees
- * globalization/outourcing
- * other with teacher approval



Quotes from Past A4 Students

- ★ “Sometimes I feel hopeless, like I can’t control something; my project gave me a chance to at least do something.”
- ★ “I only raised \$57, but then I thought that maybe one of my dollars will be the one that cures cancer.”
- ★ “What language do crayons speak?”
- ★ “I wish someone would have done this for my grandpa.”
- ★ “Some things can’t be learned in a classroom.”

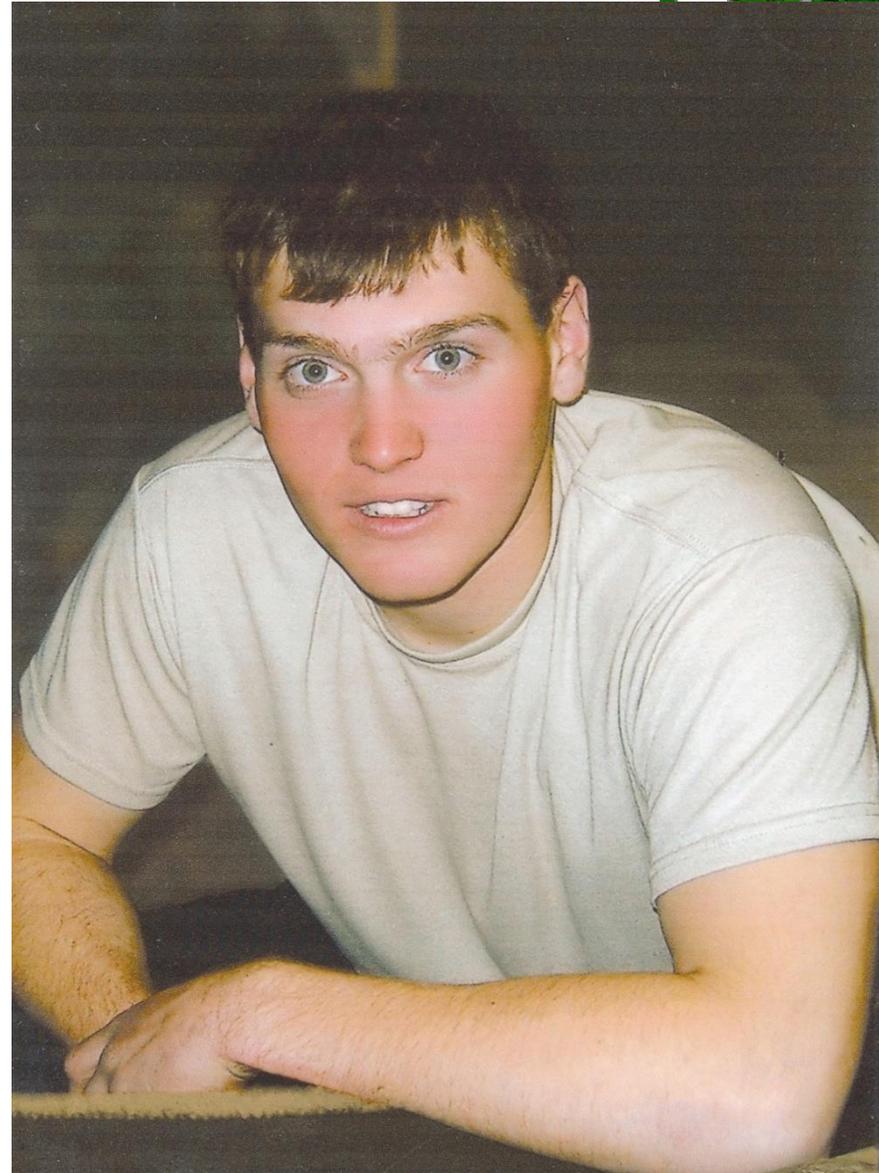


- ★ “I sort of got off track last semester, but I found myself again when I was passing out those lunches to the little kids.”
- ★ “I started working on the project and my heart just followed.”
- ★ “Somebody has to set up.”
- ★ “The best kind of service empowers others to help themselves.”
- ★ “After the project was over, I decided to keep on going.”



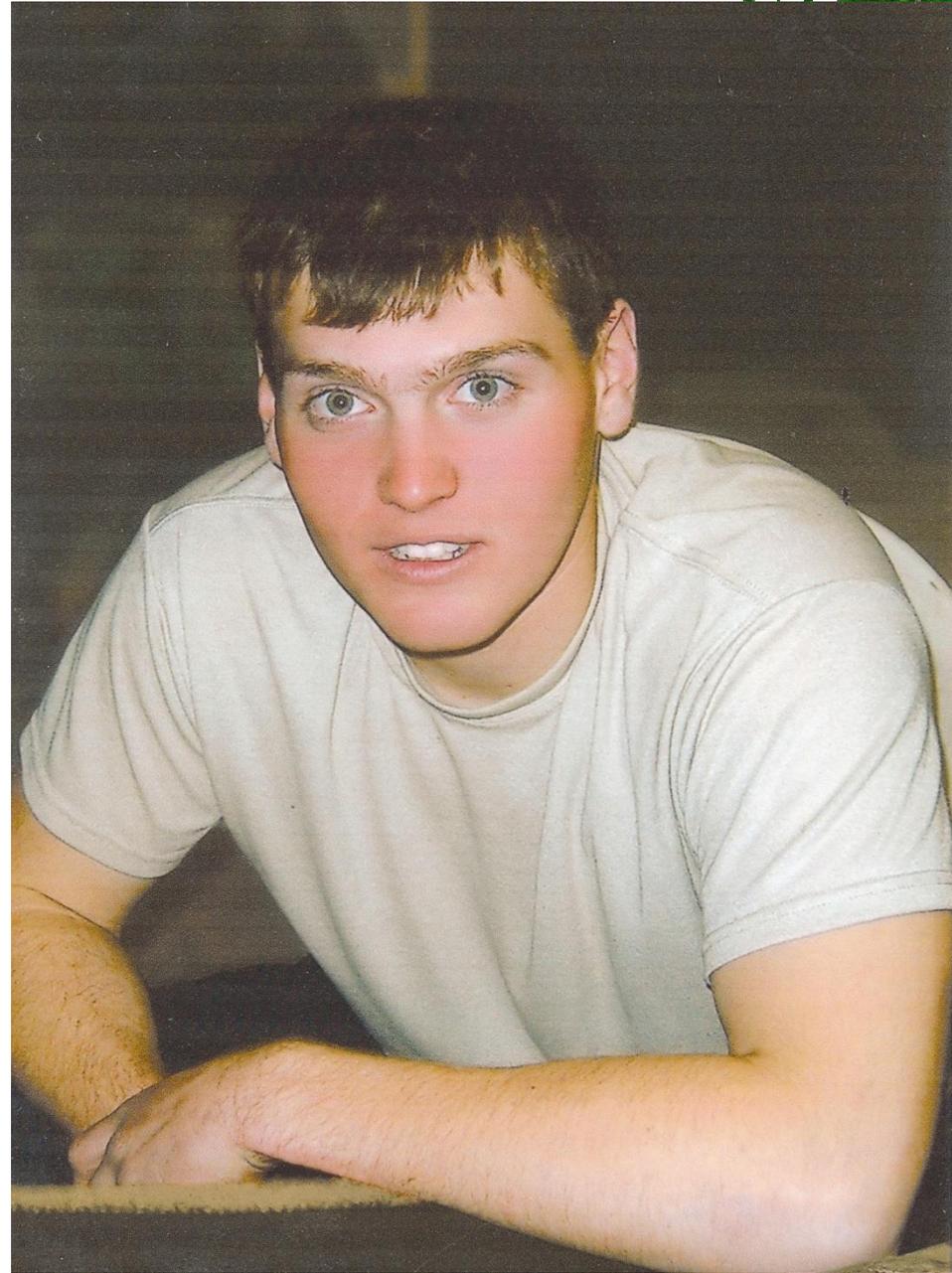


- ★ This is my former student, Kris Thomas.
- ★ He chose the issue of the Taliban in Afghanistan for his A-4 project.
- ★ He spent his 4 Participation hours volunteering in the army recruitment office.
- ★ He missed his high school graduation to start basic training.
- ★ He was recruited as the youngest Army Ranger because of his marksmanship.
- ★ After only six weeks in Afghanistan, he died in a helicopter crash on February 18, 2007.



From an article in the Los Angeles Times reporting the death of Army Ranger Kristopher Thomas:

“Thomas’ friends and family members say he had an unusual drive, sense of purpose and social consciousness. In his 2005 [A4 Project] at Roseville High School, Thomas wrote that he questioned the reasons why the United States was at war in Iraq, but felt compelled to join the military to help the many Americans fighting overseas.



Thomas' mother, Deborah Getz, didn't know that her son had written the report until his teacher, Kathy Enos, brought it to her after his death."

The words on the next slide are from Kris' A4 Project, and are carved into his headstone at the Newcastle, CA cemetery.



'I came to the conclusion that the people fighting for us are everyday people, my brother Nic included. **I didn't want to just sit back and watch the casualty numbers climb on CNN. I need to do something to help out. That's why I signed up for the Army,**' he wrote. "There are always others willing to make a choice for the greater good of society to fight for the right of those who need them most. Whether it be a fight in the field or a battle against AIDS, whatever the case may be, we need people who help those who are oppressed.'



The **red words** are engraved on his headstone at the Newcastle, CA cemetery.

SCMS: Women we helped get micro-credit to help their families escape poverty:



Nawaz Sabra Ghulam Murtaza's Group in Pakistan, Central Asia (Activity: Crafts) You Loaned:\$150.00 View loan profile at: [http://www.kiva.org/lend/200599? te=ty](http://www.kiva.org/lend/200599?te=ty)



Las Progresistas (cuenca) Group in Ecuador, Latin America (Activity: Natural Medicines) You Loaned:\$150.00 View loan profile at: [http://www.kiva.org/lend/200019? te=ty](http://www.kiva.org/lend/200019?te=ty)



Awurade Nsesa Da Trust Bank
Group in Ghana, Africa
(Activity: Beauty Salon) You
Loaned:\$150.00 View loan
profile at:

[http://www.kiva.org/lend/199620? te=ty](http://www.kiva.org/lend/199620?te=ty)



Las Orquidias Flat Group in
Mexico, Latin America (Activity:
Butcher Shop) You
Loaned:\$150.00 View loan profile
at:

[http://www.kiva.org/lend/198323
? te=ty](http://www.kiva.org/lend/198323?te=ty)

STEP #3: Create a Portfolio

Cover Page: Picto-word (5 pictures) and 1 Political Cartoon

Problem/Issue Summary: (Write this last, after you have analyzed articles, editorials and survey results, to show what you've learned about the problem/issue—1 page, single-spaced, paragraph form.)

What are the key facts and controversies? Who or what is most affected/impacted?

What are the main political/economic causes/solutions to the problem?

What might each of the three branches of gov't do to help solve the problem?

How might a liberal, conservative and centrist use government to solve the problem?



News Log:

- ★ 3 articles/per person
 - ★ must be published in a daily newspaper
 - ★ Google “newspaper article” on your topic or type your topic into the “search” box of MAJOR newspapers such as [Chicago Tribune](#) [Los Angeles Times](#) [New York Times](#) [Salt Lake City Deseret News](#) [Salt Lake City Tribune](#) [USA Today](#) [San Francisco Chronicle](#) [Washington Post](#)
 - ★ [The Spectrum](#) (local problems only)
 - ★ print out articles and highlight/number 5 key facts on each)
- 

How do I log my reading?

- ★ **You may write or type your entries.**
 - ★ **Pick up news logs in class or download at**
mrsenoswebsite.weebly.com
 - ★ **Or create your own format which should include:**
- ★ **NAME OF PUBLICATION**
(must be a daily, published newspaper)
 - ★ **DATE PUBLISHED** (Must be published after 1/1/13)
 - ★ **HEADLINE**
 - ★ **5 FACTS SUMMARIZED** (not already mentioned in the headline)
 - ★ **2 ASTUTE SHOULD QUESTIONS**



Sample News Log Entry

PUBLICATION: nytimes.com

DATE PUBLISHED: (Articles must be published AFTER 1/1/16)

HEADLINE: Banks Making Big Profits From Tiny Loans

5 FACTS: (Facts should be highlighted in a printed copy of the article.)

1. Muhammad Yunus created microcredit to fight the loan sharks.
2. Yale Prof. Karlan says micro-loans help cushion the worst blows of poverty.
3. There are no regulations for microcredit which is causing the system to become corrupt.
4. Interest rates on micro-loans might be higher than what are posted.
5. Some borrowers don't receive the full loan amount up front but still have to pay interest on the full loan.

2 SHOULD QUESTIONS:

1. Should Congress set maximum interest rates/profits for micro-loans?
2. Should banks be required to refund unfair interest paid?



Highlighted Newspaper Editorial

- ★ 1 editorial per person, printed and highlighted
- ★ Google your topic and “Opinion” or “Editorial” or “Op-Ed”
- ★ No letters to the editor or blog posts
- ★ Highlight and label 3 examples of each type of argument: logos, pathos, ethos
- ★ (see rhetorical triangle on next slide)
- ★ underline the claim



Rhetorical Triangle

RHETORIC: *Using arguments, written or spoken, to support a claim.*

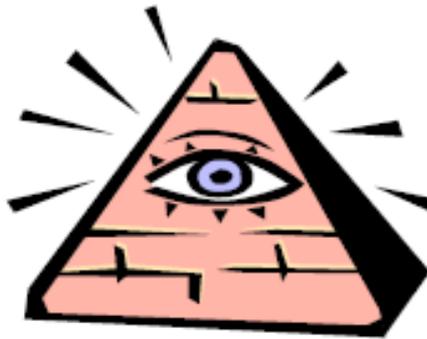
PURPOSE: *To influence beliefs or behavior of a reader or listener.*

LOGIC (LOGOS):

Does the argument make sense?
Does it include evidence, facts or analogies?

EMOTIONAL APPEALS (PATHOS):

Does the argument “feel right”?
Does it appeal to the values and interests of the audience?
Does it include stories, humor, imagery, patriotism or fear tactics?



CREDIBILITY (ETHOS):

Does the writer/speaker

- Seem believable?
- Have personal experience with the issue?
- Acknowledge opposing viewpoints?
- Quote experts?

3 Organizations (working to solve the problem/per group)

- ★ 2 NGOs (google your topic and “NGO” or “non-profit organizations”)
- ★ 1 government agency: search at <http://www.usa.gov/directory/federal/>
- ★ or Google your topic and “government agency” of “federal government” or “federal bureacracy”



3 Organizations, continued

- ★ On one page, list the
 - Name of Organization/Agency
 - Contact Info (email or web address)
 - Mission or Purpose of Organization/Agency (summarized in your own words)
 - List how students might SPECIFICALLY help the organization carry out its mission or benefit from services the NGO/gov't agency provides



Public Opinion Survey

- ★ 7 questions/group
- ★ 10 written surveys signed by respondents (per student)
- ★ 1 paragraph/group summarizing survey results
- ★ You will write the questions for your survey in class on:
 - ★ A-Day =
 - ★ B-Day =
- ★ Please see step-by-step tutorial
- ★ Slides 32-53



A4 Citizen Public Opinion Survey Instructions

Your survey should include at least 7 questions about your problem/issue and/or possible solutions, and must be taken by each respondent in writing and signed (10 per person).

Dual alternative (include at least 2) questions offer only two choices: yes or no, true or false, etc. Make sure there are only two possible answers.

Example: Did you enjoy watching the movie? _____ Yes _____ No

Multiple Choice (include at least 2) questions offer three or more choices. Make sure each choice is a possible answer. There should be no *wrong* answers.

Example: I chose not to go to the school dance because

- _____ 1. I had already planned to do something else.***
- _____ 2. I wasn't interested in the activities planned for the dance.***
- _____ 3. I didn't know about it.***
- _____ 4. None of the above.***

Completion (include at least 2) questions ask the person completing the survey to fill in a blank and complete the sentence.

Example: I would probably buy a new mountain bike if _____.



Open-ended (include at least 1) questions provide the best opportunity for people to give their opinions. Beginning questions with terms such as “how”, “in what way”, and “why” ask for more than a “yes or no” response.

Example: How could the basketball tournament be improved next year?

Remember to record the answers and analyze the results together. Then write a paragraph summarizing your results answering this question: What conclusions can you make about your problem and its possible solutions?

For extra credit you may use charts/graphs to show the results of your survey questions.



Public Opinion Surveys



'I'm not as much undecided as I am totally disgusted.'

Types of Public Opinion Polls

- ★ Straw Poll = informal survey by show of hands
- ★ Scientific Sampling = survey a small group that is “representative” of the whole population
- ★ Look for:
 - Name of polling organization or sponsor (Who paid for the survey?)
 - The actual question asked (type? bias?)
 - Date of the poll (Opinions change over time.)
 - Sample size (How many were surveyed?)
 - Margin of error (How reliable are the results?)





Photo by United Press International, Inc.

- * Harry Truman displays a copy of the Chicago Daily Tribune newspaper that erroneously reported the election of Thomas Dewey in 1948. Truman's narrow victory embarrassed pollsters, members of his own party, and the press who had predicted a Dewey landslide.



Writing Survey Questions*

- ★ Ask: "What do I/we hope to learn from asking the questions?"
- ★ This defines your **objectives**
 - What you want to learn from the survey
 - What will be the focus of your survey?:
 - **How aware are people about the problem?**
 - **What solutions might people support?**
 - **What do people think the gov't should do to solve the problem?**
 - **Others?????????**



- ★ Example: your group wants to clean up the local river. You feel that with some help and some money you could make it really beautiful again.

- ★ You want to survey your local community to find out:
 - Are other people also worried about the river?
 - Would they be willing to donate their time or money to help?



- ★ **Your Turn: Discuss–**
- ★ **"What do we hope to learn from asking the survey questions?"**
- ★ **What aspect of our problem/issue do we want to focus?**



*** Now you know why you are doing a survey, start writing down the questions you will ask!**

*** Just brainstorm and quickly write down any questions you think may be useful.**

*** Don't worry about quality at this stage, you will improve your list of questions later.**



★ Example: Questions you could ask for the river survey:

- Does pollution worry you?
- Do you ever go down to the river?
- Can you spare some money to help the river?
- Have you noticed the pollution in the river?
- Would you be happy to volunteer for river cleanup?
- When would you be available to help?
- How should we clean up the river?



**★ Your Turn: Brainstorm
some written questions
for your own survey!**



- ★ You can also ask the “surveyed” about themselves (not too personal—they will be asked to sign the survey) such as
 - age group
 - male or female
 - political party, etc.
- ★ so that you can better interpret the results
- ★ But these types of questions don’t count toward the 7 question total.



Types of Questions

A survey question can be:

- **Open-ended**

- **Completion (fill in the blank)**

- **Short answer**

- can answer in any way they want

- **Closed-ended—**

- **dual alternative (YES/NO OR TRUE/FALSE)**

- **multiple choice (4 CHOICES)**

- these are much easier when analyzing your results

- but may stop people from giving their best answers



★ Example: *"What do you think is the best way to clean up the river?"*

★ Make it **Open-ended**: the answers will be harder to tally, but you may get some good ideas, and there may be some good quotes for your presentation.

★ Example: *"How often do you visit the river?"*

★ Make it **Closed-ended/Multiple Choice**:

• Nearly every day

• At least 5 times a year

• 1 to 4 times a year

• Almost never

★ Easy to tally and analyze the results.



Multiple Choice Alternative:
You can also make statements and
see if people agree:

Hint: Try to avoid neutral answers (such as "don't care") because people may choose them so they don't have to think about the answer!



SCALED ANSWERS

- ★ Try using a spectrum on which they can rate their feelings about the problem/issue.
- ★ Have "opposite" words at either end and a scale in between like this:
 - ★ The river is ...
 - ★ Polluted :___:___:___:___:___: Clean

 - ★ Cleaning up the river is ...
 - ★ Easy :___:___:___:___:___: Difficult



RATED ITEMS

- ★ For this type of answer the person gets to rate or rank each option.
- ★ Example: Please rank the following activities from 1 to 5, putting 1 next to your favorite through to 5 for your least favorite.
- ★ ___ Fishing
- ★ ___ Football
- ★ ___ Golf
- ★ ___ Shopping
- ★ ___ Sleeping



Sequence of Questions

Try to have your questions go:

- from the least sensitive to the most sensitive
- from the more general to the more specific
- from questions about facts to questions about opinions

Example: I will ask people how often they visit the river (a fact) before I ask them what they feel about pollution (an opinion).

I will ask people their general feelings about the environment before I ask them their feelings about the river.



★ **Your turn: Go through your questions and put them in the best sequence possible.**



- ★ **Your Turn**
- ★ **Look at each of your questions and decide which question should be**
- ★ **Dual alternative (2 questions/2 choices)**
- ★ **Multiple Choice (2 questions/4 choices)**
- ★ **Completion (2 questions)**
- ★ **Open-ended (1 question)**
- ★ **(take the opportunity to rewrite any questions, too)**



Check Your Original Objective

Look back at your original objectives for this survey ...

- Will the questions really help you find out what you want to know?
- Is there something else you want to find out? Write more questions!
- Are there some questions you can remove? (smaller surveys are easier to take and tally!)



How Will I Gather the Answers?

- ★ Type your questions so it is easy to answer the questions AND easy to total up the answers later on.
- ★ Remember to leave plenty of space for open-ended questions.
- ★ Remember to create and label a place on the survey where the respondent can print and sign her name.



Optional: Test It Out

- ★ Try the questionnaire on other students in the class or a family member.
 - ★ Notice any difficulties your friends have with the questionnaire.
 - ★ See what you can do to improve it.
- Now you have your questions as perfect as you can get them ..
... go out and ask them!**



How Will I Show the Results?

- ★ Required: Review your results as a group and come to some conclusions according to your objectives. Write one paragraph/group summarizing your results by coming to some conclusions about what you learned.
- ★ Optional Extra-credit: Create an info graph to show your results:
 - in a table,
 - a bar graph,
 - a pie chart,
 - or just explained in words.

Example: You decide to have six options for "How many times do you visit the river" so the bar graph looks best.



Step #4 (4th Quarter)

Participate for 4+ Hours

- ★ You must have teacher approval before you begin your 4-hour Participation.
- ★ Your 4-hours must relate to your Portfolio topic.
- ★ Fill out the “A4 Participation Proposal” form and turn it in to Mrs. Enos
- ★ OR
- ★ Email Mrs. Enos with the specific answers to ALL the questions on the form.
- ★ Mrs. Enos will then give (or email you) a time card to keep track of your hours.



- ★ The FINE Print
- ★ You may not count any hours for which you will receive credit in another
- ★ Class (ex. LIA)
- ★ Club (ex. BOLTS)
- ★ Organization (ex. NATIONAL HONOR SOCIETY)
- ★ OR
- ★ for which you will be paid or have been paid in the past



For a maximum “C” grade (75/100), you should ***OBSERVE*** government at work by attending meetings totaling 4 hours of the

- ★ Washington County School Board
<http://www.washk12.org/district/school-board>
- ★ St. George City Council
<http://www.sgcity.org/departments/citycouncil/>
- ★ Another government agency with teacher approval (Washington County, Washington City, Planning Commission, etc.



For a maximum “B” grade (85/100), you should ***GET INVOLVED*** by volunteering for/at

- ★ Washington County Volunteer Center
<https://volunteernow.galaxydigital.com/need/>
<http://www.volunteernow.net/>
- ★ <http://www.volunteermatch.org/search?l=St%20George%2C%20UT>
- ★ Local NGOs (non-profit organizations)
- ★ <http://www.dixiecareandshare.org/>
- ★ www.switchpointcrc.org/
- ★ <http://www.volunteermatch.org/search?l=Washing%20ton%20County,%20Saint%20George,%20UT,%20USA>



For an “A” grade (100+++/100), you should complete 1 of the following to try to **MAKE A DIFFERENCE**:

- ★ Organize and carry out a fundraising activity for an NGO <http://www.fundraising-ideas.org/DIY/>
- ★ Most NGOs have “Ways to Help/Donate” on their websites <http://www.redcross.org/>
- ★ & down-load-able brochures with instructions of how to donate when asking people who don’t know you to donate <http://www.bgcma.org/>
- ★ It’s okay to ask for cash from family, friends, neighbors who know and trust you.
- ★ You should raise awareness, too, at fund-raising events using posters, brochures, photos to inform



- ★ Develop and maintain a website, blog, or other social media platform about the problem/issue.
- ★ Find free website templates at www.weebly.com
- ★ Student website example
- ★ <http://bewareofcybersecurity.weebly.com>
- ★ Find free blog templates at www.blogspot.com and <https://www.tumblr.com/>
- ★ Student blog example [Adopting Healthy Lifestyles](#)
- ★ You must maintain all social media platforms (blogs, Facebook, Twitter, Tumblr, etc.) by posting at least 3 times per week for at least 3 weeks
- ★ Student Facebook example
- ★ <https://www.facebook.com/homelesschildrenofwashingtoncounty>



- ★ Create a well-researched/produced mini-documentary and post it on youtube.com.
- ★ <http://youtu.be/NJrFY70zgzg>



- ★ Submit an alternative participation proposal for approval.



STEP #5: Class Presentation

- ★ Use technology to enhance your presentation (examples on next slide)
- ★ Stay within time limits (alone/2-3 min; partners/3-5 min; groups/4-7 min)
- ★ Summarize the problem/issue and why you chose it.
- ★ Share one organization/how your classmates can get involved.
- ★ Share one artifact (photo, brochure, screen shot/link to website) from your Participation.
- ★ Briefly re-cap your contribution and how you are becoming an A4 Citizen.



- ★ Prezi examples
- ★ https://prezi.com/5ju3dk1_hvyo/building-dog-beds-for-the-shelter/
- ★ http://prezi.com/louwmznm1i01/?utm_campaign=share&utm_medium=copy&rc=ex0share
- ★ Link to NGO example
- ★ <http://www.cjcwc.com/>
- ★ Other examples can be found on the A4 drop-down menu—scroll to the bottom of the page.



STEP #6. CLASS PRESENTATIONS REFLECTION CHART

Make A4 observations during class presentations or from student presentations posted on class website at mrsenoswebsite.weebly.com.



GROUP MEMBERS & PROBLEM	<u>AWARE</u> List two facts about the problem that you didn't already know.	<u>ASTUTE</u> Write one astute question about the problem NOT answered in the presentation.	<u>ARTICULATE</u> Rate the presentation (5, 4, 3, 2,1) (5 = MOST ARTICULATE)	<u>ACTIVE</u> List one way you can also help solve this problem.

REQUIREMENTS	DONE	COMMENTS
Used technology		
Explained why problem/issue/organization matters		
Introduced 1 NGO and explained how students can help or benefit		
Re-capped PARTICIPATION hours		
Showed one artifact		
Shared student become a more AWARE, ASTUTE, ARTICULATE and ACTIVE CITIZEN		
within time limits (alone/2-3 minutes; partners/3-5 minutes; group/4-7 minutes)		
TOTAL SCORE	/35	



STUDENT EXAMPLES

- ★ Emily and Tyson https://docs.google.com/presentation/d/1c2IM5whCI-pHU_01TMr8qOGEWUcxtwMZ6YHGpD7Pv1I/edit#slide=id.p3
- ★ Cody <http://thecostofhealthcare.weebly.com/sites.html>
- ★ Angela https://prezi.com/pdjt0hxoeswx/the-importance-of-literacy/?utm_campaign=share&utm_medium=email
- ★ Noah <http://observationsofzealotrya4.blogspot.com/>
- ★ Dallin dhhsliteracy.weebly.com
- ★ Chander <http://unemploymenthighschoolhelp.weebly.com/>
- ★ Maddie/Haley <http://parentswhosupport.weebly.com/>



- ★ Michael Ritzman <https://prezi.com/5tqerb5gkrtb/copy-of-housing-for-the-homeless/>
- ★ Kade [Kade https://prezi.com/g2vaeyh3rpva/terrorism/](https://prezi.com/g2vaeyh3rpva/terrorism/)
- ★ Kim/Mady
https://docs.google.com/presentation/d/1RUFLMh_ijkT1Z6ecGU975SUNo1dSXcuN0xPueuoYqr4/edit#slide=id.p
- ★ Shelby/Becca/Bodie
https://docs.google.com/presentation/d/1QYacUQJITAW/C96L_SFzIN14Kt2NM869A7vcSDCdHAVI/edit#slide=id.p
- ★ Ashley
https://docs.google.com/presentation/d/1jG2YqsT0mfy8L8H90r9Qn8-Rs_4wKIFhqHbi85Wi_uo/edit#slide=id.p3
- ★ Tristen <https://prezi.com/jqm1hjdghoda/trail-maintenance/>
- ★ Tucker/Bridger <https://prezi.com/ibs1jgjp1vtk/care-packages-4-kids/>
- ★ Blake Joe <https://prezi.com/dicq5yxa7wi2/a4-presentation-blake-joe>

A4 CITIZEN PROJECT RUBRIC	SCORE	COMMENTS
<i>PORTFOLIO (3rd Quarter)</i>		
Cover Page including 5-picture-Pictoword	/5	
Problem Statement	/20	
News Article(s) and Log Entries (3 per person)	/30	
Survey (7 questions/per group; 10 written and signed surveys/per person; 1 summary of results/per group)	/20	
Editorial (1 per person)	/10	
Organizations (3/per group)—2 NGOs/1 Government Agency	/15	
<i>4-Hour PARTICIPATION (4th Quarter)</i>	/100	70 Max for “C” project 85 Max for “B” project 100+++ for “A” project
<i>PRESENTATION</i>	/35	
<i>CLASS PRESENTATION REFLECTION</i>	/15	
TOTAL	/250	

* In a democracy, every citizen, regardless of his interest in politics, "holds office"; every one of us is in a position of responsibility, and, in the final analysis, the kind of government we get depends upon how we fulfill those responsibilities. We, the people, are the boss, and we will get the kind of political leadership, be it good or bad, that we demand and deserve.

--John F. Kennedy