

Florida Voices

Find the state leaders who represent Florida citizens.

SS.4.CG.2.3 "Identify individuals who represent the citizens of Florida at the state level."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each title of a state-level representative. Circle the words that tell whether the person represents all Floridians or people in one district.

Who Speaks for Florida?

- ① Floridians choose people to speak and make decisions for the state. The governor leads Florida's executive branch and works for people across the whole state. Florida voters elect one governor. A governor may sign bills into laws or veto them. Because the governor represents all Floridians, a family in Pensacola and a family in Key West have the same governor.
- ② Florida has separate voting districts for its House and Senate. Voters in each House district elect one state representative. Voters in each Senate district elect one state senator. These lawmakers listen to people in their own districts. They introduce bills, debate ideas, and vote on possible state laws. Each Florida resident lives in one House district and one Senate district.
- ③ Suppose Nia wants to share an idea about safer crosswalks near her school. She can contact her state representative and state senator because each represents the district she lives in for that chamber of the Legislature. She can also contact the governor, whose decisions affect all of Florida. Nia should give her home address when she writes, so a lawmaker's office can tell whether she lives in that lawmaker's district and respond to her.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which state-level representative works for people across all of Florida?

2 Who is elected by voters in a House district? Who is elected by voters in a Senate district?

3 Nia wants to share an idea about her school area. Which two lawmakers represent her in the Legislature?

4 Why should Nia include her home address when she writes to a lawmaker?

3 YOUR TURN _____ Your own words

Read the dated roster your teacher supplies. On separate paper, identify the current Florida governor and the state representative and state senator for the school's districts by full name. Match each person to the office and statewide or numbered-district constituency. Record the roster's source and check date. Then write exactly three sentences about an idea for improving your community. Include the titles governor, state representative, and state senator, and tell who each one represents.

PART 1 • READ AND MARK

Underline each title of a state-level representative. Circle the words that tell whether the person represents all Floridians or people in one district. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which state-level representative works for people across all of Florida?	The governor.
2	Who is elected by voters in a House district? Who is elected by voters in a Senate district?	A state representative for the House district and a state senator for the Senate district.
3	Nia wants to share an idea about her school area. Which two lawmakers represent her in the Legislature?	Her state representative and her state senator.
4	Why should Nia include her home address when she writes to a lawmaker?	The office can check whether she lives in that lawmaker's district and respond to her.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I want state funding for safer crosswalks near schools. My state representative serves my House district and my state senator serves my Senate district, so I would share the idea with them. The governor represents all Floridians, so I could also send the idea to the governor.

Accept responses that correctly identify the governor as representing all Floridians, the state representative as representing the student's House district, and the state senator as representing the student's Senate district. Students may choose any reasonable community idea. Before teaching, prepare a dated roster from official Florida Governor, House and Senate directories; verify the school's House and Senate districts and current occupants. Provide names, offices, district numbers and source/check date. Require all three actual names and correct constituencies, checking against that roster. Use the school location rather than collecting student home addresses. If a seat is vacant, identify the vacancy accurately and supply an occupied district example as an additional named person. The three-sentence model is the separate community-idea extension, not a completed name record.