*Civics Career Academy Support Lesson*

**Public Service Research**

*A Lesson for Civics Career Academy Course - Introduction to Public Service Research*

**Essential Question**

***Why is civic engagement important?***

***Course***

Civics Career Academy

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***Benchmark*s**

SS.912.CG.2.2: Explain the importance of political and civic participation to the success of the United States’ constitutional republic.

SS.912.CG.2.3:Explain the responsibilities of citizens at the local, state and national levels.

SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.

***Course Unit***Unit 1: Identifying a Public Service Research Focus

***Lesson Foci***

* Identify potential public service research projects
* Organize or rank order potential public service research projects
* Use peer review to refine potential public service research projects

***Activity Documents, Materials, and Handouts***

***1. Students will define the glossary words by using a Think Pair Share method: See the Glossary list below.***

***2. The teacher will place different colors and differ size posted notes on the table. Each posted note will be used for a different word.***

***3. The teacher will project the glossary word on the board and place the selected posted color near the word.***

***4. Students will complete a posted for each word. Students will select small groups. Each group will consist of 4-5 members.***

***5. Each group will select a word to pair and share with each other and the class. One student will volunteer to be the team leader and share the meaning of the word to the class.***

***Note: The teacher will encourage teams to find the little words in the big words to help with the definition of the word. EXP. (Community: A group of people living in the same place and having something in common; Service: The act of helping or doing work for someone.) i.e., Working where you live.***

***6. Share the clip Civic Engagement 101 with the students. Allow students to Share different types of civic engagement activities they know of or identified in the clip. The teacher will write the types of civic engagement activities on the board.***

[***https://safeshare.tv/x/ss661e91c209170#edit***](https://safeshare.tv/x/ss661e91c209170#edit)

***7. Allow students to remain in their groups or create new groups. The groups will spearhead a civic engagement project. Students must actively participate in the project for 40 or more hours.***

***8. Students and the teacher will monitor the project lifespan using the following Project Development tool.***

***SAMPLE FORM***

***(YOUR SCHOOL)***

***Experiential Learning Activity***

***(Teachers Name)***

***(TEAM Members and Block/Period)***

***Self-Assessment Monitoring Plan***

| ***Name of Project and site:*** | ***Team Leader:*** | ***Start Date and End Date:*** |
| --- | --- | --- |
| ***Purpose/ Role and Services:*** |  |  |
| ***Baseline Data*** | ***Improvement Strategies*** | ***Evidence of Change*** |

***9. At the lifespan of the project each team will prepare a presentation. Each presentation must include Baseline Data, Improvement Strategies and Evidence of Change.***

* Getting Research Started, UCF (University of Central Florida) Libraries [Research Tips Thursday: Three Steps to Starting Your Research Project Off Right - UCF Libraries](https://library.ucf.edu/news/rtt-three-steps-to-starting-your-research-project/)
* Kruckemyer, Gene. “The key to discovery: pose the right questions”. *University of Central Florida News | UCF Today*, June 19, 2018. [The Key to Discovery: Pose the Right Questions | UCF News](https://www.ucf.edu/news/key-discovery-pose-right-questions/).
* “Harold L. Drimmer Library Research Guides: Steps in the research process: Refine your topic”, n.d. https://library.sunywcc.edu/c.php?g=20367&p=117480.
* “Research Guides: Using the Library of Congress Online: A guide for middle and High School students: Introduction”, n.d. [Introduction - Using the Library of Congress Online: A Guide for Middle and High School Students](https://guides.loc.gov/student-resources).
* “Types of research | Research and Innovation”, n.d. [Types of Research](https://research.uoregon.edu/plan/plan-project/types-research/types-research).
* “Data analysis”, n.d. [Data Analysis](https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html).
* “Data collection”, 2023. [DATA COLLECTION definition | Cambridge English Dictionary](https://dictionary.cambridge.org/us/dictionary/english/data-collection).
* National Academies Press (US). “Design and implementation of evaluation research”. Evaluating AIDS Prevention Programs - NCBI Bookshelf, 1991. <https://www.ncbi.nlm.nih.gov/books/NBK235374/>.
* “What does it mean when a publication is peer reviewed? | U.S. Geological Survey”, March 21, 2023. [What does it mean when a publication is peer reviewed? | U.S. Geological Survey](https://www.usgs.gov/faqs/what-does-it-mean-when-a-publication-peer-reviewed#:~:text=A%20peer%2Dreviewed%20publication%20is,to%20ensure%20academic%20scientific%20quality).
* “Research Guides: Advanced research methods: Presenting the research paper”, n.d. [Presenting the Research Paper - Advanced Research Methods - Research Guides at UCLA Library](https://guides.library.ucla.edu/c.php?g=180334&p=1188045).
* “Research Guides: Organizing Your Social Sciences Research Paper: 7. The Results”, n.d. [7. The Results - Organizing Your Social Sciences Research Paper](https://libguides.usc.edu/writingguide/results).
* “LibGuides: Research Tutorial: Good and bad research questions”, n.d. [Good and Bad Research Questions - Research Tutorial - LibGuides at University of Maryland Global Campus](https://libguides.umgc.edu/c.php?g=709287&p=5388938).
* [Openstax American Government](https://openstax.org/books/american-government-2e/pages/1-summary)
* [The Florida Channel Online](https://thefloridachannel.org/)
* [Florida Joint Center for Citizenship](https://floridacitizen.org/)
* U.S. Constitution and Florida Constitution excerpts and graphic organizer[Excerpts from the U.S. Constitution and Florida Constitution](https://docs.google.com/document/d/1BB4_7rFRT1LtFi2OtVi5p3bbH6e9GLZ7iZ35KV-_jWY/edit)and graphic organizer [PUBLIC SERVICE OFFICES](https://docs.google.com/document/d/1h7EgI4B5j_qb4MFfYwbao66L8sS_XVmG0vS9LHwxOGo/edit)

**Activity Vocabulary**

| **Academic research -** an objective scientific method designed to be from a voice of authority and influence others to change their view on the research topic.  **Applied research** -is defined as research directed toward gaining "knowledge or understanding necessary for determining the means by which a recognized and specific need may be met."  **Civic engagement-** **individual and collective actions designed to identify and address issues of public concern**  **Community Service**- voluntary work intended to help people in a particular area.  **"opportunities to engage in community service"**  **Data Analysis - “**Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.”  **Data collection** - the [activity](https://dictionary.cambridge.org/us/dictionary/english/activity) of [collecting](https://dictionary.cambridge.org/us/dictionary/english/collect) [information](https://dictionary.cambridge.org/us/dictionary/english/information) that can be used to [find](https://dictionary.cambridge.org/us/dictionary/english/find) out about a [particular](https://dictionary.cambridge.org/us/dictionary/english/particular) [subject](https://dictionary.cambridge.org/us/dictionary/english/subject)*.*  ***Experiential Learning****- Learning by doing.*  **Evaluation** - “a systematic process that produces a trustworthy account of what was attempted and why.”  **Non-profit** - a legal entity organized and operated for a collective, public or social benefit.  **Internship-** The position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.  "they encouraged students to apply for newspaper internships"  **Peer View** - “A peer-reviewed [publication](https://pubs.er.usgs.gov/) is also sometimes referred to as a scholarly publication. The peer-review process subjects an author's scholarly work, research, or ideas to the scrutiny of others who are experts in the same field (peers) and is considered necessary to ensure academic scientific quality.”    **Presentation**  - introduction of a research topic that is focused, clear and concise.  **Research**- the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.  **Research Findings-** confirm or reject the hypothesis underpinning your research topic. The results help you to “understand the problem from within, to break it into pieces, and to view the research problem from various perspectives.”  **Research question-** no simple answer and open-ended and consider cause and effect of the research topic. |
| --- |

***Teacher Note***

The purpose of this lesson is to provide students with an overview of the Florida Constitution and U.S. Constitution and to help students gain an understanding of the connection between the documents and the civic engagement and how to identify potential public service research projects. Students will engage in active listening while viewing a video, primary source readings and document analysis, compare/contrast activity and use of graphic organizers. The culminating activity is in the form of research and a google slide presentation of a public service leadership which can be used as a summative assessment.

***Lesson Steps***

1. Post the following on the board - **WE THE PEOPLE** or display the interactive Constitution. [The U.S. Constitution](https://constitutioncenter.org/the-constitution)
2. Ask students where the phrase is found and what is the meaning of the phrase? Use the think-pair- share strategy for the phrase. Give students 3 minutes to discuss the phrase.
3. Research the framers’ intent by using the term consent of the governed and limited government.
4. Students will research matters about [civic engagement](https://youth.gov/youth-topics/civic-engagement-and-volunteering) and identify public service research projects locally, statewide or nationally.
5. Have students review the activity vocabulary for understanding.
6. Play the video [“Citizens Obligations and Responsibilities”](https://www.schooltube.com/media/2.2+Citizen+Obligations+and+Responsibilities/0_9grbtaae/169400932) and provide students with the accompanying viewing guide.
7. Divide students into groups of 4. Students may either work together to complete the graphic organizer or use a jigsaw activity.
8. Explain to students that federalism allows for different levels of government to determine qualifications and mechanisms of selection/appointment of public service leaders. For example, U.S. Supreme Court Justices serve for life and are appointed by the President and confirmed by the senate. Cabinet members are also appointed by the President and confirmed by the Senate.
9. Provide students with the links to the primary source documents or a copy. Students will use the graphic organizer to compare/contrast requirements and responsibilities of public service leaders at the local, state and national levels. As an alternative, students may highlight the differences using different color markers for each level of government.
10. Play a vocabulary game <https://quizlet.com/563731729/public-service-leadership-flash-cards/?i=pwu81&x=1qqt>to check for understanding or use an exit ticket. Using the quizlet live function, you may choose the team or individual mode.
11. Summative Assessment - Students will research a public service leader at either the national, state or local level of government or from a non-profit organization and create a google slide presentation. Students should include the following information; name, position held, background, education, related experience, leadership skills and style, personality characteristics, ability to communicate, and contributions made in their position to society. Include any other information relevant to this person’s ability to be a public service leader. The presentation should consist of 5 slides including a title slide and a citation page. A rubric is provided for grading.

**Enrichment Suggestion** **#1** – Invite a guest speaker from the local, state, or national government. Have students review the guest speaker’s biography in advance and develop questions to ask the guest speaker.

**Enrichment Suggestion** **#2** – Contact local civic oriented agency for volunteer opportunities and service hours for students

**Teacher Background Information**

What content does the teacher need to know to teach this lesson effectively?

The teacher needs an understanding of the structure, function and purpose of the Florida Constitution and U.S. Constitution. Review all the terms, videos and documents associated with the lesson.

Be familiar with the roles, responsibilities and qualifications of public elected and appointed officials as set forth in the Florida Constitution and U.S. Constitution.

**Student Activity Sheet - Public Service Graphic Organizer**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PUBLIC SERVICE OFFICES**

| **Public office** | **Constitutional Requirements** *Age? Citizenship? Residency? Other?* | **Term length**  *How long can they serve?* |
| --- | --- | --- |
| **United States House of Representatives** |  |  |
| **United States Senate** |  |  |
| **President of the United States** |  |  |
| **U.S. Supreme Court** |  |  |
| **U.S. Cabinet** |  |  |
| **Florida House of**  **Representatives** |  |  |
| **Florida Senate** |  |  |
| **Florida Governor** |  |  |
| **County Officers** |  |  |
| **Commissioners** |  |  |
| **Mayor** |  |  |

**Excerpt from the U.S. Constitution: Article I , Section 2: The United States House of Representatives**

**Section 2 -** The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

**Excerpt from the U.S. Constitution: Article I , Section 3: The United States Senate**

**Section 3 -** The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

**Excerpt from the U.S. Constitution: Article II , Section 1: President of the United States**

**Section 1 -** The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected…

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

**Article II, Section 2**

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Department**s.**

### Except from the U.S. Constitution, Article III, Section. 1.

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Excerpts from the Florida Constitution

**Excerpt from the Florida Constitution: Article III, Section 15: Florida House of Representatives**

**Terms and qualifications of legislators.—** (b) REPRESENTATIVES. Members of the House of Representatives shall be elected for terms of two years in each even-numbered year.

(c) QUALIFICATIONS. Each legislator shall be at least twenty-one years of age, an elector and resident of the district from which elected and shall have resided in the state for a period of two years prior to election.

**Article VI, Section 4: Disqualifications**

No person may appear on the ballot for re-election to any of the following offices:

(1) Florida representative,

(2) Florida senator,

(3) Florida Lieutenant governor,

(4) any office of the Florida cabinet,

(5) U.S. Representative from Florida, or

(6) U.S. Senator from Florida

if, by the end of the current term of office, the person will have served (or, but for resignation, would have served) in that office for eight consecutive years.

**Excerpt from the Florida Constitution: Article III, Section 15: Florida Senators**

**Terms and qualifications of legislators.—** (a) SENATORS. Senators shall be elected for terms of four years, those from odd-numbered districts in the years the numbers of which are multiples of four and those from even-numbered districts in even-numbered years the numbers of which are not multiples of four; except, at the election next following a reapportionment, some senators shall be elected for terms of two years when necessary to maintain staggered terms.

(c) QUALIFICATIONS. Each legislator shall be at least twenty-one years of age, an elector and resident of the district from which elected and shall have resided in the state for a period of two years prior to election.

**Article VI, Section 4: Disqualifications**

No person may appear on the ballot for re-election to any of the following offices:

(1) Florida representative,

(2) Florida senator,

(3) Florida Lieutenant governor,

(4) any office of the Florida cabinet,

(5) U.S. Representative from Florida, or

(6) U.S. Senator from Florida

if, by the end of the current term of office, the person will have served (or, but for resignation, would have served) in that office for eight consecutive years.

**Excerpt from the Florida Constitution: Article IV, Section 5: Governor of Florida**

Election of governor, lieutenant governor and cabinet members; qualifications; terms.—

(a) At a state-wide general election in each calendar year the number of which is even but not a multiple of four, the electors shall choose a governor and a lieutenant governor and members of the cabinet each for a term of four years beginning on the first Tuesday after the first Monday in January of the succeeding year. In primary elections, candidates for the office of governor may choose to run without a lieutenant governor candidate. In the general election, all candidates for the offices of governor and lieutenant governor shall form joint candidacies in a manner prescribed by law so that each voter shall cast a single vote for a candidate for governor and a candidate for lieutenant governor running together.

(b) When elected, the governor, lieutenant governor and each cabinet member must be an elector not less than thirty years of age who has resided in the state for the preceding seven years. The attorney general must have been a member of the bar of Florida for the preceding five years. No person who has, or but for resignation would have, served as governor or acting governor for more than six years in two consecutive terms shall be elected governor for the succeeding term.

**Excerpt from ARTICLE VIII - LOCAL GOVERNMENT**

SECTION 1. Counties.—

(c) GOVERNMENT. Pursuant to general or special law, a county government may be established by charter which shall be adopted, amended or repealed only upon vote of the electors of the county in a special election called for that purpose.

1(d) COUNTY OFFICERS. There shall be elected by the electors of each county, for terms of four years, a sheriff, a tax collector, a property appraiser, a supervisor of elections, and a clerk of the circuit court. Unless otherwise provided by special law approved by vote of the electors or pursuant to Article V, section 16, the clerk of the circuit court shall be ex officio clerk of the board of county commissioners, auditor, recorder and custodian of all county funds. Notwithstanding subsection 6(e) of this article, a county charter may not abolish the office of a sheriff, a tax collector, a property appraiser, a supervisor of elections, or a clerk of the circuit court; transfer the duties of those officers to another officer or office; change the length of the four-year term of office; or establish any manner of selection other than by election by the electors of the county.

(e) COMMISSIONERS. Except when otherwise provided by county charter, the governing body of each county shall be a board of county commissioners composed of five or seven members serving staggered terms of four years. After each decennial census the board of county commissioners shall divide the county into districts of contiguous territory as nearly equal in population as practicable. One commissioner residing in each district shall be elected as provided by law.

**Answer Key**

PUBLIC SERVICE OFFICES

| **Public Office** | **Constitutional Requirements** *Age? Citizenship? Residency? Other?* | **Term length**  *How long can they serve?* |
| --- | --- | --- |
| United States Senate | At least 30 years old  Citizen of the U.S. for at least 9 years  Must reside in the state they wish to represent at the time of election | 6-year term  No term limits |
| United States House of  Representatives | At least 25 years old  Citizen of the U.S. for at least 7 years  Must reside in the state they wish to represent at the time of election | 2-year term  No term limits |
| President of the United States | At least 35 years old  Natural born citizen of the United States  Must have been a resident of the U.S. for 14 years | 4-year term, limited to 2 terms or a total of up to 10 years\*  \*A 10-year term is possible if a person assumes the presidency with 2 years or less remaining in the Presidency, along with two full terms (See Amendment 22) |
| U.S. Supreme Court | Shall hold their Offices during good Behaviour,  Nominated by the president  Confirmed by the Senate | life terms |
| U.S. Cabinet | None | Serve at the pleasure of the president |
| Florida Senate | At least 21 years old  Elector (voter) and resident of the district from which they are elected  Resided in the state for a period of 2 years prior to election | 4-year term  8 consecutive years total  *Fl. Constitution: Article III, Section 13 Article VI, Section 4* |
| Florida House of Representatives | At least 21 years old  Elector (voter) and resident of the district from which they are elected  Resided in the state for a period of 2 years prior to election | 2-year term  8 consecutive years total  *Fl. Constitution: Article III, Section 13 Article VI, Section 4* |
| Florida Governor | At least 30 years old  Must have resided in the state of Florida for at least the preceding seven years | 4-year term  No one who has served as governor for more than six years in two consecutive terms can be eligible for another term |
| County Officers | At least 21 years of age  Registered voter  Must reside in the district at the time of qualifying and during the term of office | 4 years |
| Commissioner | At least 21 years of age  Registered voter  Must reside in the district at the time of qualifying and during the term of office | 4 years |

Google Slides Presentation Rubric

| Rubric | **Beginning**  **1 pts** | **Developing**  **2 pts** | **Accomplished**  **3 pts** | **Exemplary**  **4 pts** |
| --- | --- | --- | --- | --- |

| **Presentation/Graphics** | The slides are not easy to read. The amount of text is too great for the space provided. There is little use of graphics or effects. | 2-3 slides are easy to read. Amount of text is too great for the amount of space provided. Less than half the slides have graphics or effects | 3-4 slides are attractive. Text is easy to read. Half of the slides use graphics and effects to enhance presentation. | All slides are attractive. Text is easy to read. More than half of the slides use graphics and effects to enhance presentation. |
| --- | --- | --- | --- | --- |
| **Neatness and Organization** | The slide formatting and organization can be confusing to observer. Spreadsheet information is not readable. | The slide is somewhat organized. Readability needs improvement, as there is great difficult in interpreting information. | The slide has attractive formatting and is somewhat organized. Data can be read and interpreted, but with some difficulty. | The slide has exceptional formatting and the information is well organized. It's easy to read. |
| **Grammar** | There are many (more than 4) grammar or mechanical errors on the presentation. | There are less than 4 grammatical errors on the presentation. | There is less than 2 grammatical errors on the presentation. | Capitalization and punctuation are correct throughout the presentation. There are no grammatical errors |
| **Content** | Information is not accurate and does not follow the project requirements. Information is not paraphrased. Student struggles with understanding the content. | Some of the information is accurate and follows some of the project requirements. Information may be paraphrased. Student demonstrates some understanding of content. | Most information is accurate and follows most project requirements. Information is paraphrased. Student demonstrates an understanding of content. | All information is accurate and follows all project requirements. Information is paraphrased. Student demonstrates strong understanding of content. |
| **Organization of Slides** | There is no clear plan for the organization of information. There are several project guidelines for organization missing. The audience finds it difficult to follow the presentation. | Some information is logically sequenced. Some of the project guidelines are missing. The audience is able to follow some of the presentation | Most information is organized in a clear, logical way. It follows most of the project guidelines for organization. The audience is able to follow most of the presentation. | Information is organized in a clear, logical way. It follows all of the project guidelines for organization. The audience is able to follow the presentation easily. |
|  |  |  |  |  |

**Sources**

**U.S. Constitution**

**Florida Constitution**

**The Florida Joint Center for Citizenship**

**The Florida Law Related Education Association, Inc.**

[**www.house.gov**](http://www.house.gov)

[**www.senate.gov**](http://www.senate.gov)