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CIVIC EDUCATION IN SOUTH DAKOTA K-12 SCHOOLS:  
THE EFFECT ON STUDENTS FROM K-12 TO ADULTHOOD

By

Katrina Callahan

A Thesis Submitted in Partial Fulfillment  
Of the Requirements for the  
University Honors Program

---

Department of Political Science  
The University of South Dakota  
December 2020

The members of the Honors Thesis Committee appointed  
to examine the thesis of Katrina Callahan  
find it satisfactory and recommend that it be accepted.



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Dr. Shane Nordyke  
Professor of Political Science  
Director of the Committee



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Dr. Julia Hellwege  
Professor of Political Science



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Dr. Jing Williams  
Professor of Education

ABSTRACT

Civic Education in South Dakota K-12 Schools:  
The Effect On Students From K-12 To Adulthood

Katrina Callahan

Director: Shane Nordyke Ph.D.

The South Dakota Department of Education (DOE) has emphasized the importance of civic education within the past four years. Since then, they have created various surveys and distributed them to the South Dakota K-12 teachers. This report discusses two surveys that were created for the purpose of helping the DOE in their efforts to increase the impact of civic education within the state and determine whether what they are currently doing is working on their students. The first survey was sent to SD K-12 teachers and the second to University of South Dakota students in order to compare the answers between the two sub-groups and their beliefs on whether civic education does impact a student's level of civic engagement from K-12 schooling into adulthood. Because there were not enough respondents and the margin of error was too great, there can not be general conclusions drawn from this report. However, based on the respondents answers, the teachers do believe that civic education does impact their students through adulthood, but students believe that their schools have a lot of work to do before they can reach the same conclusion.

**KEYWORDS:** Civic Education, Civic Engagement, K-12, South Dakota

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## CHAPTER ONE

### Introduction

My analysis looks at current research being done regarding K-12 education practices for the topic of civics. Different states around the United States tend to engage in different government-led activities that help to increase the civic engagement level of their students. These activities may be based on service-learning curriculums or on civics-related extracurricular activities offered at the schools for the students. Two surveys were deployed to analyze South Dakota's current practices by both the students' and the teachers' perspectives in order to know exactly what civic education looks like in South Dakota and how we can use civic education to improve the current SD Department of Education's curriculum guidelines to better suit our needs. At the end, I will give my implementation guide for South Dakota in hope that they would be able to use the paper to change the civics curriculum for the better.

CHAPTER TWO

Literature Review

**Introduction**

Research shows that the percent of youth populations that take part in politics through any form of civic engagement is quite low, especially in comparison with older populations (Flanagan & Levine, 2010). Specifically, it is easiest to quantify and observe these numbers through voter turnout records as it is the most publicly viewable form of civic engagement and one of the most qualitatively ‘important’ of possible civic duties (Hart, Donnelly, Youniss, & Atkins, 2007). Statistics show that less than half of individuals aged 18 to 29 are likely to vote or register to vote, and actual voter turnout rates are usually less than 25 percent (Bennion & Laughlin, 2018; Callahan, Muller, & Schiller, 2010; Haskell, 2016; Matto & Vercellotti, 2012; Preus, Payne, Wick, & Glomski 2016). Rousseau & Warren (2018), remind policy makers that voting is not the only democratic version of civic engagement. “Knowing what is happening in your community, knowing the candidates, and engaging in meaningful discussions about the issues is a never-ending job for each and every member of the voting public” (Briggs, 2019).

“Since the end of the 20th century, political scientists have pushed to incorporate community service, service-learning, and community-based research into the missions and curricula of high schools” (Bennion & Laughlin, 2018). Specifically, a large amount of research has been conducted regarding K-12 education, and its impact on civic engagement by former students. It is found that involvement in social science classes can

lead to an overall increase in voter turnout if peers have a high civic engagement as it will lead those with a “low level of social connection” to be an active voter in young adulthood (Callahan, Muller, & Schiller, 2010). High school, especially, seems to be a place where civics is emphasized within the education structure, which is also impacted by the students ability to “solidify their identities as citizens and prepare to function in the world of politics” and to become active members in society (Callahan, Muller, & Schiller, 2010; Flanagan & Levine, 2010; Matto & Vercellotti, 2012). Previous generations were required to take as many as three government courses before they graduated, whereas today high school students are often given such a variety of government classes, that they are often asked to choose one rather than made to take multiple courses (Rousseau & Warren, 2018). In fact,

If the educational system continues to invest sizable resources in government and civics courses at the secondary level – as seems most probably – there must be a radical restructuring of these courses in order for them to have any appreciable pay-off. (Kahne, Crow, & Lee, 2013, pp. 419)

Bennion and Laughlin (2018) continue to back up this statement when they state that the “traditional” methods of lecturing the students are simply not working, but hands-on activities may be able to increase their level of confidence and desire to become involved in various political affairs. Today, educators are simply not taught to focus on civics alone but are taught to incorporate it lightly into their government curriculum, or if teachers try to focus on civics they face backlash from parents who consider any controversial political subjects to be too sensitive for their children to discuss (Kahne & Spote).

A school may have a significant long-term impact on engagement such as voter turnout, increasing the probability of future engagement up to fifteen years in the future, and it is indeed true that Americans believe preparing students for civic activity should be a large goal of high schools within the country (Campbell, 2006). Putting youth in an engaged civic climate enables them to picture themselves as active citizens from youth into adulthood; it helps that students already see voting as one of the most active ways they can engage in citizenship (Campbell, 2006). The question that this report asks is whether or not K-12 education has an impact on civic engagement after graduating from high school (Callahan, Muller, & Schiller, 2010). This report considers if K-12 education impacts the level of civic engagement in young adults after high school graduation, will discuss what is currently working across the United States, and will provide evidence from two surveys, a teacher survey and college student survey, to examine civics education and civic engagement in South Dakota.

### **Policies to Support Civics Education**

Creating more civics-friendly policies that help support teacher's obligations to discuss current, controversial political issues could open discussion between school peers. Given that parents often fight against school systems that focus on these 'hot topics', the new policies would support teachers to argue against this fight and continue to inform their students about important topics. "In-depth studies using long-term data show that ambitious courses in which students analyze and address social problems increase civic knowledge and narrow gaps in civic engagement among students" (Flanagan & Levine, 2010, pp. 170). Flanagan & Levine (2010) found that twenty-five percent of teachers felt uncomfortable discussing politics within their own government classes, and only thirty-eight percent of those teachers thought that if they were discussing hot topics within their

classes, their district would support them against opposition. However, the only way these new generations get excited to participate in civics is through opportunities such as these where they are able to develop civic competencies through heated discussion with their peers (Flanagan & Levine, 2010; Kahne, Crow, & Lee, 2013). If the state or local government is backing up their education system and their teachers, the teachers will have a better chance to teach students freely without over-protective parents letting their partisan opinions get in the way.

### **State Standards**

Since 2015, several states have tried to focus on political knowledge more in their classroom by implementing such standards as the civics education exam that naturalized citizens are required to take before receiving their certification. However, putting so much attention towards memorization of facts does almost nothing to provide the student with meaningful civic skills. Instead, they should focus on experience-based learning opportunities i.e. community service, guided debates, critical discussion of current events, and simulations of the democratic process, which will enable the student to have more hands-on experience within politics (Flanagan & Levine, 2010; Litvinov, 2017). The majority of these simulations will occur in classes that are politically oriented.

### **Incorporate Discussion**

Schools should incorporate discussion of current, local, national, and international issues in the classroom, particularly those that young people view as important to their lives (Litvinov, 2017). Teaching the students about the candidates and issues at hand can lead to the student's desire to participate in peaceful local or national demonstrations, keeping in mind that the teacher needs to be neutral when they are teaching their students. In certain towns, there may be an abundance of young politicians who may even be able

to come in and personally discuss some of the most important issues within their jurisdiction (2018).

Give students a voice in how their school operates by encouraging their participation in student government or classroom management (Litvinov, 2017). This is especially important in elementary schools where students are not able to participate in wholly political activities because they do not meet the age requirements. By getting involved in school politics, students get chances to interact with local politicians who could mentor them further (2018).

### **Service Learning**

K-12 schools can design service-learning programs that allow students to apply what they learned in the classroom through community service, whether they be voluntary or required by the school (Hart, Donnelly, Youniss, & Atkins, 2007; Litvinov, 2017). According to Shelley Billig, Sue Root, and Dan Jesse (2005), students who engage in hands-on activities within their community become seemingly more attached to the characteristics within the activity and therefore are able to score high on civic knowledge and civic dispositions using their own experience rather than any specific knowledge they might have memorized. Service learning has positive relationships with civic knowledge, civic dispositions, efficacy, civic engagement, school attachment, civic skills, community attachment, self-reported civic knowledge, and academic engagement (Bennion & Laughlin, 2018; Billig, Root, & Jesse, 2005; Callahan, Muller, & Schiller, 2010; Kahne, Chi, & Middaugh, 2006). Allowing students to be engaged can have significant effects such as allowing them to have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others. As

far as civic engagement in high school students are concerned, community attachment is very important in increasing the likelihood of this variable and is often predictive of this activity up to three years later (Hart, Donnelly, Youniss, & Atkins, 2007). Adolescents who performed community service were not only more likely to register to vote, but they were also more likely to actually vote (Callahan, Muller, & Schiller, 2010; Campbell, 2006; Flanagan & Levine, 2010; Hart, Donnelly, Youniss, & Atkins, 2007; Preus, Payne, Wick, & Glomski, 2016). Luckily, service learning helps promote communication and interaction with the community and encourages partnerships and collaboration (Billig, Root, & Jesse, 2005; Callahan, Muller, & Schiller, 2010). When these individuals are engaging in community affairs, they not only receive the knowledge that they would receive within classroom walls, but they would also receive first-hand experience that correlates to a higher likelihood to vote and volunteer in the future (Furco & Root, 2010; Kahne, Chi, & Middaugh, 2006). Combining meaningful service with real classroom learning goals can give students substantive opportunities to improve government services, engage more people in democratic processes, and ensure people stay informed and empowered through action (Fletcher, 2016; Flanagan & Levine, 2010). In fact, service is the most effective strategy and strong predictor for civic engagement from adolescence to adulthood (Bennion & Laughlin, 2018; Furco & Root, 2010). Not a lot of schools, however, recognize how much service learning can help its students, but in order for this to change, more research needs to be conducted to show the probable effects service-learning can have on students (Furco & Root, 2010).

### **Extracurriculars**

The school district for public and private schools should offer extracurriculars that get students involved in their schools (Hart, Donnelly, Youniss, & Atkins, 2007;

Litvinov, 2017). Some of the extracurriculars that have the best effects for the students are those of student governments, civics-related clubs, and volunteer organizations which give them opportunities to engage with other active members in the community resulting in the adolescent a better chance of becoming involved in adulthood up to 6 years after graduating from high school (Hart, Donnelly, Youniss, & Atkins, 2007; Swon, 2020). Just because the student becomes involved in student government, however, there is more substantial evidence that an increase in civic participation, i.e. volunteering and voting in presidential elections, is inevitable for the student in early adulthood (Hart, Donnelly, Youniss, & Atkins, 2007; Matto & Vercellotti, 2012). This type of robust participation is a fundamental aspect of becoming involved within a democratic society and give the individual most opportunity of further political engagement, especially if they are the leader of an extracurricular activity (Hart, Donnelly, Youniss, & Atkins, 2007; Kahne and Sport). Some individuals believe or want schools to focus more on teaching their students how exactly government works and how they can make that difference in their community. On the other hand, some teachers believe that if they allow their students to “see civics in action” at school board and city council meetings, engage in local issues through letter-writing campaigns, conduct interviews with local officeholders, or host members of the legislature in their classroom, that individual’s political involvement has the potentiality to increase (Litvinov, 2017). Not only is this important for the education of our youth but also for the health of our democracy as civic engagement in the youth of America have levels of civic engagement that are drastically low in comparison to the other generations.

### **Current Practices and Pitfalls**

In addition to academic research, there are also specific case studies that highlight what specific states within the country are doing in regard to increasing a positive civic engagement environment within their K-12 schools.

#### Texas Election Code

Texas high schools are supposed to register 18-year-olds to vote, but a majority are not following through with that directive, which follows in Texas Election Code 13.046(d), it states that

At least twice each school year, a high school deputy registrar shall distribute an officially prescribed registration application form to each student who is or will be 18 years of age or older during that year, subject to rules prescribed by the secretary of state.

In September 2017, Texas posted a Voter Registration Drive How-To-Guide in order to follow the statute set forth in Texas Codified Law because significant numbers of school districts were unaware of the law or didn't know of the requirements within the statute due to a lack of enforcement by the Secretary of State. Even with this voter registration drive pamphlet, the reality is that from February to October 2018, only 38% of Texas public high schools with at least 20 seniors held voter registration activities (Weinberg & Smith, 2019). In fact, even though the Texas Election Code 13.046(d) statute requires school districts to provide eligible students opportunities to register to vote at least twice a year, schools have long failed to comply with it, and the Secretary of State's office was not strongly enforcing the law anyway (2020).

California Voting Resources

In California Election Code Article Division 2, Chapter 2, Article 3.5, it states that

The Secretary of State shall promote and seek to improve student voter registration rates and participation by developing a Students Vote Project to implement the requirements of Section 66852 of the Education Code...The Secretary of State shall establish and maintain an internet web page for the Students Vote Project, which shall include the dates and information required to be distributed pursuant to paragraphs (1) and (2) of subdivision (a) of Section 66852 of the Education Code.

What the Secretary of State has decided to do recently for their Students Vote Project is to implement High School Voter Education Weeks to be held for two weeks in April and two weeks in September. The most recent Voter Education Weeks were held September 16-27 of 2019 in California. Different school districts have also partnered with the County's Office of Education along with Local Agencies where 2-4 students from each high school in a specific county are sent to attend a two-hour Education workshop. Here they are shown how to fill out a registration card, given a tool kit that includes registration forms and "I registered" stickers, and are given the idea to implement a friendly competition between the high schools for who can get the highest voting percentages. Schools have also tried hosting political party and candidate forums in a Mock Election atmosphere where local candidates who are currently in office come to the different high schools to discuss the process of running. One high school in Orange County California used a peer-to-peer voter registration drive and was able to register

more than 650 of their peers in just a few days. What did their rival school do? Their rival school took this as a challenge and topped the numbers with over 750 peers registered (Brill, 2019).

### New Jersey Voter Registration

The New Jersey Department of Education mandates that the board of education of each school district provide voter registration information to their eligible high school students. Districts must provide a voter registration form, a summary of voter registration eligibility requirements, and materials describing the role of a citizen and the importance of voting to high school students prior to the graduation date for each school year. In New Jersey, however, there is a stipulation that you must register at least 21 days before an election to be able to vote, so by providing the information to students, the students are increasing their awareness about voter registration deadlines and are more likely to register on time.

### Virginia High School Challenge

FCPS High Schools which register at least 50 percent of the eligible students in their senior class will be recognized, but the school that registers the highest percentage of their senior class will win the High School Voter Registration Trophy. Virginia is a Super Tuesday state, and the majority of students will be able to register and vote in the Super Tuesday primary even if they are 17! Those registered, even if 17, can vote in primaries and special election.

### **Conclusion**

To answer questions regarding K-12 education and its impact on civic engagement for its students, this report will consider South Dakota as a case study in

order to fill the gap in the existing literature as far as what is working within South Dakota and what we can do better.

## CHAPTER THREE

### Research Methodology

#### **Introduction**

In this chapter the research methodology used in the study is described. The geographical area where the study was conducted, the study design and the population and sample are described. The instrument used to collect the data, including methods implemented to maintain validity and reliability of the instrument are described.

#### **Research Strategy and Design**

Two methods were designed to gather the data to be used for analysis. They were both constructed by Katrina Callahan and reviewed by the Thesis committee. The first was an online survey administered to South Dakota K-12 teachers that included 24 open- and closed-ended questions. The questions were balanced among areas such as how much time the teacher spent on various civics-related topics, the various activities that the school provides for its students, and their beliefs regarding the effects of civic engagement in high school on post-graduate life. The second was an online survey administered to University of South Dakota students who graduated from a South Dakota high school in the last four years (2017, 2018, 2019, or 2020) that included 12 open- and closed-ended questions. The questions were balanced among areas such as civic engagement post-graduation in comparison to civic engagement in college and what classes they took in regard to civics in both high school and college.

The online surveys were deemed to be the best method for deploying these surveys due to the pandemic and the location of the researchers in comparison to some of the schools around the state. By deploying two surveys, we are comparing what current practices are in schools by county and asking students who attended these schools if the current practices are essentially working or if they need to improve. Generally, this was to show that civic engagement in K-12 schools impacts the level of civic engagement into adulthood, specifically in South Dakota. The specific geographic region of South Dakota was selected for its convenience and its small size in hopes to represent a larger picture. Both of these surveys can be found in the Appendix.

### **Background**

The philosophy that supports this thesis is the idea of interpretivism and its focus on qualitative analysis rather than quantitative. When creating the surveys, it was not focused on the amount of extracurriculars but rather the type of extracurriculars that the school offered its students. Qualitative analysis helps us to answer what K-12 teachers are doing right and wrong in South Dakota, what they can do better in the future, why they need to do better in the future, and how they can do better in the future through the voices of their recent graduates.

### **Data Collection and Data Analysis**

In the first survey that was deployed to K-12 teachers, the survey was emailed to 2,603 teachers of various subjects around South Dakota's various school districts. These email addresses were derived by researching the schools and copying down what the teacher's emails were. The survey was created through the use of PsychData. A copy of this survey can be found in Appendix A.

In the second survey that was deployed to USD students who graduated from a SD high school in the past three years, the survey was deployed to three deans at the university, specifically Venky Venkatachalam, Beacom School of Business; Bruce Kelley, School of Fine Arts; and Haifa AbouSamra, School of Health Sciences. They were then asked to email my survey to their students through their own database. Another way that the survey was distributed was through social media such as Facebook where friends of the student researcher were asked to complete the survey. The survey was overall deployed to 4,665 students. The survey was created through the use of Qualtrics. The survey can be found in Appendix B.

The South Dakota K-12 Teacher Survey received 60 responses, and the margin of error for the survey is approximately +/-13% though it varies by question.

The Student Survey received 180 responses, and the margin of error for the survey is approximately +/- 7%, though it varies by question

This data will therefore be analyzed through the use of summary tables and descriptive statistics. Then, the analyses of the two surveys will be compared to see if what is currently working is affecting the students after graduation. Because we needed to keep a level of anonymity, the results will be shown by South Dakota county rather than school district. At the end, there will be a section dedicated to the proposals that students suggested should be used to increase likelihood of civic engagement after high school and answer what is currently working for its students.

**Limitations**

Because the student survey is only administered to South Dakota high school graduates who currently attend USD, the results can not accurately reflect students who have attended other universities in or out of the state. The fact that both surveys were administered through online platforms also suggests that those who are unable to have the electronics or internet needed to take the survey would not be able to and their results would not be taken into account. Within the teacher survey, we did encounter a few problems with our methodology. Almost 200 of the emails that were located on K-12 website did not work, and so the population level immediately dropped to roughly 2400.

CHAPTER FOUR

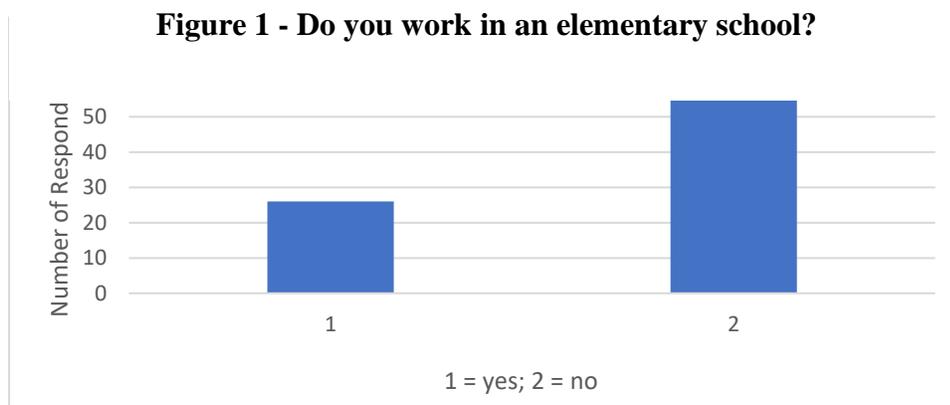
Findings

**Survey 1**

My first survey was sent to 2,603 South Dakota K-12 teachers. A total of 63 or 2.5% responded to the invitation to engage in the survey. Of those who responded, 59 or 93% responded to all the questions listed within the survey. The respondents reside in 29 of the 66 counties in South Dakota<sup>1</sup>.

Type of School

I directed the participants to a different set of questions based on what type of school they taught in. The first group were elementary teachers, and the second group were in middle or high schools. The specific questions were designed to be more applicable to the type and level of curriculum the school uses to instruct the children. The majority of respondents (56%) were from the middle/high school teachers, rather than elementary teachers as seen in Figure 1.



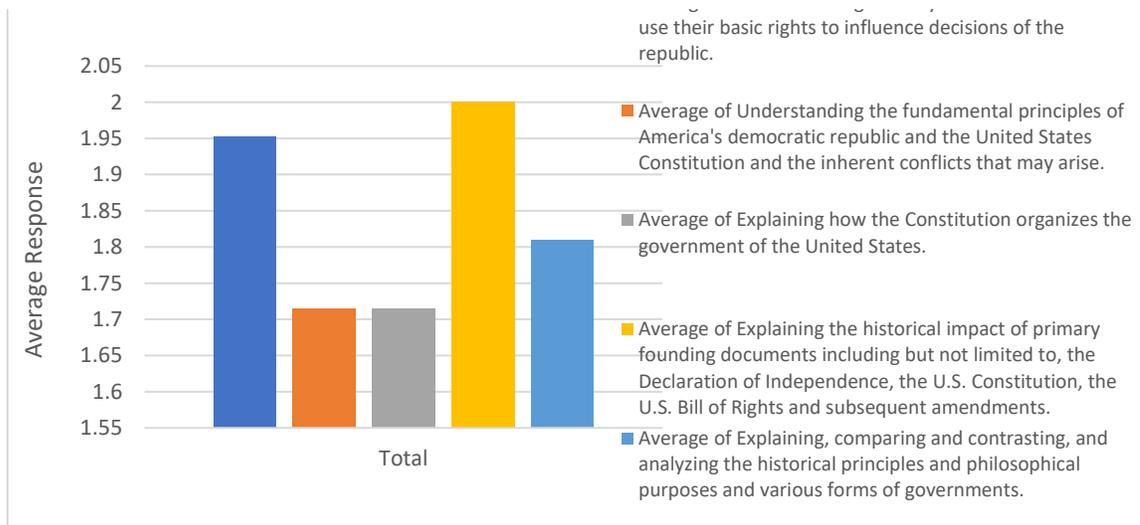
<sup>1</sup> Represented counties include: Douglas; Beadle; Brule; Bennett; Spink; Aurora; Hutchinson; Brookings; Brown; Butte; Charles Mix; Hamlin; Corson; Custer; Davison; Marshall; Deuel; Sanborn; Grant; Fall River; Gregory; Jackson; Hanson; Jones; McPherson; Pennington; Minnehaha; Moody; Turner

The way I analyzed the results was first the common questions that both groups were asked, second the questions specific to elementary teachers, and third the questions specific to the middle/high school teachers.

Civics Guidelines

There are five goals established in the South Dakota Civics guidelines specific for teachers to meet during the academic school years. I asked teachers to indicate how much time is spent on achieving those goals. The goals are as follows: 1) “explaining, comparing and contrasting, and analyzing the historical principles and philosophical purposes and various forms of government.”; 2) “explaining the historical impact of primary founding documents.”; 3) “explaining how the Constitution organizes the government of the United States.”; 4) “understanding the fundamental principles of America’s democratic republic and the United States Constitution and the inherent conflicts that may arise.” 5) “understanding the ways in which a citizen can use their basic rights to influence decisions of the republic.” When asked about each of these guidelines, 63% of respondents stated that they spend less than 5 hours per semester on each of these topics as seen in Figure 2.

**Figure 2 - S.D. Civics Education Elementary**

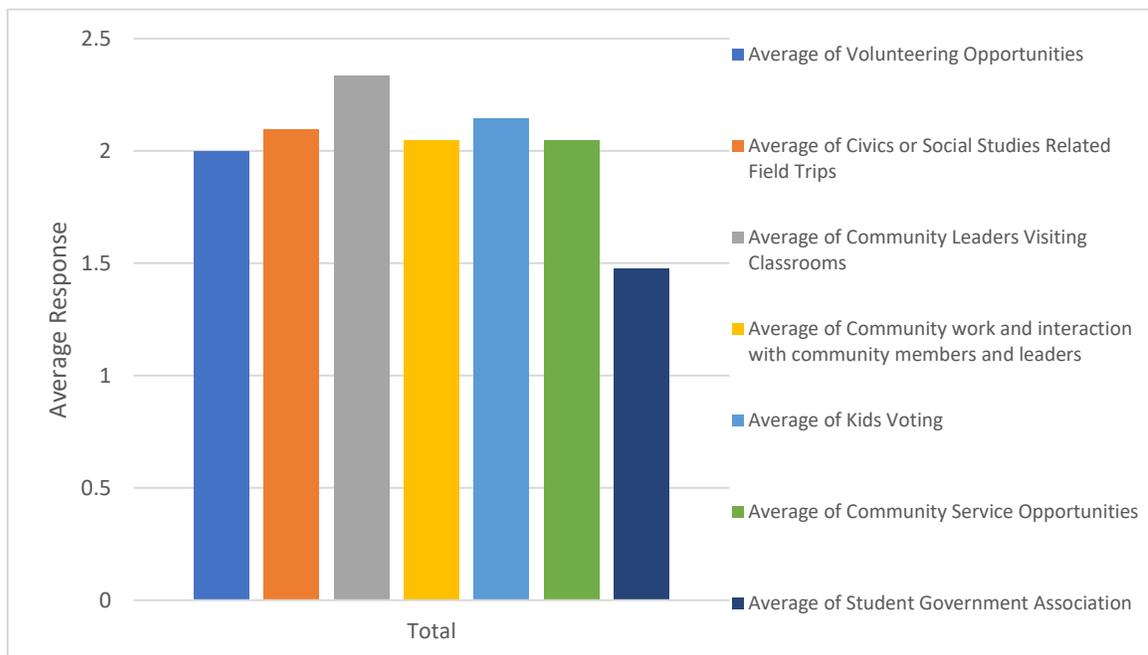


However, there were four respondents that offered additional topic areas that are covered during the semester which are not set up within the five guidelines. The focus that the four respondents indicated were (1) focus on local government and your rights/responsibilities; (2) vote in order to make classroom decisions; (3) discuss the right and responsibility to vote and to serve on a jury; and (4) discuss the ways to be a responsible citizen.

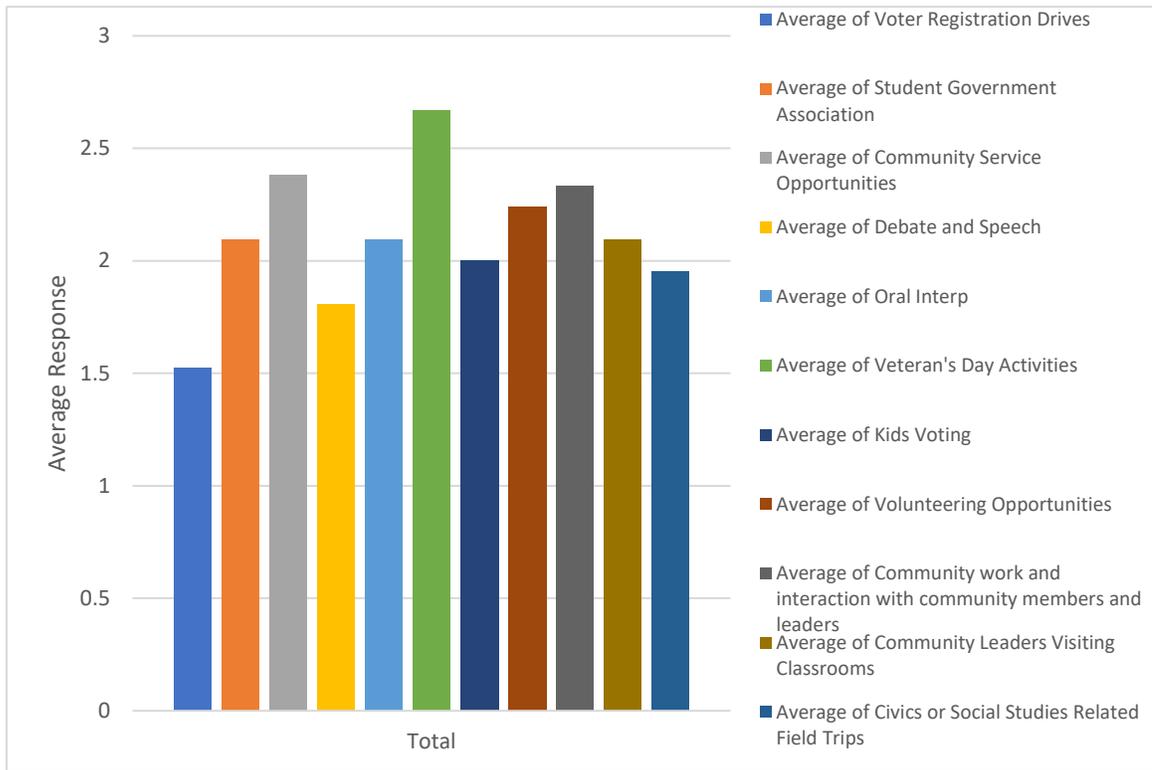
School Activities

I next asked all respondents questions related to school activities and teachers’ involvement in these activities. The majority of respondents (66%) stated that either their school does not have Student Government Association, Community Service Opportunities, Kids Voting, Volunteering Opportunities, Community work and interaction with community members and leaders (33%) or if they do have these activities, the respondents are not involved in them (32%), as seen in Figure 3 and 4.

**Figure 3 - Elementary School Activities**

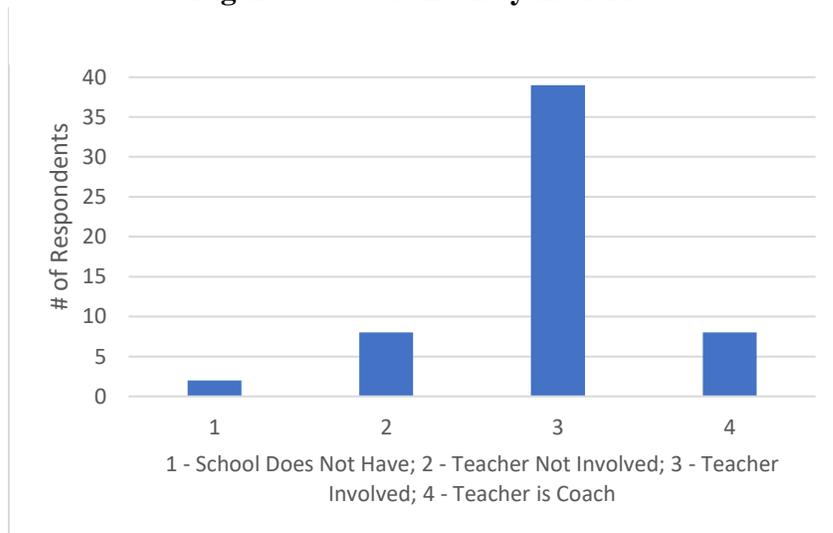


**Figure 4 - High School Student Activities**



57% stated that their school has Veteran’s Day Activities, and they are involved as seen in Figure 5.

**Figure 5 - Veteran's Day Activities**

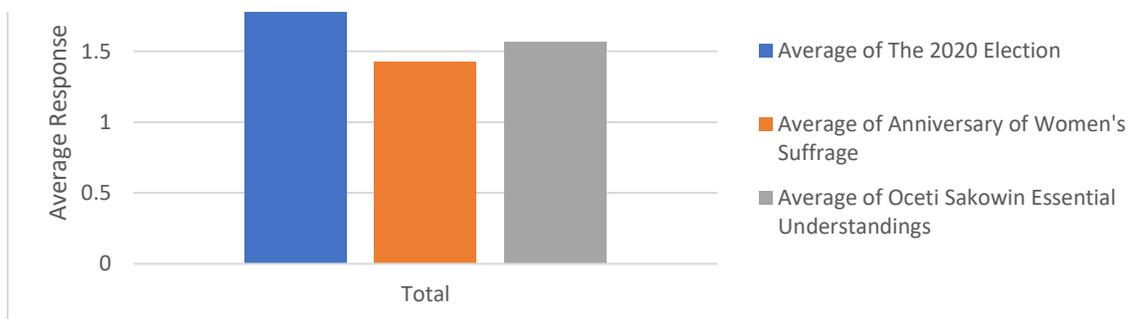


However, less than 12% of respondents answered that they are the coach or leader of any of these activities.

### 2020 Activities

The final set of common questions I asked involved specific topic areas within curriculum and potential barriers or threats to their teaching. On the question of the 2020 election, the majority of respondents (62%) stated that they would spend some time on the subject. As far as the anniversary of women’s suffrage and the Oceti Sakowin Essential Understandings, 57% indicated that they would not be spending any time on this subject as seen in Figure 6. Less than 12% of respondents said that they would prioritize any one of these topics even though they are were extremely important for the academic year of 2020.

**Figure 6 - 2020 Activities**

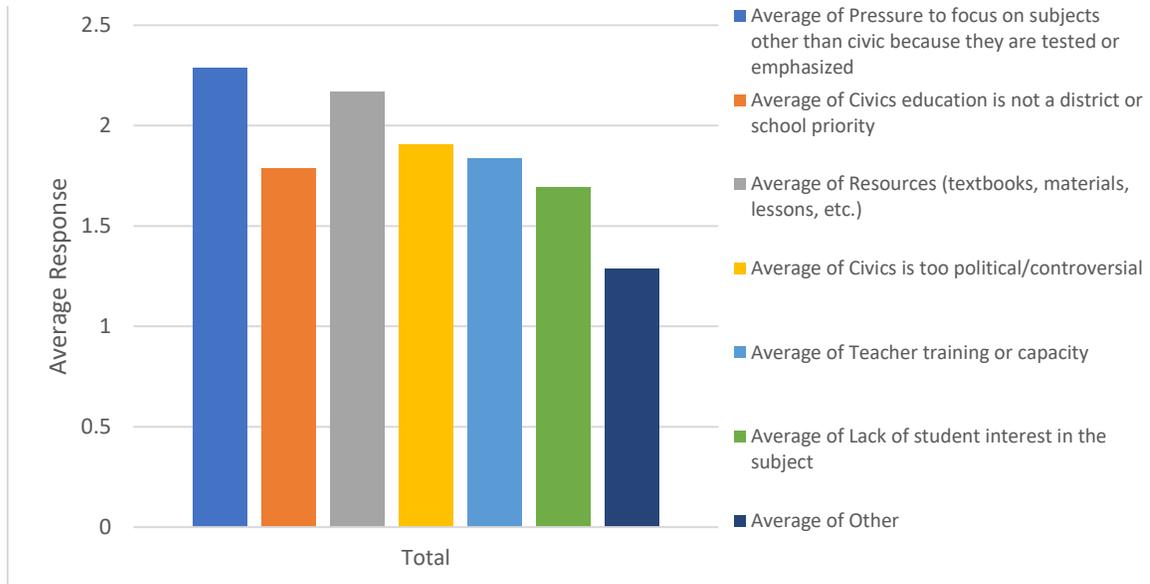


### Potential Barriers

I then reviewed potential barriers to teaching with the results being shown in Figure 7. The majority of respondents (70%) stated that the pressure to focus on subjects other than civics because those other subjects are tested or emphasized, the lack of resources, the idea that civics is too political or controversial, the lack of training for teachers, and a lack of student interest provide only somewhat of a barrier at best (32%) or serves as not a barrier at all (38%). 71% stated that civics education not being a district or school priority and any other factors that the respondents could think of do not present any type of barrier. Overall, the respondents were split in half on whether they

were provided enough resources, which could be affected by the size and economics of their school district.

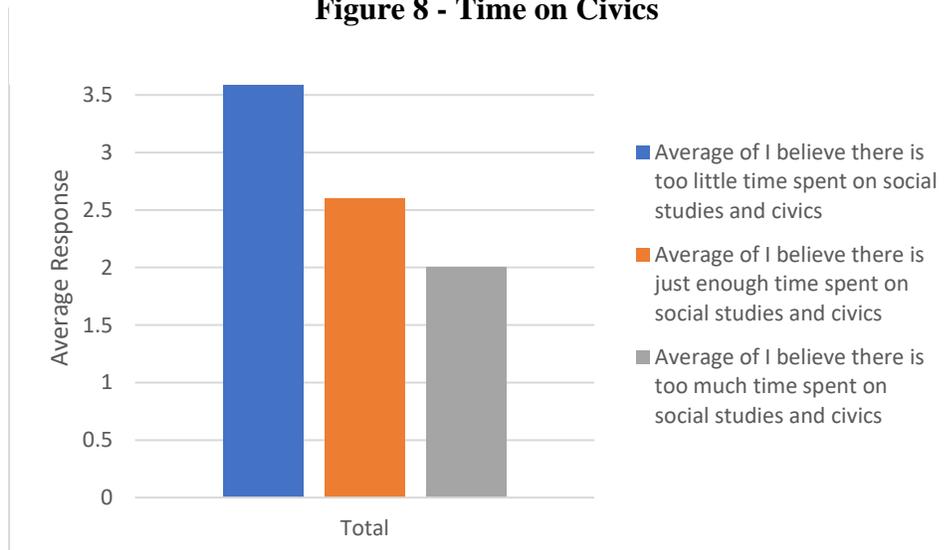
**Figure 7 - Pressures**



Effect of Civics Education

The majority of respondents (55%) agreed that your K-12 education does affect your civic engagement into adulthood. Finally I asked whether respondents thought whether too little time, just enough time, or too much time is spent on civics education. 64% agreed or strongly agreed that there is too little time spent on civics as seen in Figure 8.

**Figure 8 - Time on Civics**



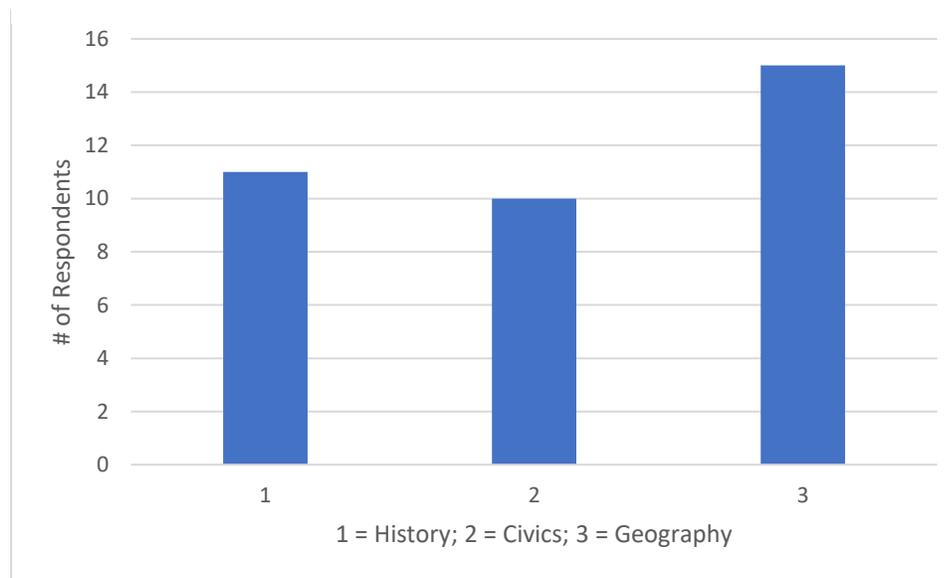
Elementary Teacher Questions

I next needed to evaluate the elementary teachers' responses to their specific set of questions.

*Social Studies Domain*

Figure 9 shows that most respondents (52%) said that they focused on history within their class and no respondents stated that they focused on economics.

**Figure 9 - Social Studies Domain**

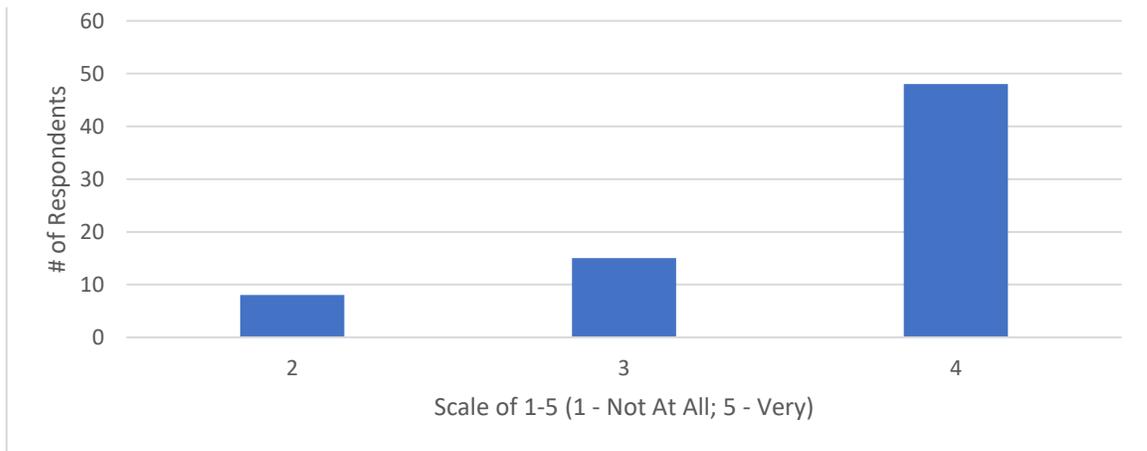


The results of this question were not surprising as most elementary schools do not put economics into their students' curriculum, which is why economics is more likely to be in the high school curriculum rather than taught in an elementary school.

*Comfortability*

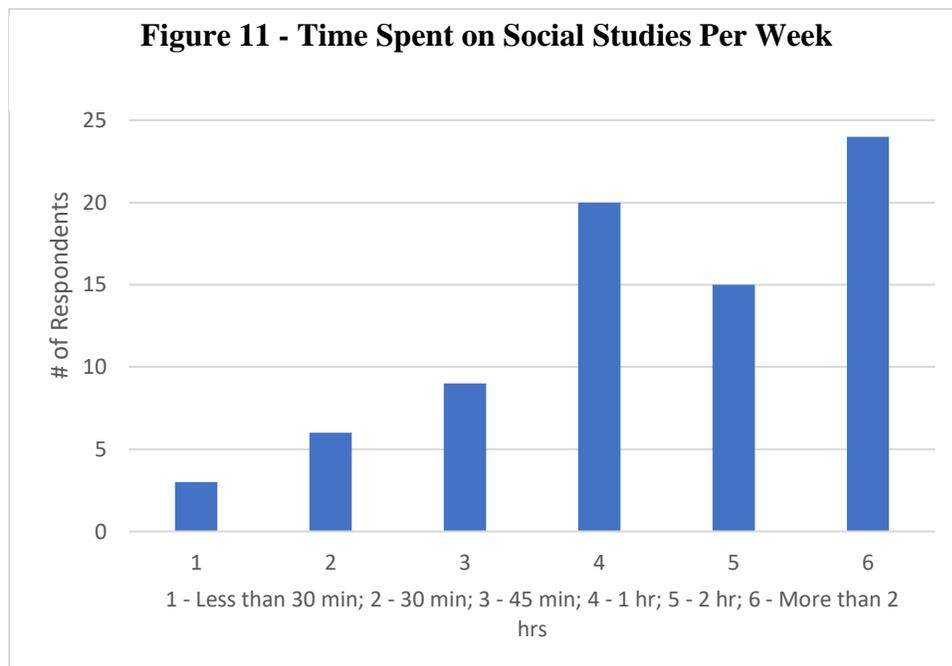
Next, I asked respondents about their comfortability when teaching civics and if there was anything they would need to increase their level of comfort. When asked if the respondents feel equipped or comfortable to effectively teach civics, the majority of respondents feel equipped or comfortable to effectively teach civics, the majority of respondents (57%) stated that they do feel equipped as seen in Figure 10.

**Figure 10 - Comfortability**



However, Figure 11 demonstrates that 66% of respondents stated that they spend less than 1 hour per semester on civics in their classroom.

**Figure 11 - Time Spent on Social Studies Per Week**



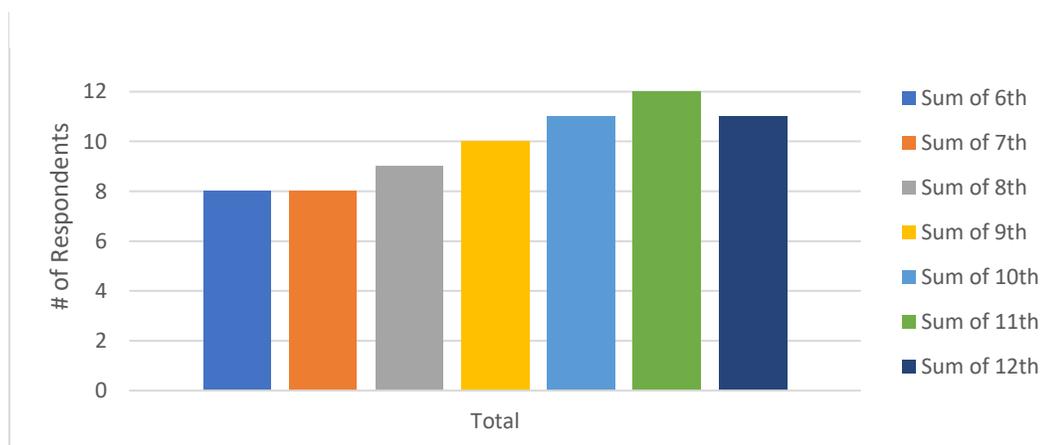
Respondents stated that there were many different resources they could be provided to help them to be better equipped and listed here are some of the most common responses. Two respondents felt as though the materials that they use for their class are too outdated for students to effectively learn enough information from their class. Three respondents felt as though the training teachers receive does not effectively teach them how to focus on civics within their classroom. This could be accomplished through more civics training and focus on this topic during undergraduate education rather than just focusing on the broad topic of social studies. Five respondents indicated that there needs to be a more detailed curriculum regarding civics provided to them by either the school district or the state. However, the state of South Dakota is working on providing the teachers with a more focused curriculum on civics topics through the Department of Education’s plan to provide its students with better civic learning opportunities.

Middle and High School Teachers

*Grade Level*

I then analyzed the questions for middle and high school teachers. 64% spend their time teaching at the high school level, rather than middle school level as seen in Figure 12.

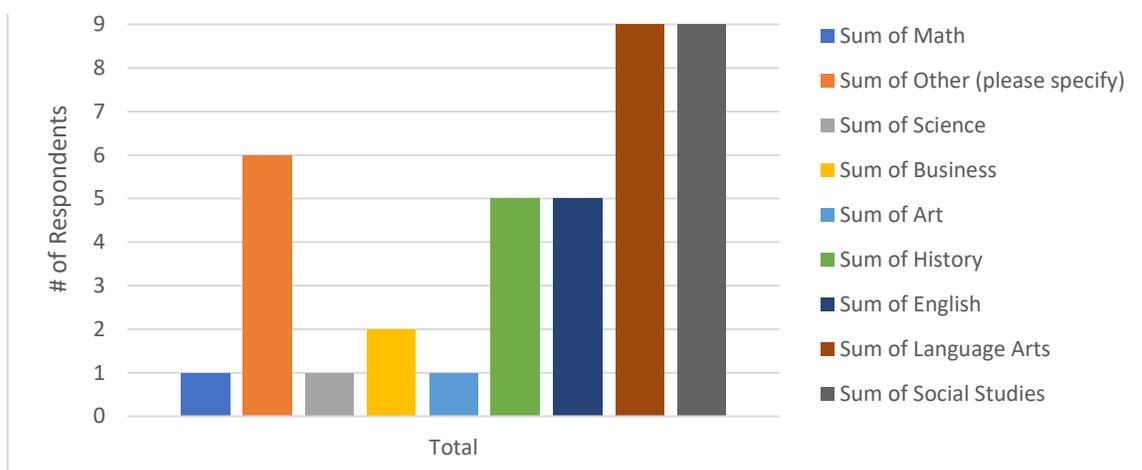
**Figure 12 - Middle/High School Grade Level**



*Class Taught*

Of these respondents represented in Figure 13, a majority of the respondents (52%) taught either language arts, social studies, or English, which is not surprising given the fact that in the informed consent statement, it was revealed that this would be targeted towards social studies and civics teachers. This could be one of the reasons that there were not more respondents, and not a more diverse set of disciplines.

**Figure 13 - What Class Do You Teach?**



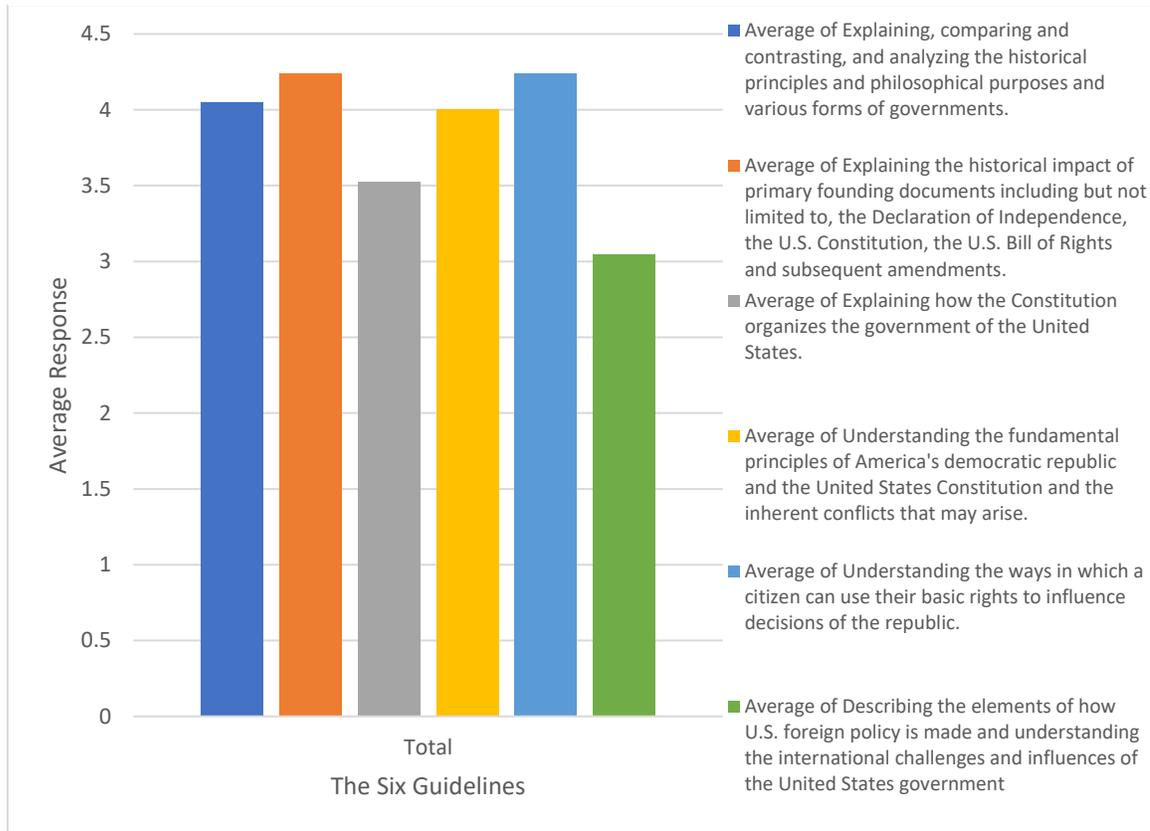
However, some respondents stated that they taught topics that were not addressed within the survey such as weight training and economics, reading, geography, computers, and agriculture.

*Civic Education Standards*

In the high school state standards, there is an additional goal in relation to civics guidelines, and it reads as follows: “Describing the elements of how U.S. foreign policy is made and understanding the international challenges and influences of the United States government.” Figure 14 shows all six guidelines, specifically the one in relation to Guideline 6. 67% of respondents stated that they spent less than 5 hours on this goal per

semester which is pretty much in line with what was discussed early in the report, as seen below.

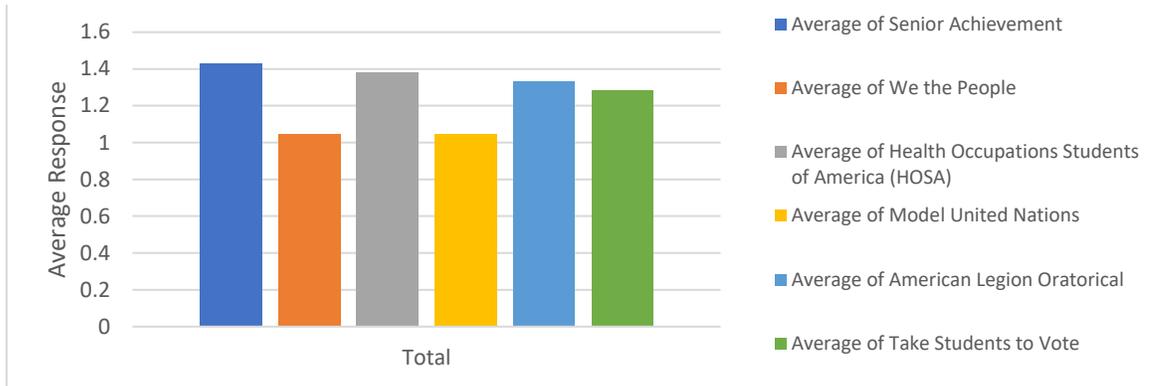
**Figure 14 - Middle/High School Civics Education**



*Activities*

I also asked high school teachers were if they had certain activities available at their school and the level of involvement within the certain activities that did not relate to elementary teachers as shown in Figure 15.

**Figure 15 - High School Activities**



78% of respondents stated that their school does not have voter registration

drives, Senior Achievement, We The People, Health Occupations Students of America (HOSA), Model United Nations, or American Legion Oratorical, and they don't take their students to vote. A majority of respondents (60%) stated that their school has Speech and Debate and Oral Interp, but the respondents were not involved in those.

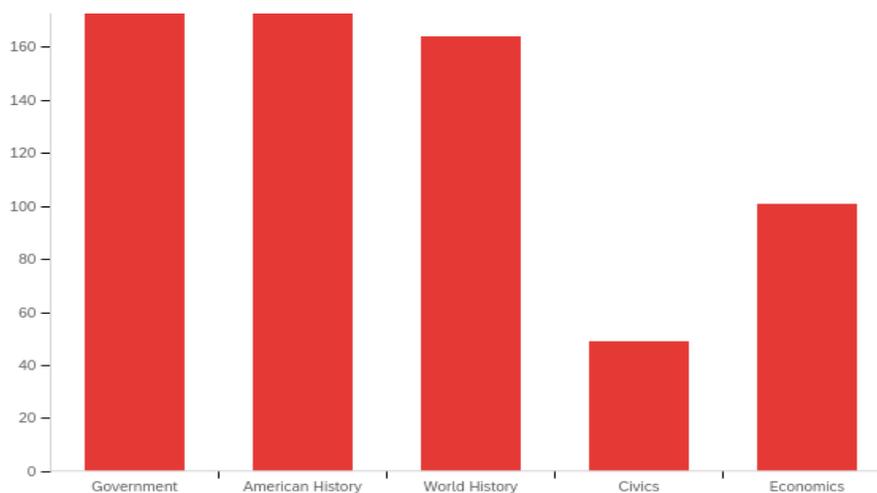
**Survey 2**

The second survey I created was sent out to 4,665 University of South Dakota students that originate from a South Dakota high school. A total of 180 or 3.9% responded to the invitation to engage in the survey. Of those that responded, 178 or 99% responded to all the questions listed within the survey. The respondents reside in 39 of the 66 counties within South Dakota<sup>2</sup>.

High School Classes

Figure 16 shows that most respondents’ high schools offered Government, American History, World History, and Economics, but only 27% of respondents stated that their school offered Civics.

**Figure 16 - Classes offered**

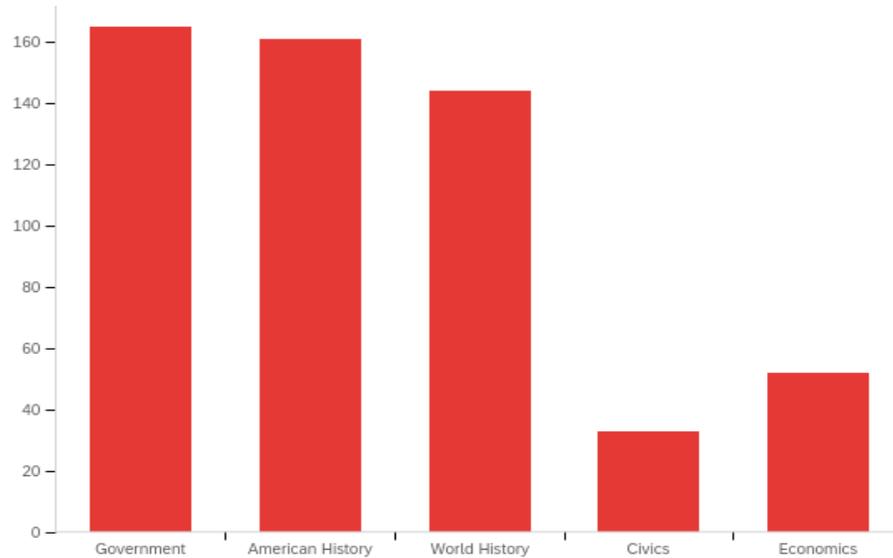



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<sup>2</sup> Represented counties include: Aurora; Beadle; Bon Homme; Brookings; Brown; Brule; Butte; Charles Mix; Clay; Codington; Custer; Davison; Day; Douglas; Fall River; Grant; Gregory; Hanson; Hughes; Hutchinson; Jerauld; Lake; Lawrence; Lincoln; McCook; Meade; Minnehaha; Moody; Pennington; Perkins; Potter; Sanborn; Spink; Stanley; Todd; Tripp; Turner; Union; Yankton.

When I asked about what classes the respondents decided to take, however, Figure 17 shows that most respondents chose government, American history, and world history, but did not take either economics or civics. In fact, only 29% chose economics, and a mere 18% took civics.

**Figure 17 - Classes Respondents Took**



Extracurricular Activities

I next asked respondents what activities their high school offered and whether they were involved in those activities. Table 1 shows the breakdown of percentages across each activity that was asked about. As one can see below, most respondents stated that their high school did not have Civics or Social Studies related field trips, voter registration drives, Senior Achievement, We the People, Model United Nations, or the American Legion Oratorical, and most respondents stated that their high school does not take them to vote. Nearly all respondents also noted that their high school offered Student Government, Debate and Speech, and Oral Interp, but they were not involved. The only activities that most respondents stated that they were involved in while in high school were community service opportunities and volunteering opportunities.

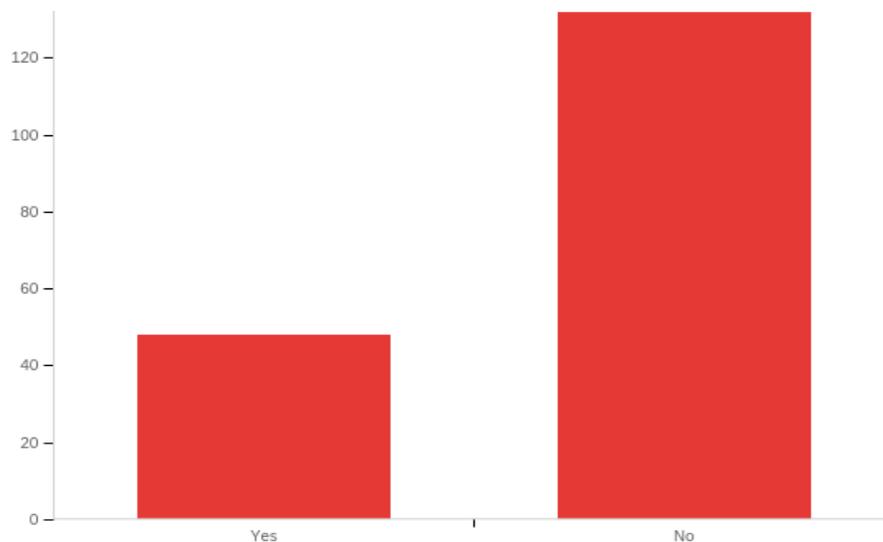
**Table 1 - High School Activities**

Question	My School Did Not Have This Activity	My School Had This Activity But I Was Not Involved	My School Had This Activity And I Was Involved
Student Government Association	29%	50%	21%
Community Service Opportunities	16%	20%	64%
Veteran's Day Activities	36%	15%	49%
Kids Voting	42%	9%	49%
Volunteering Opportunities	15%	18%	68%
Community Work and Interaction With Community Members and Leaders	32%	26%	42%
Community Leaders Visiting Classrooms	36%	18%	46%
Civics or Social Studies Related Field Trips	50%	16%	35%
Voter Registration Drives	70%	16%	15%
Going to Vote During a School Day	70%	13%	16%
Senior Achievement	69%	9%	22%
We the People	82%	8%	10%
Debate and Speech	27%	55%	18%
Oral Interp	11%	73%	16%
Health Occupations Students of America (HOSA)	47%	33%	20%
Model United Nations	89%	9%	2%
American Legion Oratorical	78%	15%	7%

2020 Graduation

The next thing I did was ask a branching question on whether the respondent graduated in 2020 or not. As seen in Figure 18, the majority of respondents stated that they did not graduate in 2020.

**Figure 18 - Did you graduate in 2020?**

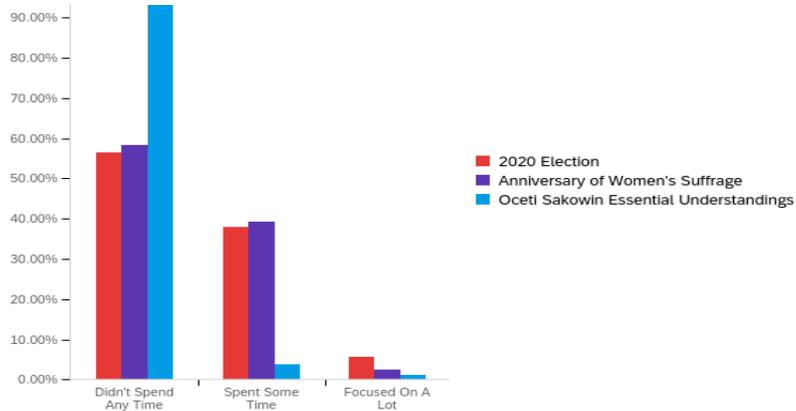


Based on the response to this question, I asked respondents a different set of questions. If they answered yes to the previous question, they were asked about the amount of time spent on three different topic areas before they graduated.

Special Topics

These three areas were Oceti Sakowin Essential Understandings, the anniversary of Women’s Suffrage, and the 2020 election. As you can see in Figure 19, most respondents stated that their classes did not spend any time on these three categories.

**Figure 19 - Special Topics**

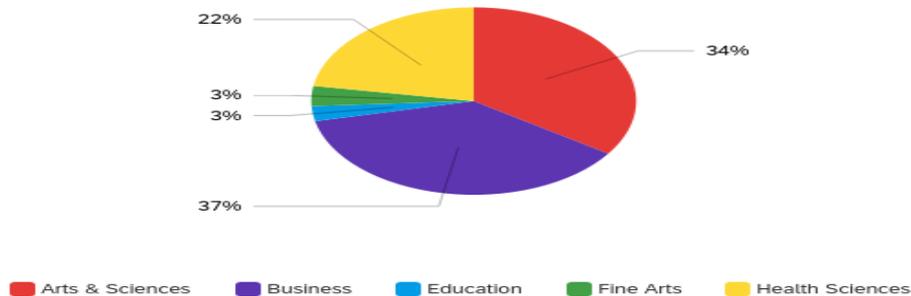


I brought both sets of respondents back together to answer the rest of the questions together. While the first half of the survey dealt with their high school experiences, the second half tended to focus on their experiences in college.

University of South Dakota College

Because of this, I asked respondents what college their major belonged in at the University of South Dakota. The majority of respondents resided in the Arts & Sciences and the Business schools, but no category singularly completed my survey as seen in Figure 20.

**Figure 20 - College at USD**



USD Extracurriculars

I then asked what activities individuals were involved in at the university based on what activities are offered. Based on the answers to the survey located in Table 2, most respondents are not involved in anything at the University when it comes to civics-related activities.

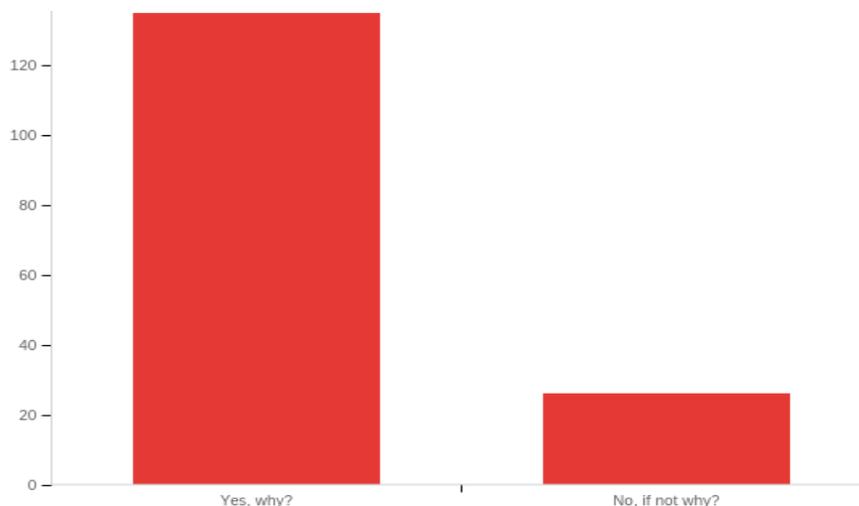
**Table 2 - USD Activities**

Select the activities you are involved in at USD:	Percentage
Student Government Association	3%
Community Service Opportunities	19%
Veteran's Day Activities	3%
Kids Voting	1%
Volunteering Opportunities	29%
Community work and interaction with community members and leaders; Community Leaders Visiting Classrooms	10%
Civics or Social Studies Related Field Trips	4%
Voter Registration Drives	3%
Voting	25%
Debate and Speech	2%
Model United Nations	1%

Likelihood of Voting in the 2020 Election

Even though there was a low amount of civic-related activities that respondents were involved in, the majority of respondents stated that they would vote in the 2020 election, as seen in Figure 21.

**Figure 21 - 2020 Election**

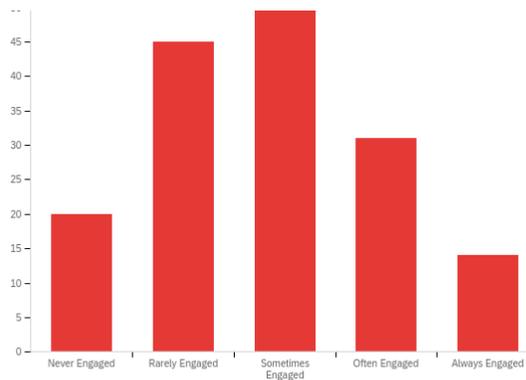


When I asked about why they would or would not engage in the 2020 election by voting, I analyzed their responses first based on those who claimed they would vote. Of the respondents, 51% stated that they would vote because it is their civic duty and is an essential right to our democracy; 20% stated that they would vote because their voice matters and their vote counts; 10% stated that they would vote because of their hatred for a certain party; the remaining percent had other various factors or did not state why they were going to vote. Next, I analyzed the responses based on who would not vote. 38% stated that they would not vote because they didn't have enough knowledge about the candidates; 17% stated that they would not vote because their voice didn't matter; 13% stated that they would not vote because of opportunity costs such as time; the remaining percent had other various factors or stated that they were not eligible to vote.

Comparison of Civic Engagement from High School to College

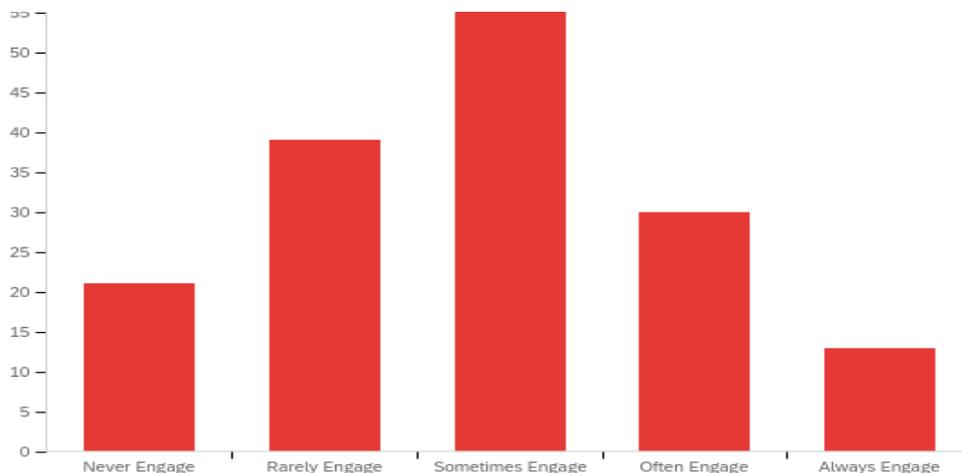
The next two questions were specifically designed to compare an individual’s level of engagement in high school to their level of engagement in college. The results in Figure 22 show that the most selected response was “sometimes engaged” regarding high school involvement, but there was not a selected response that contained most responses.

**Figure 22 - Level of Civic Engagement in High School**



When comparing high school to college, however, one can see that virtually nothing has changed. More people are sometimes engaged in college rather than high school and less people are rarely engaged in college rather than high school. Besides these two categories, there are little to no change between the different selection options.

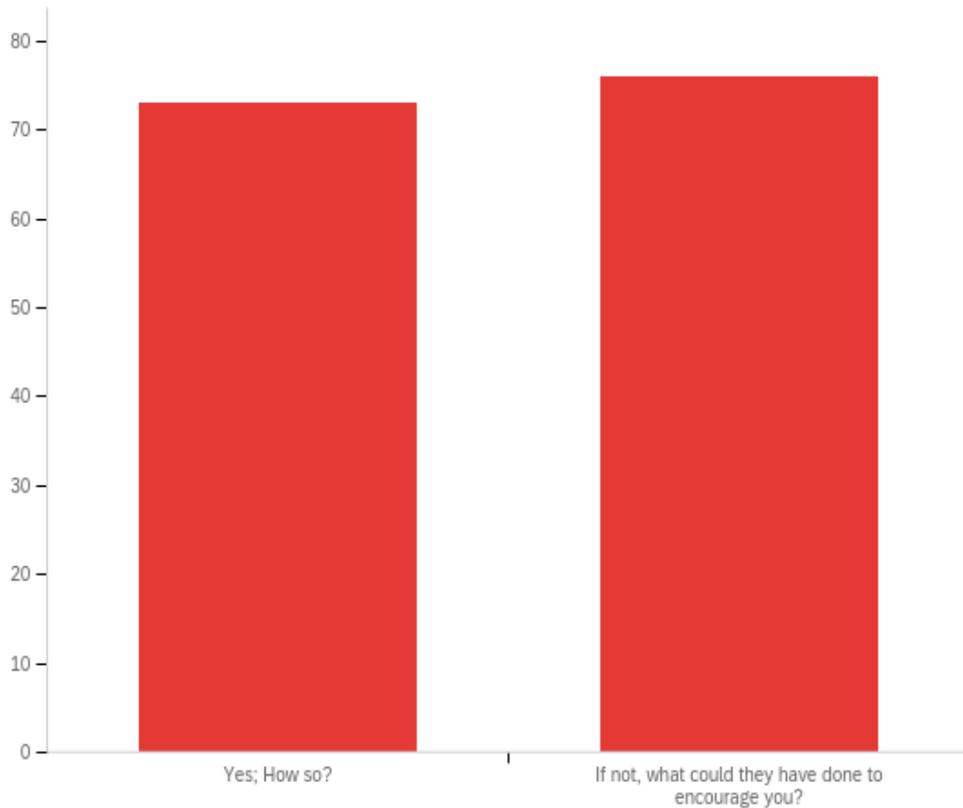
**Figure 23 - Level of Civic Engagement in College**



Does High School Impact Civic Engagement?

Finally, I asked respondents if they believe their high school experiences encouraged them to be more civically engaged. As seen in Figure 24, more respondents selected no rather than yes and even if converted to percentages, no wins the vote by about 2 percent.

**Figure 24 - Impact on Civic Engagement**



When asked why or what the high school could have done better or different, I analyzed their responses. The first step was to analyze those that believed that their high school did impact their level of civic engagement. 49% stated that their teachers and peers were able to encourage them to become civically engaged; 25% stated that they were given many opportunities and a variety of student clubs to become engaged; 10%

stated that because of the size of their school, they were given more opportunities; 8% stated that their high school helped them to conform to certain ideologies and taught them that their voice matters; the remaining 7% stated that their community helped them to become more involved and were willing to visit their high school. The next step was to analyze those responses that stated that their school could have done more to encourage them. 32% stated that the importance of engagement was not a focus at their high school and if it was, it was completely one-sided; 25% stated that there was a lack of resources provided to their school and therefore a lack of information provided to the individual; 24% stated that there was a lack of opportunities at their high school; the remaining 19% stated that their school was too small or there was a lack of classes to be able to effectively teach them.

## CHAPTER FIVE

### Conclusions and Implications

This report has provided an overview of civics education in South Dakota through the lens of teachers and students. Based on the data gathered above, there are some implications for the South Dakota Department of Education. The teacher survey revealed:

- 63% of elementary teachers spent 5 hours or less on civics each semester,
- 66% of elementary teachers spent less than 1 hour on civics in the weeks they covered it within their curriculum,
- 64% of high school teachers spend less than 5 hours per semester on civics.
- 71% of teachers believe that civics is not a district, or a school priority, and
- 64 percent believe too little time is spent on civics education.

Collectively, these results demonstrate substantial room for improvement within Civics education in South Dakota. It is possible that teachers are actually engaged in more civics education that they report, but they do not recognize those components as a part of civics education. The Department of Education has an opportunity to provide greater information on the definition, evaluation, and importance of civics within the curriculum.

The student survey also revealed useful information:

- 78% of high schools across the state do not offer Senior Achievement, We the People, Health Occupations Students of America (HOSA), Model

United Nations, American Legion Oratorical, or take their students to vote,

- 95% of high schools did not spend any time on Oceti Sakowin Essential Understandings, and
- 58% of high schools did not spend any time on the Anniversary of Women's Suffrage.

Extracurricular activities and civics-related topics such as these are instrumental and can increase civic activity as established above. Therefore, schools need to increase the number of civics-related activities that they offer, starting with those referenced here. The Department of Education can play a role in providing greater funding for these activities including salary support for teachers taking on additional extra-curricular responsibilities. However, most students stated that their school did offer community service and volunteering and that students did get involved. These programs can be expanded to include more of the civics specific activities.

This report can offer the Department of Education valuable data to inform decisions regarding the improvement of civics education in the state. Specifically, the Department should go over the Civics Education Guidelines with the Superintendents of the school districts in order for them to go over with the teachers specifically what they can do in their classroom to foster a more positive environment for civics education. If the survey is replicated in the future with greater incentives from the state, they could get a better understanding of how much time teachers actually spend on civics curriculum each semester. Superintendents and principals should also work together to make civics a bigger priority within their districts by creating more civics-related activities to their

schools list of offered extracurriculars. Even if most students do not join these organizations, the benefits to those that do will be substantial. Collectively, these efforts will hopefully increase broader types of engagement in young adults in South Dakota.

APPENDICES

APPENDIX A

Civic Engagement in High Schools (Teachers)

\*1)

What county is your high school located in?

- Aurora [Value=1]
- Beadle [Value=2]
- Bennett [Value=3]
- Bon Homme [Value=4]
- Brookings [Value=5]
- Brown [Value=6]
- Brule [Value=7]
- Butte [Value=8]
- Campbell [Value=9]
- Charles Mix [Value=10]
- Clark [Value=11]
- Clay [Value=12]
- Codington [Value=13]
- Corson [Value=14]
- Custer [Value=15]
- Davison [Value=16]
- Day [Value=17]
- Deuel [Value=18]
- Edmunds [Value=19]
- Fall River [Value=20]
- Faulk [Value=21]
- Grant [Value=22]
- Gregory [Value=23]
- Haakon [Value=24]
- Hanson [Value=25]
- Hughes [Value=26]
- Hutchinson [Value=27]
- Jones [Value=28]
- Kingsbury [Value=29]
- Lake [Value=30]
- Lawrence [Value=31]
- Lincoln [Value=32]
- Lyman [Value=33]
- Marshall [Value=34]
- McCook [Value=35]
- McPherson [Value=36]

- Meade [Value=37]
- Minnehaha [Value=38]
- Moody [Value=39]
- Todd [Value=40]
- Turner [Value=41]

2)

What grade(s) do you teach?

- Pre-Kindergarten [Checked=1]
  Kindergarten [Checked=1]
  1st [Checked=1]
  2nd [Checked=1]
  3rd [Checked=1]
  4th [Checked=1]
  5th [Checked=1]
  6th [Checked=1]
  7th [Checked=1]
  8th [Checked=1]
  9th [Checked=1]
  10th [Checked=1]
  11th [Checked=1]
  12th [Checked=1]

3)

What subject(s) do you teach?

- Business [Checked=1]
  Language Arts [Checked=1]
  Social Studies [Checked=1]
  English [Checked=1]
  Other (please specify) [Checked=1]

\*4)

How many hours per semester do you spend explaining, comparing and contrasting, and analyzing the historical principles and philosophical purposes and various forms of government?

- Less than 1 [Value=1]
  1-5 [Value=2]
  6-10 [Value=3]
  11-15 [Value=4]
  16-20 [Value=5]
  21-25 [Value=6]
  26-30 [Value=7]
  31-35 [Value=8]
  36-40 [Value=9]
  41-45 [Value=10]
  46-50 [Value=11]
  51+ [Value=12]

\*5)

How many hours per semester do you spend explaining the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments?

- Less than 1 [Value=1]
  1-5 [Value=2]
  6-10 [Value=3]
  11-15 [Value=4]
  16-20 [Value=5]
  21-25 [Value=6]
  26-30 [Value=7]
  31-35 [Value=8]
  36-40 [Value=9]
  41-45 [Value=10]
  46-50 [Value=11]
  51+ [Value=12]

\*6)

How many hours per semester do you spend explaining how the Constitution organizes the government of the United States?

- Less than 1 [Value=1]
  1-5 [Value=2]
  6-10 [Value=3]
  11-15 [Value=4]
  16-20 [Value=5]
  21-25 [Value=6]
  26-30 [Value=7]
  31-35 [Value=8]
  36-40 [Value=9]
  41-45 [Value=10]
  46-50 [Value=11]
  51+ [Value=12]

\*7)

How many hours per semester do you spend understanding the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise?

- Less than 1 [Value=1]
  1-5 [Value=2]
  6-10 [Value=3]
  11-15 [Value=4]
  16-20 [Value=5]
  21-25 [Value=6]
  26-30 [Value=7]
  31-35 [Value=8]
  36-40 [Value=9]
  41-45 [Value=10]
  46-50 [Value=11]
  51+ [Value=12]

\*8)

How many hours per semester do you spend understanding the ways in which a citizen can use their basic rights to influence the decisions of the republic?

- Less than 1 [Value=1]
  1-5 [Value=2]
  6-10 [Value=3]
  11-15 [Value=4]
  16-20 [Value=5]
  21-25 [Value=6]
  26-30 [Value=7]
  31-35 [Value=8]
  36-40 [Value=9]
  41-45 [Value=10]
  46-50 [Value=11]
  51+ [Value=12]

\*9)

How many hours per semester do you spend describing the elements of how U.S. foreign policy is made and understanding the international challenges and influences of the United States government?

- Less than 1 [Value=1]
  1-5 [Value=2]
  6-10 [Value=3]
  11-15 [Value=4]
  16-20 [Value=5]
  21-25 [Value=6]
  26-30 [Value=7]
  31-35 [Value=8]
  36-40 [Value=9]
  41-45 [Value=10]
  46-50 [Value=11]
  51+ [Value=12]

Please mark the level of involvement that you and/or your school participates in the following activities:

	<b>My School Does Not</b>	<b>My School Has This</b>	<b>My School Has This</b>	<b>My School Has This Activity and I Am the</b>
--	---------------------------	---------------------------	---------------------------	---

	<b>Have This Activity</b>	<b>Activity But I Am Not Involved</b>	<b>Activity And I Am Involved</b>	<b>Coach/Leader of the Organization</b>
<b>*10) Voter Registration Drives</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*11) Student Government Association</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*12) Take Students to Vote</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*13) Senior Achievement</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*14) Community Service Opportunities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*15) We the People</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*16) Debate and Speech</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*17) Oral Interp</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*18) Health Occupations Students of America (HOSA)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*19) Model United Nations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]
<b>*20) American Legion Oratorical</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	[Value=1]	[Value=2]	[Value=3]	[Value=4]

Please rate the level of which you will be focusing on the following items in your classroom this semester:

	<b>We Are Not Spending Any Time</b>	<b>We Will Be Spending Some Time</b>	<b>We Will Be Focusing On This</b>

	On This Subject	On This Subject	Subject A Lot
*21) The 2020 Election	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]
*22) Anniversary of Women's Suffrage	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]

Please rate your level of agreement with the following statements

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
*23) I believe that the students at this high school are provided enough resources to adequately engage in civic activities	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]	<input type="radio"/> [Value=6]
*24) I believe that civic engagement within high school affects civic engagement in later adulthood	<input type="radio"/> [Value=1]	<input type="radio"/> [Value=2]	<input type="radio"/> [Value=3]	<input type="radio"/> [Value=4]	<input type="radio"/> [Value=5]	<input type="radio"/> [Value=6]

Automatic Page Break

Civic Engagement in High Schools (Teachers)

Thank you!

**For maximum confidentiality, please close this window.**

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APPENDIX B

Civic Engagement in South Dakota K-12 Graduates

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**Start of Block: Intro**

**Q1 Informed Consent**

You are invited to participate in a research study. In order to participate, you must have been a South Dakota High School student within the last three years. Taking part in this research project is voluntary and you can exit the survey at any time. Through the Chiesman Foundation, we have created a survey to better understand the ability of South Dakota schools to teach civics effectively and to influence their students desire to become involved in different civic engagements. If you agree to take part in this study, you will be asked to answer questions regarding how much your high school influenced your current civic engagement, how often you engage in different civic activities now, and how you think South Dakota high schools can improve their civics curriculum. This survey will only take up 3-5 minutes of your time. There are no risks in participating in this research beyond those experienced in everyday life. Although you will not directly benefit from being in this study, others might benefit from the results. The goal of these results is to gain feedback specifically from previous South Dakota high school students regarding civics and social studies education. To protect your privacy the survey is anonymous and any results from the survey will only be reported in aggregate. The names and emails of those individuals will be stored separately from their answers to the survey. The researcher conducting this research is Katrina Callahan. If you later have questions, concerns, or complaints about the research please contact Shane Nordyke at [Shane.Nordyke@usd.edu](mailto:Shane.Nordyke@usd.edu). If you have questions regarding your rights as a research subject, you may contact The University of South Dakota- Office of Human Subjects Protection at (605) 658-3743. You may also call this number with problems, complaints, or concerns about the research. If you have any questions about the study later, you can contact the study team using the information provided above.

Do you wish to continue?

- Yes (1)
- No (2)

Q2 What county was your South Dakota school district located in? If you attended multiple, select the last one you attended.

▼ Aurora (1) ... Ziebach (66)

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Q3 Select all that apply: Which classes were offered at your school?

- Government (1)
  - American History (2)
  - World History (3)
  - Civics (4)
  - Economics (5)
-

Q4 Select all that apply: Which classes did you take?

- Government (1)
  - American History (2)
  - World History (3)
  - Civics (4)
  - Economics (5)
-

Q5 Select the answer that best fits your high school experience:

Civic Education in South Dakota K-12 Schools

	My School Did Not Have This Activity (1)	My School Had This Activity But I Was Not Involved (2)	My School Had This Activity And I Was Involved (3)
Student Government Association (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service Opportunities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran's Day Activities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kids Voting (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering Opportunities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Work and Interaction With Community Members and Leaders (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Leaders Visiting Classrooms (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civics or Social Studies Related Field Trips (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voter Registration Drives (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to Vote During a School Day (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Achievement (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We the People (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debate and Speech (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Civic Education in South Dakota K-12 Schools

Oral Interp (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Occupations Students of America (HOSA) (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model United Nations (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Legion Oratorical (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q6 Did you graduate in 2020?

- Yes (1)
- No (2)

*Skip To: Q7 If Did you graduate in 2020? = Yes*

*Skip To: Q8 If Did you graduate in 2020? = No*

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Q8 What college is your major a part of at USD?

- Arts & Sciences (1)
- Business (2)
- Education (3)
- Fine Arts (4)
- Health Sciences (5)

Q7 Within your high school classes, how much time was devoted to the following topics?

	Didn't Spend Any Time (1)	Spent Some Time (2)	Focused On A Lot (3)
2020 Election (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anniversary of Women's Suffrage (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oceti Sakowin Essential Understandings (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q9 Select the activities you are involved in at USD:

- Student Government Association (1)
- Community Service Opportunities (2)
- Veteran's Day Activities (3)
- Kids Voting (4)
- Volunteering Opportunities (5)
- Community work and interaction with community members and leaders;  
Community Leaders Visiting Classrooms (6)
- Civics or Social Studies Related Field Trips (7)
- Voter Registration Drives (8)
- Voting (9)
- Debate and Speech (10)
- Model United Nations (11)

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Q10 Do you think you will vote in the 2020 election?

- Yes, why? (1) \_\_\_\_\_
- No, if not why? (2) \_\_\_\_\_

Q11 Please rate your level of civic engagement in high school:

- Never Engaged (1)
  - Rarely Engaged (2)
  - Sometimes Engaged (3)
  - Often Engaged (4)
  - Always Engaged (5)
- 

Q12 Please rate your level of civic engagement in college:

- Never Engage (1)
  - Rarely Engage (2)
  - Sometimes Engage (3)
  - Often Engage (4)
  - Always Engage (5)
-

Q13 Without stating your name or your high school's name, do you think your high school experiences encouraged you to be more civically engaged?

Yes; How so? (1) \_\_\_\_\_

If not, what could they have done to encourage you? (2)

\_\_\_\_\_

**End of Block: Intro**

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