

## **We the People: The Citizen and the Constitution Level 1 and We the People: The Citizen & Democracy- Educating for American Democracy (EAD) Roadmap Correlation**

**Educating for American Democracy:** The Educating for American Democracy (EAD) Roadmap is an inquiry-based content framework for excellence in civic and history education for all learners. It is organized by major themes and questions and supported by key concepts. The EAD Roadmap is vertically spiraled across four grade bands (K–2, 3–5, 6–8, and 9–12). It offers a vision for integrating history and civic education throughout grades K–12.

### **We the People Programs:**

***We the People: The Citizen & the Constitution:*** The We the People: The Citizen & the Constitution program promotes civic competence and responsibility among the nation’s upper elementary and secondary students. The We the People print textbooks and enhanced eBooks offer interactive strategies, relevant content, and simulated congressional hearings to make teaching and learning exciting for students and teachers. The innovative We the People curriculum provides instruction on the history and principles of the United States constitutional government. The Level 1 text is suggested for grades 4-6 and organized into five units:

- Unit 1: What Basic Ideas about Government Did the Founders Have?
- Unit 2: How did the Framers Write Our Constitution?
- Unit 3: How Does the Constitution Organize Our Government?
- Unit 4: How Does the Constitution Protect Our Basic Rights?
- Unit 5: What Are the Responsibilities of Citizens?

***We the People: The Citizen and Democracy:*** *We the People: The Citizen & Democracy* print textbooks make teaching and learning exciting for students and teachers. The elementary school years are the best time to help students gain a beginning understanding of the foundational ideas essential to preserving our free society and furthering its ideals. The Center’s new elementary *We the People: The Citizen & Democracy* text, intended for grades 3–5, can be used to increase students’ commitment to our nation’s founding principles. We organize the text into two units, and we note alignment to EAD in **bold**:

- **Unit 1: What is a Democracy?**
- **Unit 2: How did the United States Become a Democracy?**

**Usage:** This correlation guide offers a crosswalk between the EAD themes for the grades 3-5 driving questions, the Level 1 (upper elementary) We the People curriculum, and the *We the People: The Citizen and Democracy* elementary text. Where opportunity permits, the crosswalk aligns with other Center for Civic Education programs and shared resources. While We the People units and lessons are paired with EAD driving questions, this does not imply full coverage of a question. We the People lessons may go deeper and/or broader in content than the driving question; likewise, the question may call for deeper inquiry than the lesson provides. However, teachers can use this crosswalk to see how, in addition to other civics and history education resources, the We the People curriculum offers a rich integration of history and civics. It is part of a strong inquiry framework.



<p><b>EAD Theme 1</b></p>	<p><b>Civic Participation:</b> This theme explores the relationship between self-government and civic participation, drawing on the history discipline to explore how citizens’ active engagement has mattered for American society and on the discipline of civics to explore the principles, values, habits, and skills that support productive engagement in a healthy, resilient constitutional democracy. This theme focuses on engaging young people as civic participants and preparing them to assume that role successfully.</p>	
<p><b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b></p>		<p><b>We the People Units and Lessons</b></p>
<p>HDQ: Why and how do people act to solve problems that affect them and others?</p>		<p><b>Unit 1, Lesson 2: Why Do We Have Rules and Laws?</b>  <b>Unit 2, Lesson 11: What are Our Rights and Responsibilities in a Democracy?</b>            Unit 5, Lesson 23: What Are Some Important Responsibilities of Citizens?</p>
<p>HDQ: What kinds of challenges arise when people decide to act and try to solve problems?</p>		<p>Unit 5, Lesson 24: How Can Citizens Promote the Common Good?</p>
<p>CDQ: Why might we want to make changes at local, state, or national levels? How can we promote change effectively?</p>		<p>Unit 5, Lesson 23: What Are Some Important Responsibilities of Citizens?            Unit 5, Lesson 24: How Can Citizens Promote the Common Good?</p>
<p>CDQ: Why might you question decisions made for/in your community?</p>		<p><b>Unit 1, Lesson 2: Why Do We Have Rules and Laws?</b></p>
<p>CDQ: How can we work with others (even those who disagree with us) to help make a change in society?</p>		<p><b>Unit 1, Lesson 2: Why Do We Have Rules and Laws?</b></p>
<p><b>EAD Design Challenge 1:</b> Motivating Agency, Sustaining the Republic</p>	<ul style="list-style-type: none"> <li>● DC1.1: How can we help students understand the full context of their roles as civic participants without creating paralysis or undermining their agency when discussing the magnitude of our society, the globe, and shared challenges?</li> <li>● DC1.2: How can we help students become engaged citizens who also sustain civil disagreement, civic friendship, and, as a result, American constitutional democracy?</li> <li>● DC1.3: How can we help students pursue civic action that is authentic, responsible, and informed?</li> </ul>	<p>See <a href="#">Project Citizen Level 1</a> (correlation forthcoming) recommended for grades five and up.</p>





<b>EAD Theme 2</b>	<b>Our Changing Landscape:</b> This theme begins with the recognition that the American civic experience is tied to particular places and explores the history of how the United States developed its physical and geographical shape, the complex experiences of harm and benefit that history has delivered to different portions of the United States population, and the civic questions of how political communities form in the first place, become connected to specific places and develop membership rules. The theme also asks about our contemporary responsibility to the natural world.		
<table border="1" style="width:100%"> <tr> <th data-bbox="142 431 1079 492"><b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b></th> <th data-bbox="1079 431 1959 492"><b>We the People Units and Lessons</b></th> </tr> </table>		<b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b>	<b>We the People Units and Lessons</b>
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HDQ: Why should we learn about the history of our inhabited land?	Unit 1, Lesson 1: What Were People Like in the British Colonies in America during the 1770s?		
HDQ: How did different groups of people understand and express their connections to the land?			
HDQ: How did land change how people live, govern, and migrate? And how did people's choices alter the land?	Unit 1, Lesson 1: What Were People Like in the British Colonies in America during the 1770s?		
CDQ: How does the environment impact my life and community?			
CDQ: What are my responsibilities for the land upon which I live?			
CDQ: How has the concept of being a "people" changed over time?			
<b>EAD Theme 3</b>	<b>We the People:</b> This theme explores the idea of “the people” as a political concept—not just a group of people who share a physical landscape but also a group of people who share political ideals and institutions. The theme explores the history of how the contemporary American people have taken shape as a political body and builds civic understanding about how political institutions and shared ideals can work to connect a diverse population to shared processes of social decision-making. The theme also explores the challenge of <i>E pluribus unum</i> : forging one political people out of diverse experiences.		
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<b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b>	<b>We the People Units and Lessons</b>		
HDQ: How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?	Unit 5, Lesson 22: What is the Role of the United States in the World Today?		
HDQ: How have different groups (e.g., based on religion, race, ethnicity) shaped our society?	Unit 1, Lesson 1: What Were People Like in the British Colonies in America during the 1770s?		





HDQ: How do we engage with our complicated histories (e.g., enslavement, genocide, terrorism)?		
CDQ: What does it mean to be "a people"?		<b>Unit 2, Lesson 10: What Purposes of Government are in the Preamble of the Constitution?</b> Unit 3, Lesson 11: What Basic Ideas about Government are Included in the Preamble to the Constitution?
CDQ: Why do societies have governments?		<b>Unit 1, Lesson 3: What is a Government?</b> Unit 1, Lesson 2: Why Did the Founders Believe that People Needed a Government? Unit 1, Lesson 3: What is a Republican Government? Unit 1, Lesson 4: What is a Constitutional Government?
CDQ: How are people involved in different kinds/levels/parts of the government?		Unit 1, Lesson 6: What were the First State Governments Like? Unit 2, Lesson 7: What was the First National Government Like? Unit 5, Lesson 23: What Are Some Important Responsibilities of Citizens?
CDQ: How does sharing a government contribute to forming a people at the local, state, and national levels?		Unit 3, Lesson 16: How did the Constitution Create a Federal System of Government?
<b>EAD Design Challenge 2:</b> America's Plural Yet Shared History	<ul style="list-style-type: none"> <li>● DC2.1: How can we integrate the perspectives of Americans from all different backgrounds when narrating a history of the U.S. and explicating the content of the philosophical foundations of American constitutional democracy?</li> <li>● DC2.2: How can we do so consistently across all historical periods and conceptual content?</li> <li>● DC2.3: How can this more plural and complete story of our history and foundations also be a common, shared inheritance of all Americans?</li> </ul>	<a href="#">Simulated congressional hearing culminating activity</a> : This culminating activity allows students to apply their constitutional history learning to modern contexts in an inquiry framework. Students research and draft responses to thematic questions and attend to multiple perspectives on historical and current events.
<b>EAD Theme 4</b>	<b>A New Government &amp; Constitution:</b> This theme explores the United States' institutional history and the theoretical underpinnings of constitutional design.	





EAD History (HDQ) and Civics (CDQ) Driving Questions	We the People Units and Lessons
HDQ: Why did various groups compete for territory in North America?	
HDQ: Why did the colonists disagree on fighting for independence from Britain?	Unit 1, Lesson 1: What Were the British Colonies in America Like in the 1770s?
HDQ: How did different groups of people (e.g., enslaved peoples, Indigenous peoples, Britain, France, Spain, etc.) react to the colonists' fight for independence?	Unit 1, Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence?
CDQ: How does our form of government support freedom and equality?	<p><b>Unit 1, Lesson 5: What is Democracy?</b></p> <p><b>Unit 2, Lesson 11: What Are Our Rights and Responsibilities in a Democracy?</b></p> <p>Unit 3, Lesson 11: What Basic Ideas about Government are Included in the Preamble to the Constitution?</p> <p>Unit 3, Lesson 12: How Does the Constitution Limit the Powers of Government?</p> <p>Unit 3, Lesson 13: What is the Legislative Branch?</p> <p>Unit 3, Lesson 14: What is the Executive Branch?</p> <p>Unit 3, Lesson 15: What is the Judicial Branch?</p> <p>Unit 3, Lesson 16: How did the Constitution Create a Federal System of Government?</p> <p>Unit 4, Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?</p> <p>Unit 4, Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?</p> <p>Unit 4, Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?</p> <p>Unit 4, Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?</p> <p>Unit 4, Lesson 21: How Does the Constitution Protect Your Right to Vote?</p>





CDQ: How does our government embody a social contract?		Unit 1, Lesson 2: Why Did the Founders Believe that People Needed a Government? <b>Unit 1 Lesson 3: What is a Government?</b> <b>Unit 1, Lesson 4: What Different Kinds of Governments are there?</b>
CDQ: How do people governed by a constitution make decisions?		Unit 1, Lesson 3: What is a Republican Government? Unit 1, Lesson 4: What is a Constitutional Government?
<b>EAD Design Challenge 3:</b> Simultaneously Celebrating & Critiquing Compromise	<ul style="list-style-type: none"> <li>• DC3.1: How do we simultaneously teach the value and the danger of compromise for a free, diverse, and self-governing people?</li> <li>• DC3.2: How do we help students make sense of the paradox that Americans continuously disagree about the ideal shape of self-government but also agree to preserve shared institutions?</li> </ul>	
<b>EAD Theme 5</b>	<b>Institutional &amp; Social Transformation:</b> This theme explores how social arrangements and conflicts have combined with political institutions to shape American life from the earliest colonial period to the present, investigates which moments of change have most defined the country, and builds an understanding of how American political institutions and society change.	
<b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b>		<b>We the People Units and Lessons</b>
HDQ: How has access to citizenship changed over time in the U.S.?		Unit 4, Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws? Unit 4, Lesson 21: How Does the Constitution Protect Your Right to Vote? Unit 5, Lesson 23: What Are Some Important Responsibilities of Citizens?
HDQ: How have people improved U.S. society over time?		<b>Unit 2, Lesson 11: What Are Our Rights and Responsibilities in Our Democracy?</b> Unit 4, Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?
HDQ: How have Americans resisted or reacted to the expansion of rights and citizenship claims?		





	<p>Unit 4, Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?</p> <p>Unit 4, Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?</p> <p>Unit 4, Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?</p> <p>Unit 4, Lesson 21: How Does the Constitution Protect Your Right to Vote?</p>	
<p>CDQ: What are the institutional and non-institutional ways people have changed society?</p>	<p>Unit 1, Lesson 5: What Ideas Did the Founders Use in the Declaration of Independence?</p> <p>Unit 2, Lesson 8: How Was the Philadelphia Convention Organized?</p> <p>Unit 2, Lesson 9: How Many Representatives Should Each State Have in Congress?</p> <p>Unit 2, Lesson 10: What Did the Framers Do about the Problem of Slavery?</p> <p>Unit 4, Lesson 17: How Does the Constitution Protect Your Right to Freedom of Expression?</p> <p>Unit 4, Lesson 18: How Does the Constitution Protect Your Right to Freedom of Religion?</p> <p>Unit 4, Lesson 19: How Does the Constitution Protect Your Right to Equal Protection of the Laws?</p> <p>Unit 4, Lesson 20: How Does the Constitution Protect Your Right to Due Process of Law?</p> <p>Unit 4, Lesson 21: How Does the Constitution Protect Your Right to Vote?</p> <p><b>Unit 2, Lesson 7: How did the United States Become a Democracy?</b></p>	
<p><b>EAD Design Challenge 4:</b> Civic Honesty, Reflective Patriotism</p>	<ul style="list-style-type: none"> <li>DC 4.1: How can we offer an account of U.S. constitutional democracy that is simultaneously honest about past wrongs without cynicism and appreciative of the founding of the United States without adulation?</li> </ul>	





<b>EAD Theme 6</b>	<b>A People in the World:</b> This theme explores the place of the U.S. and the American people in a global context, investigating key historical events in international affairs and building an understanding of the principles, values, and laws at stake in debates about America’s role in the world.	
<b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b>		<b>We the People Units and Lessons</b>
HDQ: How have nations cooperated in the past? What are the costs and benefits of cooperation?		Unit 1, Lesson 1: What Were the British Colonies in America Like in the 1770s? Unit 5, Lesson 22: What is the Role of the United States in the World Today? <b>Unit 2, Lesson 6: What Were the British Colonies? What Government Did They Have?</b>
HDQ: What have nations had conflict over in the past? What were the consequences of these conflicts?		<b>Unit 2, Lesson 6: What Were the British Colonies? What Government Did They Have?</b> <b>Unit 2, Lesson 7: How Did the United States Become a Democracy?</b>
CDQ: How do we work with and against other nations?		Unit 5, Lesson 22: What is the Role of the United States in the World Today?
<b>EAD Theme 7</b>	<b>Contemporary Debates &amp; Possibilities:</b> This theme explores the contemporary terrain of civic participation and civic agency, investigating how historical narratives shape current political arguments, how our values and information influence policy arguments, and how the American people continue to renew or remake themselves in pursuit of fulfilling constitutional democracy’s promises.	
<b>EAD History (HDQ) and Civics (CDQ) Driving Questions</b>		<b>We the People Units and Lessons</b>
HDQ: How do we evaluate and reflect on the actions of people in the past?		
HDQ: How do we acknowledge the failures and accomplishments of people and leaders while respecting their humanity?		
CDQ: Why do people running for office tell different stories about America, what America has been, and what America might become?		
CDQ: How can we assess and challenge leaders when we see the need for change?		<b>Unit 2, Lesson 11: What Are Our Rights and Responsibilities in Our Democracy?</b>





We the People  
THE CITIZEN AND THE CONSTITUTION

EDUCATING FOR  
**AMERICAN**  
★ **DEMOCRACY**

		Unit 5, Lesson 23: What Are Some Important Responsibilities of Citizens? Unit 5, Lesson 24: How Can Citizens Promote the Common Good?
<b>EAD Design Challenge 5:</b> Balancing the Concrete and the Abstract	<ul style="list-style-type: none"><li>DC 5.1: How can we support instructors in helping students move between concrete, narrative, and chronological learning and thematic and abstract or conceptual learning?</li></ul>	<a href="#">Simulated congressional hearing culminating activity</a> : This culminating activity allows students to consider the constitutional history and civic education through thematic and conceptual lenses. As students prepare their testimonies around a specific constitutional topic or concept, they apply knowledge from across timeframes.



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Civic Education