*Civics Career Academy Support Lesson*

**Unit 1: Introduction to Public Service Leadership**

Essential Question?

**What is public service leadership?**

*A Short Activity for Civics Career Academy Course “Public Service Leadership”*

***Course***

Civics Career Academy Course “Public Service Leadership”

***Benchmark***

SS.912.CG.1.5: Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

***Course Unit***Unit 1: Introduction to Public Service Leadership

***Lesson Foci***Analyze how political principles (e.g., checks and balances, consent of the governed, democracy, federalism, limited government, representative government, republicanism, rule of law, separation of powers) are reflected by public service leaders within government institutions and non-profit entities.

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

[*Declaration of Independence*](https://avalon.law.yale.edu/18th_century/declare.asp)

[Public Service Leadership PPT](https://docs.google.com/presentation/d/1fyS1sajEg-LTorEsMmi0TLiQa6Iq5H7Z/edit?usp=drive_link&ouid=117643727823789439350&rtpof=true&sd=true)

[Consent of the Governed Video](https://vimeo.com/76720366)

[Consent of the Government Video Student Guide](https://drive.google.com/file/d/1MN0PnTzj4kU8x5xZ4s5U2QrePzoTnD4p/view?usp=drive_link)

***Activity Vocabulary & Definitions***

| **Consent of the governed -** the authority of a government should depend on the consent of the people, as expressed by votes in elections and obeying the law  **Democracy -** a form of government in which the supreme power is vested with the people  **Limited government -** government is limited by laws and a constitution  **Representative government -** A form of government where the people elect representatives to carry out their decisions  **Rule of law -** the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced |
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***Lesson Steps***

1. Students will watch the “Consent of the Governed” video.
2. Students will complete the video guide (available as a PDF or MS Word).
3. Teachers will lead the students through the “Public Service Leadership” PPT.

**Enrichment Suggestion** **#1 -** I CAN exercise:

The student will explain the concept of consent of the governed in two paragraphs minimum with primary source references to the *Declaration of Independence*.

**Teacher Background Information**

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

***Consent of the Governed***

Thomas Jefferson was the principal author of the Declaration of Independence, which was, and still is, one of the most radical political documents ever written. A frequently expressed opinion in recent times is that, as Americans, we should be grateful to our government for giving us freedom of speech; and therefore we should not criticize our government, particularly in a time of war. No, Jefferson would have said – the government does not give you that right; it is yours inherently. Furthermore, it is only for the purpose of preserving that right and others that the government exists at all. And when the government fails to preserve those rights, it loses its legitimacy and has no more claim to authority over the people; the people then have the right, and in fact the duty, to “throw off such government, and to provide new guards for their future security.”

Americans sought to establish that they were "true-born" Englishmen—not merely colonials—with all the rights of Englishmen. The founders of the United States believed that the government of Great Britain should rest on the principle that government depended on the consent of the governed and that any government not based on that consent could be justifiably overthrown and replaced.

Consent of the governed is a political philosophy phrase that refers to the idea that a government’s legitimacy and moral right to use state power is justified and lawful only when consented to by the people or society over which that political power is exercised. The phrase is found in the 1776 United States Declaration of Independence, written by Thomas Jefferson. It is a condition urged by many as a requirement for legitimate government: that the authority of a government should depend on the consent of the people, as expressed by votes in elections.



Educating Young People about the Constitution

**Viewing Guide for Constitutional Principle Video:   Consent of the Governed**

**Directions**: Before watching the video, answer the pre‐viewing questions. Fill in the blanks on Bill of Rights protections while you watch. After you have watched the video, answer the questions that follow on a separate sheet of paper.

**Before you watch**:

1. What do you think of when you hear the term “consent of the governed?” Have you come across this phrase before? Write down some keywords and phrases associated with it.
2. What ways can you think of that the U.S. government relies on the consent of the governed? How about your state and local governments?

**While you watch**:

1. Monarchs of old claimed that \_\_\_\_\_\_\_\_\_\_\_\_ (power over others) was granted to them by God.
2. Philosophers including John Locke argued that people come together into communities for the better protection of their \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Popular sovereignty is the idea that government derives its just power from \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The British colonists in North America believed that they had reverted to a state of \_\_\_\_\_\_\_\_\_ when the King and Parliament repeatedly refused to protect their rights as Englishmen.
5. The right of revolution means that when the government acts in ways outside the purposes for which it was established, it is the right of the people to \_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it.
6. In contrast to the idea that governments grant privileges to the people, principle of popular sovereignty holds that just government protects rights that are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. The final authority on government power is held by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**After you watch**:

1. What does the principle of consent of the governed mean?
2. How would you contrast the idea of popular sovereignty with monarchical sovereignty (or divine right)?
3. How would you respond to the question posed by Professor Munoz: why shouldn’t the wise rule because of their wisdom? Or why shouldn’t the religious rule because of their piety?
4. Professor Zuckert explains that popular sovereignty means the purposes of government should be the purposes of the people and not the purposes of the rulers. He notes that this theory is not always achieved in practice. Do you agree? Why or why not?
5. How do limited government, representative government, separation of powers, checks, and balances, and federalism all serve to support the principle of consent of the governed?

IN CONGRESS, July 4, 1776.

**The unanimous Declaration of the thirteen united States of America,**

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, …, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government…But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security… The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

…He has refused to pass other Laws for the accommodation of large districts of people, unless

those people would relinquish the right of Representation in the Legislature, a right inestimable to them

and formidable to tyrants only.

…He has dissolved Representative Houses repeatedly, for opposing with manly firmness his

invasions on the rights of the people.

… He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing

Judiciary powers.

… He has kept among us, in times of peace, Standing Armies without the Consent of our

legislatures.

… For Quartering large bodies of armed troops among us:

…For imposing Taxes on us without our Consent.

…For depriving us in many cases, of the benefits of Trial by Jury

In every stage of these Oppressions, We have Petitioned for Redress in the most humble terms: Our

repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked

by every act which may define a Tyrant is unfit to be the ruler of a free people.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled,

appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by

Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies

are, and of Right ought to be Free and Independent States…And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our

Fortunes and our sacred Honor.

***Performance Assessment Guidelines***

Directions: Your task is to demonstrate your understanding of the Declaration of Independence by creating and presenting a product of your choice.

To complete this project, you will do the following:

1. Choose your work style. You may work individually or in small groups of up to 4 students.
2. Choose your product. How will you creatively demonstrate your learning? Some ideas: Write and perform a skit, design and create a Prezi or video, and write and perform a song.
3. Plan your product. A good product requires a good plan. You must hand in a rough draft of your product and have it approved by your teacher before you can begin working on the final draft.  
   Your product must include the following:
   1. A clear and engaging introduction that provides an overview of the entire product.
   2. An explanation of the statement “consent of the governed” as written in the *Declaration of Independence*.
   3. Text-based evidence and specific examples from the *Declaration of Independence*.
   4. Appropriate vocabulary terms that you learned during the lesson activities.
   5. A clear concluding statement summarizes the information and does not introduce new information.
4. Present your product. Create and rehearse your presentation. The presentation must include all group members, all information required in points A – E, appropriate eye contact, adequate volume, and clear pronunciation.

| **Grading**  **Criteria** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **Content** | All required content is | Most required content is | Some required content is | There are more than 4 |
| **40%** | accurate, summarized  appropriately and specific | accurate, summarized  appropriately and specific | accurate, summarized  appropriately and specific | errors with the content. |
|  | examples from the text are included. | examples from the text are included. There are 1-2 errors with the content. | examples from the text are included. There are 3 errors with the content. |  |
|  |  | . |  |  |
| **Creativity and content of product 30%** | The product is engaging, colorful, and interesting to the audience. All required content is present in the product. | The presentation product is somewhat engaging,  colorful, and interesting to the audience. One required content component is missing, all others are present in the product. | The presentation product is minimally engaging,  colorful, or interesting to the audience. Two pieces of required content are missing from the product. | The presentation product needs improvement to be  engaging, colorful, and interesting to the audience. More than two pieces of content are missing from the product. |
|  |  |  |  |  |
| **Presentation 20%** | The presentation is clear and easy to follow; appropriate eye contact, adequate volume, and clear pronunciation are used. | Presentation is clear and easy to follow most of the time; appropriate eye contact, adequate volume, and clear pronunciation are frequently used. | Presentation is clear and easy to follow some of the time; appropriate eye contact, adequate volume, and clear pronunciation are sometimes used. | Presentation is difficult to follow; eye contact, volume, and clear pronunciation are not used throughout the presentation. |
| **Rough Draft 10%** | Submitted a rough draft, with all required components included. | Submitted a rough draft, with all, but one, required component included. | Submitted a rough draft, with two required components missing from the draft. | Submitted a rough draft, with more than two required components missing from the draft. |
| Adapted from: Oral Evaluation Rubric, Based on: Iowa State University, 2005. Oral Presentation Rubric, [http://www.educ.iastate.edu/elps/rubricoral.htm,](http://www.educ.iastate.edu/elps/rubricoral.htm) accessed 19 May 2005  <http://serc.carleton.edu/NAGTWorkshops/assess/oralpresentations.html> and <http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf> | | | | |

**Sources**

*Declaration of Independence*. July 4, 1776.

Consent of the Governed. 2023. Bill of Rights Institute. <https://billofrightsinstitute.org/videos/constitutional-principles-consent-of-the-governed-video>.

Consent of the Governed. 2023. Bill of Rights Institute. <https://drive.google.com/file/d/1MN0PnTzj4kU8x5xZ4s5U2QrePzoTnD4p/view>.