

STEP VII

Developing a Portfolio to Present Your Research



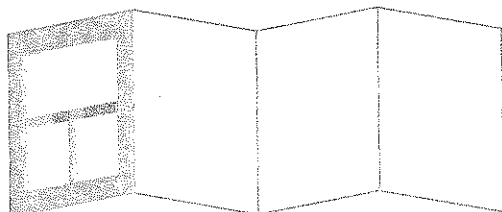
PURPOSE

Now that your class has completed Step VI, you are ready to begin to develop a portfolio. The portfolio should contain two basic elements: a visual display section and a document folder. These elements will

each contain four parts corresponding to the four tasks completed at the end of Step VI. Your class will be divided into four groups. Each group will be responsible for creating one of the four parts of the portfolio.

EXPLAINING THE PROBLEM

This group is responsible for explaining the problem in the first display and documentation sections of the portfolio.



DISPLAY KEY

This part should include the following items:

- 1 **A written summary of the problem**
Review material gathered by research groups. Write no more than two double-spaced typed pages/script explaining the problem. Summarize what you have learned in response to the following questions.
 - How serious is this problem in your community?
 - How widespread is the problem in your school, neighborhood, city, state, or nation?
 - Why is this a problem that should be handled by government? Should anyone else in the community also take responsibility for solving the problem? Why?
 - Which of the following do you think is true? Explain your response.



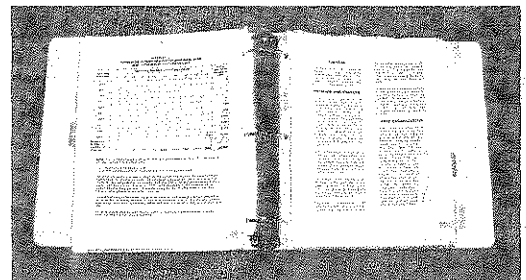
- There is no public policy for dealing with the problem.
 - The public policy for dealing with the problem is not adequate.
 - The public policy for dealing with the problem is adequate, but it is not being well implemented or enforced.
- What disagreements, if any, exist in your community about the problem and the way it is being handled?
 - Who are the major individuals, groups, or organizations with an interest in the problem?
 - What is their interest?
 - What positions are they taking?
 - What are the advantages and disadvantages of their positions?
 - How are they trying to influence government to adopt their views?
 - What level and branch of government or governmental agency, if any, is responsible for dealing with the problem? What is it doing about the problem?
- 2 Graphic presentations of the problem**
These may include charts, graphs, photos, political cartoons, newspaper headlines, tables of statistics, and other illustrations. Illustrations may be from printed sources or they may be your original creations. Each illustration should have a caption or title and a source citation where appropriate.
- 3 Identification of your sources of information** Include a bibliography identifying all sources used.

Regardless of the presentation format your class chooses to present its work, you will need to create a documentation section in the form of a three-ring binder that includes copies of the best or most important information your class, or small group, gathered and used in your examination and explanation of the problem.

For example, you may include selected

- newspaper or magazine clippings
- written reports of interviews with people in the community
- written reports of radio and television coverage of the problem
- communications from public and private interest groups
- excerpts from government publications

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one-page summary (or abstract) of the document either taken from the document itself or written by the group. Be sure to prepare a table of contents for this section.



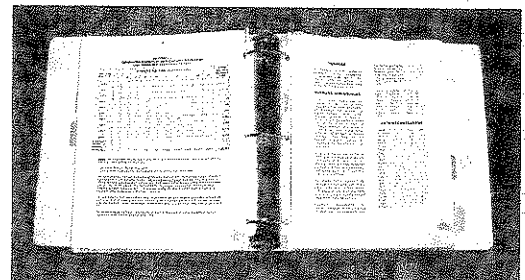
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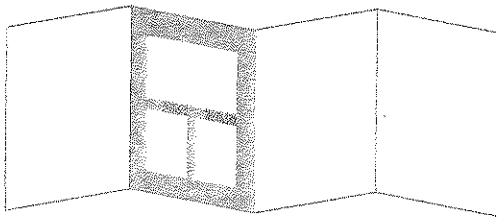
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EXAMINING ALTERNATIVE POLICIES TO DEAL WITH THE PROBLEM

This group is responsible for clearly explaining and evaluating present and/or alternative policies designed to deal with the problem. This group's findings are presented in the second display and documentation sections of the portfolio.



DISPLAY KEY

This part should include the following items.

- 1 **A written summary of alternative policies**
Identify two or three alternative public policies for dealing with the problem. These may include an existing policy or others being proposed by individuals or groups in the community. For each public policy presented, include no more than one double-spaced typed page/script that summarizes your answers to the following questions:
 - What is the existing public policy, or the policy being proposed by an individual or group?
 - What are the advantages and disadvantages of this policy?
- 2 **Graphic presentations of the policies**
These may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations related to the policies. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title and a source citation where appropriate.
- 3 **Identification of your sources of information**
Include a bibliography identifying all sources used.

B DOCUMENTATION SECTION 2

Regardless of the presentation format your class or small group chooses to present its work, you will need to create a documentation section in the form of a three-ring binder that includes the best or most important information your class, or group, gathered and used in examining and evaluating present and alternative policies to deal with the problem.

For example, you may include as documentation

- selected newspaper or magazine clippings
- written reports or summaries of interviews with people in the community

- written reports of radio and television coverage of the problem
- communications from public and private interest groups
- excerpts from government publications

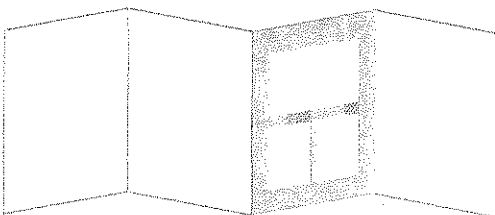
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PROPOSING A PUBLIC POLICY TO DEAL WITH THE PROBLEM

This group is responsible for proposing a public policy to deal with the problem. The public policy your group chooses must be agreed to by a majority of the class or small group. It must also be a policy that does not violate your federal or state constitution. A Constitutional Opinion Form is included on pages 67–68 to assist in making sure your policy does not violate the U.S. Constitution or your state constitution. Once this is decided, your class, or small group, may choose to

- support one of the alternative policies identified by Portfolio Group 2
- modify one of those policies
- combine aspects of several of the alternatives
- develop your own public policy



DISPLAY KEY

This part should include the following items:

- 1 A written explanation and justification for your proposed public policy
You should explain the public policy your class, or group, has developed and your reasons for supporting it. In no more than two double-spaced typed pages
 - describe the public policy your class, or group, believes will best deal with the problem
 - explain the advantages and disadvantages of your proposed public policy
 - use the Constitutional Opinion Form on pages 67–68 to record your explanation of how and why your proposed public policy serves the purposes of government set forth in the Preamble to the U.S. Constitution and does not ask government to do something prohibited by the U.S. Constitution
 - list the branch or agency and level of government that should be responsible for carrying out your proposed public policy
 - explain whether your public policy should involve the assistance of civil society and/or the private sphere and your reasons

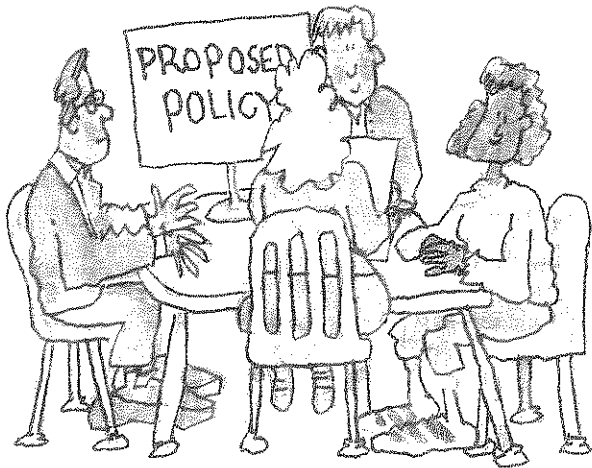
2 Graphic presentations

of your proposed public policy

These may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations related to the policy and the problem it is designed to solve. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title and a source citation where appropriate.

3 Identification of your sources of information

Include a bibliography identifying all sources used.



Regardless of the presentation format your class or small group chooses to present its work, you will need to create a documentation section in the form of a three-ring binder that includes the best or most important information your class, or group, gathered and used in developing its proposed public policy.

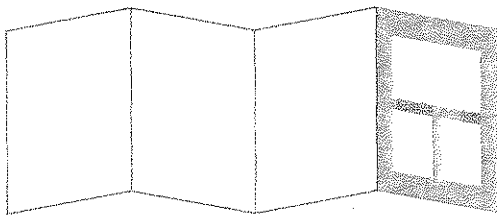
For example, you may include as documentation

- selected newspaper or magazine clippings
- written reports or summaries of interviews with people in the community
- written reports of radio and television coverage of the problem
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- excerpts from government publications

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DEVELOPING AN ACTION PLAN

This group is responsible for developing an action plan for getting your proposed public policy adopted and implemented by government. The plan should include all of the steps that would be necessary. Your group will explain the action plan in the display section and in the documentation section of your class, or small group, portfolio.



DISPLAY KEY

This part should include the following items:

- 1 **A written explanation of how your class could develop support for your proposed public policy among individuals and groups in your community**
On one double-spaced typed page/script, describe the main points of your policy and your action plan to get it adopted. Be sure to
 - identify influential individuals and groups in your community who might be willing to support your proposed public policy, and briefly describe how you might gain their support
 - identify groups in your community that might oppose your proposed public policy, and explain how you might convince them to support it



2 A written explanation of your action plan for gaining support from your government for your proposed public policy

On one double-spaced typed page, describe the main points of your plan. Be sure to

- identify influential government officials and agencies that might be willing to support your proposed public policy, and briefly describe how you will get them to support it
- identify people in government who might oppose your proposed public policy, and explain how you might convince them to support it

3 Graphic presentations of your action plan

These may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title and where appropriate, a source citation.

4 Identification of your sources of information

Include a bibliography identifying all sources used.

Regardless of the presentation format your class or small group chooses to present its work, you will need to create a documentation section in the form of a three-ring binder that includes the best or most important information your class, or group, gathered and used in developing your action plan.

For example, you may include as documentation

- selected statements by influential individuals and groups
- statements by influential government officials and agencies
- newspaper or magazine clippings
- written reports of interviews with people in the community
- written reports of radio and television coverage of the problem
- communications from public and private interest groups
- excerpts from government publications

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one-page summary (or abstract) of the document either taken from the document itself or written by the group.