*Civics Career Academy Support Lesson*

**Exploring Leadership: The Founding Fathers and Principles of the U.S. Constitution**

| What is public service leadership?  Why is public service leadership an essential element of a constitutional republic? |
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*A Short Activity for Civics Career Academy Course, Public Service Leadership*

**Lesson Authorship**

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**Course**

Public Service Leadership

**Benchmark Correlation**

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.

Benchmark Clarification

Students will explain how the structure and function of the U.S. government reflects these political principles.

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

**Lesson Foci**In this lesson, we will examine how the Founding Fathers used their transformational leadership to shape our nation’s founding document(s) and establish the rule of law within American society. A transformational leader is an individual who actively strives to leave a lasting impact on an organization and accomplish its goals. They possess exceptional visionary thinking, effective communication skills, and charisma. They not only possess the ability to formulate innovative ideas but also possess the capability to execute them. These leaders are highly proficient in mobilizing and coordinating a team of individuals to achieve desired outcomes.

**Activity Documents, Materials, and Handouts**

* [**Background Essay: A Glorious Liberty Document**](https://billofrightsinstitute.org/essays/background-essay-a-glorious-liberty-document-the-u-s-constitution-and-its-principles)
* [**Bellwork Slide Deck**](https://docs.google.com/presentation/d/16Et3h6kNxktJyBPEB6moZ940brFRh6z_/edit?usp=drive_link&ouid=110724661828571770534&rtpof=true&sd=true)
* [**Student Recording Worksheet**](#_heading=h.pfr987w2gvex)
* [**Gallery Walk Station(s) Slide Deck**](https://docs.google.com/presentation/d/1q6TzKQ2Az-heMgYDonuf9HYcandtiftQ/edit?usp=sharing&ouid=110724661828571770534&rtpof=true&sd=true)
* [**Tweet Worksheet**](https://docs.google.com/presentation/d/1qt10OkHXZ26sYcdP4mfSBhB6JKNZA7Ul/edit?usp=sharing&ouid=110724661828571770534&rtpof=true&sd=true)

**Critical Vocabulary for this lesson**

| **Term** | **Definition** |
| --- | --- |
| Checks and balances | A system in which the branches of government each have powers to limit the powers of the other branches and to prevent any branch from becoming too powerful. |
| Constitutional republic | The United States is a federal constitutional republic in which the president of the United States (the head of state and head of government), Congress, and judiciary share powers reserved to the national government, and the federal government shares sovereignty with the state governments. |
| Federalism | A system in which the national and state governments have a balance of separate and shared powers; The people delegate certain powers to the federal government, while the states retain other powers, and the people retain all powers not delegated to the government. |
| Servant leadership | **Definition:** The servant leadership style is based on the idea that leaders prioritize serving the greater good. Leaders with this style serve their team and organization first. Servant leaders do not place their own objectives above the persons who they lead.  **Project management application:** A leader or project manager who considers their own needs as well as the needs of those they lead. |
| Public service leadership | **definition:** refers to how leaders use project management skills and approaches in the public sector to accomplish goals that benefit the community.  ***Project management application:*** refers to applying project management principles, skills, and practices in the public service sector. It encompasses the leadership and management approaches employed by individuals responsible for leading public service projects and initiatives. |
| Limited government | a system in which the power and authority of the government are restricted and restrained by a constitution or a set of laws |
| Individual rights | inherent freedoms and protections which are granted to every person |
| Representative government | a system of governance in which citizens elect individuals to represent their interests and make decisions on their behalf |
| Republicanism | apolitical ideology or system of government that emphasizes the concept of a republic, where the power resides with the citizens and is exercised through elected representatives |
| Public trust | the confidence and faith that the general public places in individuals, organizations, or institutions responsible for public service and decision-making |
| Separation of powers | a constitutional principle that divides the powers of government (legislative, executive, judicial) into separate branches |
| Transformational oeadership | leaders who actively strive to leave a lasting impact on an organization and successfully accomplish their goals. |

**Teacher Note/Tip:**

Incorporating vocabulary instruction could prove useful for students to make valuable connections to the topics presented in the lesson. An extension of this lesson that focuses on vocabulary, such as writing a rap or creating mnemonics of each word, could be helpful in cementing information.

Here's a sample mnemonic for the definition of "republicanism":

R.E.P.U.B.L.I.C.A.N.I.S.M.

R: Representation - government by elected representatives   
E: Equality - emphasizes equal treatment and opportunity for all   
P: Popular sovereignty - power derived from and held by the people   
U: Uniting diversity - fostering unity among diverse individuals and communities   
B: Balance of power - dividing authority among branches to prevent abuse of power   
L: Limited government - restricting government powers and interventions   
I: Individual rights - protecting fundamental freedoms and liberties   
C: Civic virtue - promoting civic engagement and ethical conduct   
A: Accountability - holding leaders responsible for their actions   
N: National iInterest - Acting in the nation's and its citizens' best interest   
I: Independence - valuing autonomy and self-governance   
S: Separation of powers - dividing government functions among branches   
M: Multiple voices - encouraging diverse perspectives and participation

Students could also utilize the following quiz to help them choose which founding father they are alike:

<https://www.constitutionfacts.com/?page=foundingFatherShort.cfm>

**Lesson Steps:**

1. **Think Pair Share**: Begin the lesson by pairing up students in preparation for a Think Pair Share activity. Estimated Time: 10 minutes.
   1. Introduce the topic: Using a projector [or print sufficient copies] display the [Bell Ringer slide deck](https://docs.google.com/presentation/d/16Et3h6kNxktJyBPEB6moZ940brFRh6z_/edit?usp=drive_link&ouid=110724661828571770534&rtpof=true&sd=true)(see special materials).
   2. Think phase: Give students approximately 3-5 minutes to think individually about the topic. Encourage them to generate their own ideas, opinions, or solutions without discussing them with others.
   3. Pair phase: Provide clear instructions for how students will form into pairs. [25 Ways to group students into pairs.](https://oupeltglobalblog.com/2018/11/13/25-ways-grouping-students/)
   4. Share phase: Instruct pairs to take turns sharing their thoughts, ideas, or responses with each other. Encourage active listening and respectful dialogue within the pairs. It's helpful to provide some guiding questions or prompts to facilitate the discussion.
   5. Whole group discussion: After the pair phase, invite pairs to share their findings, insights, or conclusions with the larger group. You can do this by asking pairs to volunteer or randomly selecting pairs to present. Alternatively, you can have pairs write their summaries on sticky notes or whiteboards and display them for the whole group to see.
   6. Facilitate discussion and debrief: Once several pairs have shared their thoughts, facilitate a whole group discussion. Encourage participants to compare and contrast different perspectives, identify common themes, and discuss any disagreements or alternative viewpoints. Ask probing questions to deepen the conversation and encourage critical thinking.
   7. Wrap up and summarize: Conclude the activity by summarizing the key insights, ideas, or conclusions that emerged from the Think-Pair-Share activity. Connect these findings to the larger context of the lesson or learning objectives. Encourage participants to reflect on their own learning process during the activity.
2. **Gallery Walk:** Provide clear instructions for how students will transition into groups of 4 for the enrichment activity.
   1. Provide clear instructions for how each group will be placed at a station (placement is teacher’s choice).
   2. Provide students with a recording worksheet to complete the [gallery walk.](https://docs.google.com/presentation/d/1q6TzKQ2Az-heMgYDonuf9HYcandtiftQ/edit?usp=sharing&ouid=110724661828571770534&rtpof=true&sd=true)
   3. Students will discuss and respond to the following stations in the gallery walk:

* **Station 1:** Human Nature and Limited Government
* **Station 2:** Republican Government and Popular Sovereignty
* **Station 3:** Separation of Powers
* **Station 4:** Checks and Balances
* **Station 5:** Federalism
* **Station 6:** Constitutional Government

1. **Lesson Debrief:**  After all the groups have completed the gallery walk, instruct students to return to their seats and begin debriefing.
   1. Provide clear instructions for how students will break back into pairs (either the same pairs as the bell ringer, or new pairs ).
   2. Allow each pair to debrief together to reflect and summarize via discussion. Ask students to take turns by summarizing the key points that emerged during the gallery walk. They may discuss themes, commonalities, misconceptions, or how their understanding of the topic evolved. Students should be able to reflect back and forth at least five key takeaways each. Give clear instructions on which students will start the reflection (oldest, youngest, lives furthest away, etc. )
2. **Formative Assessment:** During the debrief, distribute the Tweet worksheet to each of the pairs and instruct them to work together [until the end of class or last two minutes of class] to construct a Tweet from their favorite founding father from the gallery walk that shows how they were a transformational or transactional leader.

**Teacher Background Information**

The traits of transformational leadership that a teacher should be aware of, according to the Project Management Institute (PMI), include:

1. Inspirational Vision: Transformational leaders have a clear, compelling vision that inspires and motivates others. They can articulate a future state and encourage others to work towards it.
2. Charisma and Influence: Transformational leaders possess charisma and can influence and persuade others. Their magnetic presence attracts and energizes individuals to follow their lead.
3. Intellectual Stimulation: These leaders foster creativity and critical thinking by encouraging new ideas, challenging assumptions, and promoting intellectual growth among their followers.
4. Individualized Consideration: Transformational leaders recognize each individual's strengths, needs, and aspirations. They provide personalized support, mentorship, and guidance to help individuals reach their full potential.
5. Empowering Others: Transformational leaders delegate authority and empower others to take ownership of their work. They create a supportive environment that encourages autonomy, innovation, and growth.
6. Positive Role Modeling: These leaders lead by example and demonstrate high ethical standards, integrity, and a strong work ethic. They serve as positive role models and inspire others through their actions.
7. Effective Communication: Transformational leaders are skilled communicators capable of effectively conveying their vision, ideas, and expectations. They foster open and honest communication, actively listening to their followers and providing feedback.
8. Emotional Intelligence: These leaders possess emotional intelligence, understanding and managing their own emotions and empathizing with the emotions of others. They build strong relationships based on trust, respect, and empathy.

By understanding and teaching these transformational leadership traits, teachers can inform students of the valuable skills and qualities that transformational leaders have with their impact on society.

| Name: |  |  | Date: |  |
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# Gallery Walk Worksheet

**Directions:** Using this worksheet, go around the room with your group to find key takeaways between the Founding Fathers and different leadership qualities. Be sure to include any questions and notes you make as you move from station to station. Finally, summarize your findings and generate a personal reflection.







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## Resource Citations

1. Dimov, P. I. (2004). Leadership: when management is not enough. Paper presented at PMI® Global Congress 2004—North America, Anaheim, CA. Newtown Square, PA: Project Management Institute.
2. Opfer, W. A. & Abrams, F. (2004). Leadership: an essential element of organizational project management maturity. Paper presented at PMI® Research Conference: Innovations, London, England. Newtown Square, PA: Project Management Institute.
3. Kumar, V. S. (2009). Essential leadership skills for project managers. Paper presented at PMI® Global Congress 2009—North America, Orlando, FL. Newtown Square, PA: Project Management Institute.
4. Bill of Rights Institute. (n.d.). *Background essay: “A glorious liberty document:” The U.S. Constitution and its principles*. Bill of Rights Institute. https://billofrightsinstitute.org/essays/background-essay-a-glorious-liberty-document-the-u-s-constitution-and-its-principles