

## Debriefing PoliCraft: Who can help me finish my story?

<p><b>Title:</b> Who can help me finish my story?</p>	<p><b>Time Frame:</b> Two 45 minutes class periods</p>
<p><b><u>C3 Framework for Social Studies State Standards</u></b></p>	<p><b><u>CCSS/ELA Literacy Standards</u></b></p>
<p>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</p>	<p><u>CCSS.ELA-LITERACY.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>
<p>D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p>	<p><u>CCSS.ELA-LITERACY.W.9-10.2.A</u> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	<p><u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>Objectives:</b> Students will write a letter to an elected official seeking more information about the narrative they developed in the PoliCraft Game.</p>	
<p><b>Recommended Procedures</b></p> <ol style="list-style-type: none"> <li>1. If you have not taught the concept of federalism to students, you will have to provide instruction on this topic and how it relates to the public policy issues they chose for PoliCraft Game play. I civics.org has lesson plans related to this topic if you require more resources. <a href="https://www.icivics.org/search-results?keywords=federalism">https://www.icivics.org/search-results?keywords=federalism</a></li> <li>2. After students have a clear understanding how power is distributed between the states, federal and local governments. Hand out the letter writing assignment, "Who can help me finish my story?"</li> </ol>	
<p><b>Alternative Procedures:</b></p> <ul style="list-style-type: none"> <li>• You can contact the offices of your local elected officials to inform them that letters will be arriving. You can invite them to visit the class in person to respond to the letters.</li> </ul>	
<p><b>Other Resources:</b> To find the names and contact information for your elected officials, students can follow these directions.</p> <ol style="list-style-type: none"> <li>1. You will need to find out your nine digit zip code. If you do not know it, use this link to the <a href="#">US post office to find out</a>.</li> <li>2. Next, fill in your nine digit zip code on the <a href="#">Common Cause</a> OR <a href="#">Project Vote Smart</a> website in the box provided.</li> <li>3. Finally, click the prompt in the middle of the page that says "Current Officials".</li> </ol>	

## **Who can help me finish the story?**

You are to write a letter to a government official who has power to impact the outcome of the public policy issue you chose for PolitiCraft Game Play

First, you need to identify the correct level of government under our system of **federalism** that should address this issue. Then you must identify which branch to address your comment to.

Second, your letter will have the following components.

1. A brief introduction of yourself.
2. A short paragraph explaining your understanding of the issue and how it relates to **limited government**.
  - a. What do you think the rights of individuals are in relation to this issue?
  - b. What do you think the role of the government is in relation to this issue?
3. A brief explanation of the public policy solution you proposed in your narrative. Be sure to address possible counter-claims.
4. A request for more information. Ask them their stand on the issue.
5. Conclude your letter with a summary statement that expresses the importance of this issue.
6. Finally, craftsmanship is a key element to this assignment. You must spell-check your work and write in complete sentences.

### **Learning targets for this assignment**

- ✓ I can produce a clear and coherent letter to an appropriate elected official about a public policy issue that both demonstrates my understanding of the topic and makes an inquiry about their understanding and position on the issue.
- ✓ I can provide a concluding statement in my letter that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- ✓ I can interpret a variety of public policies and issues from the perspectives of different individuals and groups.
- ✓ Analyze roles and influences of individuals, groups, and media in shaping current debates on state and national policies.

	Exemplary	Proficient	Emerging	Insufficient
Appropriate introduction	X	A brief introduction is given with context of assignment. Include such things as year in school, activities and future plans.	X	Introduction of self is confusing and or vague. There is no context for the letter provided.
Correct elected official is contacted	The correct branch of government is contacted at the correct level of government	X	Either the correct branch of government is not contacted or is the correct level of government is not.	Neither the correct branch of government is contacted nor is the correct level of government
Explanation of relevance of issue to limited government.	A thorough description of the issue is given. The importance of the issue is also explained with a specific tie to the rights of individuals and the role of government.	A description of the issue is given. The importance of the issue is also explained with a tie to the rights of individuals and the role of government.	A confusing description of the issue is given. The importance of the issue is missing either a specific tie to the rights of individuals or the role of government.	Understanding of the issue is NOT present. The importance of the issue is NOT tied to the rights of individuals or the role of the government.
An explanation of the public policy solution; providing counterarguments for possible opposition to solution.	An explanation of one's opinion on how the issue should be resolved is provided, with specific counter-arguments made to address possible opposition to the solution.	An explanation of one's opinion on how the issue should be resolved is provided, with limited counter-arguments made to address possible opposition to the solution.	An explanation of one's opinion on how the issue should be resolved is provided, with no specific counter-arguments made to address the possible opposition to the solution.	The explanation of one's opinion on how the issue should be resolved is confusing, with no specific counter-arguments made to address possible opposition to the solution.
A request for information is made	A clear, concise request is made asking the elected official what he /she thinks. Create new policy? Enforce existing policy? Rescind existing policy?	A brief request is made asking the elected official what he /she thinks. Create new policy? Enforce existing policy? Rescind existing policy?	A confusing request asking the elected official what he /she thinks is made.	The question asked of the official is unrelated or inappropriate.
Appropriate conclusion	There is a concluding statement that strongly articulates the implications or the significance of the topic.	There is a concluding statement that articulates the implications or the significance of the topic.	There is an attempt to make a concluding statement, but the relevance of the topic is unclear.	There is no concluding statement that articulates the importance of the topic.
Craftsmanship Correct grammar, punctuation and capitalization are evident.	There are NO grammatical errors or spelling mistakes	There is an attempt to spell check & avoid grammatical errors, but some are present.	X	There is no evidence that spell check was used. The errors in grammar are distracting.