Exploration

Complete this after you've drafted your driving question // DUE DATE: _____

Answer some or all of the following questions:
➔ Write down a 1-2 sentence synopsis or summary of each of the articles that you have found so far, and explain how they relate to your universal theme and which generalizations they connect to.
➔ So far, in your exploration of the topic, what did you learn that was new?
➔ In your exploration of your topic, did you change your topic, your driving question, conflict, or generalizations? Why did you change any of these elements, or why did you not change them?
➔ In your next steps, what other information do you hope to find?
➔ How is your collaboration going so far? What is working well and not working well?

Write your reflection here:

One of the major key points in all articles is voter caging. It is an act in which both political parties mail certain information about their candidates so that people will be swayed to favor their candidate. This act is connected to " is composed of opposing forces." When both political parties practice voter caging, they are contradicting the democratic practice of voting by giving the voters biased information, and restricting them to a certain viewpoint. One of the new things I learned on top of voter caging is voter purging. Voter purging is when government official remove voter names from the voter roll so that they can't vote anymore. This contradicts the democracy of voting because it doesn't allow people to practice their right to vote. Yes, I changed my topic from theocracies vs democracies to the Time's Up movement, and then I finally settled on this topic. I changed them because I never found something I was truly interested in, or anything I could find a lot of information about. In my steps I hope to find more information on how certain campaign tactic interfere with our democracy. I also hope to find more tactics that are used in which the political parties oppose each other. Well, I'm working alone, so at times it gets overwhelming and I have certain stages in which it is too much and I am so stressed.

Exploration of Research

Complete this after you've drafted your Student-led Research Plan // DUE DATE: _____

Answer some or all of the following questions:
➔ Since the last time you wrote about your research, what did you find out? Did your driving question or topic change? Why or why not?
➔ Now that you are in the "student-led research" part of the process, which student-led research option are you doing? (Survey, interview of an expert, observation, or experiment) Why?
➔ What has been easy and what has been difficult about this process?
➔ In your next steps, what do you need to do to make sure you successfully complete this component of the project? What are some things you need to do?
➔ How is your collaboration going so far? What is working well and not working well?

Write your reflection here:

Since I last researched I found out there is an unfair system when regarding incumbent candidates campaigning. Senators that r ein office and decide to run again can use the government's money, giving them an advantage, If newcomers try to come in, they would have to use their own money to campaign. This could create bias depending on the political party the candidates identify with. I changed my driving question so that it focuses more on the tactics used by political parties, not just them in general. For my student-led research I am doing an observation. I chose to do this because it will allow me to see the impact that the certain tactics used by the political parties have on the voters. What has been easy is the student-led research and finding an idea for it, gathering information has been somewhat difficult. To make sure I successfully complete this component is to fill out the boxes necessary that are full of observation we made, and new information we have learned. I am working alone and so far it has gone well, I know that as I start working on my board I will become more stressed.

Exploration through Creativity

Complete this after you've worked on the ISD and you've submitted a proposed plan for the board design and creative piece   // DUE DATE: _____

Answer some or all of the following questions:
- ➔ Since the last time you wrote about your research, what did you learn about your topic?
- ➔ What did you learn about yourself and your ability to work with others?
- ➔ What does your group want to do to make sure your tri fold board background and imagery connects to your conflict, topic, and generalizations on a deep and symbolic level?
- ➔ What artistic or supplemental pieces (sculpture, film, performance, interactive element, tech component, painting, mural, etc…) are you planning on doing for your project? Please be sure to draw it in the blank spaces provided for you and write a justification for it.
- ➔ In your next steps, what do you need to do to make sure you successfully complete this component of the project? What are some things you need to do?
- ➔ How is your collaboration going so far? What is working well, and not working well?

Write your reflection here:
Since the last time I wrote about my research I learned that there was an act passed that would prohibit racial discrimination in voting, the Voting Rights Act of 1965. Despite this, there are still tactics that are used, but still contradict that law. I learned that I have very bad habits, and often procrastinate too much, which just causes me to have stress. However, when it is really time to get everything done, I will finish all of it. For the background of the trifold board I will include two voter polls, one red and one blue, with hands sticking out from the top. The hands represent how the political parties continue to feed into the voters, even though that should just be left to the voters themselves. I haven't thought that much about my creative piece, but I am thinking of creating a political "journey" along with two other groups focusing on political parties. To successfully complete the creative component I need to make sure that I always stay inspired to do the artwork, and that I work hard on what I'm doing. Since I am working alone I slack sometimes, but at the end I have everything done. I'm feeling a bit overwhelmed because I have to edit my ISD, and finish my trifold board, and do it quick, but I'll get it done.

Exploration through Revision & Performance

Complete this after you've turned in your trifold and notecards // DUE DATE: _____

Answer some or all of the following questions:
➔ What is your driving question?
➔ What are some of the revisions that you have made to your presentation as you have prepared and rehearsed?
➔ Did you learn about the importance revision and editing? Explain!
➔ What did you learn about scholarly and student-led research through this experience?
➔ What did you learn about the presenting in front of others?
➔ How do you think you did on collaborating with your group?
➔ If you could have done anything differently, what would it have been?
➔ What did you learn about creativity and design?
➔ What is one piece of advice you would give to an incoming student next year about the project-based learning experience of Symposium?

Write your reflection here:

GATE SYMPOSIUM Self-Evaluation Document   (#5 of 5)

Complete this after GATE SYMPOSIUM is over.   DUE DATE: _____

Please do not forget to take the post-test! You can access it on LiftTheGifted.org

Each member of your group must complete this and turn it in individually.

GROUP WORK + COLLABORATION + INDIVIDUAL CONTRIBUTIONS - Your teacher will give you a score based on your responses here.

Student name: Allyson Alavez

Driving Question:
In what ways do oppositional political tactics in America impact the democratic practice of voting?

List all group members (first and last names)	Class period:
Allyson Alavez	⅚

In your opinion, how well did you and your group work together (ie. communication among members, the number of times you met OUTSIDE of class to collaborate or work on project etc). Give specific examples.

Do you feel as though some members of the group worked harder than other members or was the workload spread evenly? How much fo the group was completed by you? Explain.

How many times did you meet with your mentor teachers (list each mentor teacher) outside of class. Write the dates of how often you met your mentor teacher by referencing your mentorship log. How well do you believe you accepted the guidance and advice of your mentor teachers? Explain.
Were you satisfied with the final product? Why or why not?

Go onto the next page to score your PERFORMANCE and contribution towards the project.

GATE SYMPOSIUM Self-Evaluation Document continued...

GROUP WORK SELF-SCORING SECTION:

Score descriptors:	On a scale of 1-5, how well did your group meet the objective/expectations listed to the left of this column. Highlight (if completing this online) or circle (if completing on paper) the score you believe your group deserves.	
Tri Fold board design	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Tri Fold board content	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Research process & dedication	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Collaboration & Mentorship	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**
Symposium Presentation	5 =Went above and beyond expectations 4 =Met Expectations 3 =Met some of the expectations 2 =Did not meet a majority of the expectations 1 =Did not turn in a project	**Explain:**

WHAT IS YOUR SCORE OUT OF 25 POINTS?
Write your score in the box below (out of 25 points)

	/25 points