



We the People
THE CITIZEN AND THE CONSTITUTION

EDUCATING FOR
AMERICAN
★ DEMOCRACY

We the People: The Citizen and the Constitution Level 2—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 that is organized by major themes and questions, supported by key concepts. It is vertically spiraled across four grade bands (K–2, 3–5, 6–8, and 9–12). It offers a vision for the integration of history and civic education throughout grades K–12.

We the People: The Citizen and the Constitution: The We the People: The Citizen and the Constitution program promotes civic competence and responsibility among the nation’s upper elementary and secondary students. The *We the People: The Citizen & the Constitution* print textbooks’ and enhanced ebooks’ interactive strategies, relevant content, and the simulated congressional hearings make teaching and learning exciting for both students and teachers. The We the People curriculum is an innovative course of instruction on the history and principles of the constitutional form of government of the United States. The Level 2 text is organized into six units:

- Unit 1: What Were the Founders’ Basic Ideas about Government?
- Unit 2: What Shaped the Founders’ Thinking about Government?
- Unit 3: What Happened at the Philadelphia Convention?
- Unit 4: How Was the Constitution Used to Establish Our Government?
- Unit 5: How Does the Constitution Protect Our Basic Rights?
- Unit 6: What Are the Responsibilities of Citizens?

Usage: This correlation guide offers a crosswalk between the EAD themes for the grades 6–8 driving questions and the Level 2 We the People curriculum. Where opportunity permits, alignment with other Center for Civic Education programs and resources are shared as well (e.g., Project Citizen). Listing of *We the People* units and lessons paired with EAD driving questions 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. Teachers can use this crosswalk, however, to see how, in addition to other civics and history education resources, the We the People curriculum provides a rich integration of history and civics and is part of a strong inquiry framework.



Center for
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EAD Theme 1	Civic Participation: This theme explores the relationship between self-government and civic participation, drawing on the discipline of history 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 attention on the overarching goal of engaging young people as civic participants and preparing them to assume that role successfully.	
EAD History (HDQ) and Civics (CDQ) Driving Questions		We the People Units and Lessons
HDQ: When and where have leaders and change-makers emerged in American history? What has motivated them and prepared them for civic engagement?		Unit 1, Lesson 3: What is republican government? Unit 1, Lesson 4: What is constitutional government?
HDQ: What forms does civic participation take? Who has access to different forms of participation, and how has that access changed over time?		Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted? Unit 6, Lesson 29: What are the rights and responsibilities of citizenship? Unit 6, Lesson 30: How might citizens participate in civic affairs?
HDQ: How has civic participation changed throughout American history? How has it stayed the same?		Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence? Unit 2, Lesson 10: How did the states govern themselves after the Revolution? Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?
CDQ: What matters to me and why? How can I make what matters to me be about more than myself?		
CDQ: How do civil dialogue, investigation and analysis of issues, and civic action that is authentic, informed, and responsible strengthen our American constitutional democracy?		See Project Citizen (correlation forthcoming)
CDQ: How can I take advantage of digital tools for civic participation safely and productively?		





CDQ: How can I engage as a member of my local, state, national, and global community? What opportunities for participation do I already have, and how can I engage with them?		See Project Citizen (correlation forthcoming) Strengthening Democracy in America, Course 3: What Are Some Overall Strengths and Weaknesses of the American Political System?
CDQ: What are "citizenship" and "civic agency" in general? in America's constitutional democracy? How does voting relate to other forms of civic agency?		Unit 1, Lesson 3: What is republican government? Unit 1, Lesson 4: What is constitutional government? Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted? Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?
EAD Design Challenge 1: Motivating Agency, Sustaining the Republic	<ul style="list-style-type: none"> DC1.1: How can we help students understand the full context for their roles as civic participants without creating paralysis or a sense of the insignificance of their own agency in relation to the magnitude of our society, the globe, and shared challenges? 	See Project Citizen (correlation forthcoming)
	<ul style="list-style-type: none"> DC1.2: How can we help students become engaged citizens who also sustain civil disagreement, civic friendship, and thus American constitutional democracy? 	See Project Citizen (correlation forthcoming)
	<ul style="list-style-type: none"> DC1.3: How can we help students pursue civic action that is authentic, responsible, and informed? 	See Project Citizen (correlation forthcoming)
EAD Theme 2	Our Changing Landscape: This theme begins with the recognition that American civic experience is tied to a particular place, and explores the history of how the United States developed the physical and geographical shape it has, the complex experiences of harm and benefit which 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 takes up the question of our contemporary responsibility to our natural world.	
EAD History (HDQ) and Civics (CDQ) Driving Questions		We the People Units and Lessons
HDQ: How do borders change over time, and why?		
CDQ: What gives societies their identities?		Unit 1, Lesson 1: What were the British colonies in America like in the 1770s?





EAD Theme 3	We the People: 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 has 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.	
EAD History (HDQ) and Civics (CDQ) Driving Questions		We the People Units and Lessons
HDQ: In what ways and to what extent have the diverse people of the U.S. become one nation and faced challenges to that?		Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?
HDQ: How did the institution of enslavement and practices of Indigenous removal and even extermination affect national unity in the U.S., and to what extent have we addressed their impact over time?		Unit 1, Lesson 1: What were the British colonies in America like in the 1770s? Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?
HDQ: How have mechanisms of majority vote interacted with minority-protecting mechanisms over time?		Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law? Strengthening Democracy in America Course 5: What Are Some of the Strengths and Weaknesses of Our Political Party and Electoral Systems?
CDQ: What is pluralism, and how is it relevant to the American experience?		
CDQ: Who am I, and what are my values and principles?		See Project Citizen (correlation forthcoming)
CDQ: Who am I, and which groups or communities do I belong to, by choice or by ascription?		See Project Citizen (correlation forthcoming)
CDQ: What does it mean to say that American constitutional democracy is of, by, and for the people?		Unit 1, Lesson 4: What is constitutional government?
CDQ: What are the leading principles and values guiding our ideas of good governments and what they do?		Unit 1, Lesson 2: Why do we need government? Unit 1, Lesson 5: How can we organize government to prevent the abuse of power?
CDQ: What texts and resources best help you answer questions like these? What gives those texts authority or credibility?		Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?
EAD Design Challenge 2:	<ul style="list-style-type: none"> DC2.1: How can we integrate the perspectives of Americans from all different backgrounds when 	Simulated congressional hearing culminating activity : This culminating activity affords students an opportunity to consider their constitutional





<p>America's Plural Yet Shared History</p>	<p>narrating a history of the U.S. and explicating the content of the philosophical foundations of American constitutional democracy?</p> <ul style="list-style-type: none"> ● DC2.2: How can we do so consistently across all historical periods and conceptual content? ● DC2.3: How can this more plural and more complete story of our history and foundations also be a common story, the shared inheritance of all Americans? 	<p>history and civic education through thematic and conceptual lenses. As students prepare their testimonies centered around a specific constitutional topic or concept, they apply knowledge from across timeframes.</p>
<p>EAD Theme 4 A New Government & Constitution: This theme explores the institutional history of the United States as well as the theoretical underpinnings of constitutional design.</p>		
<p>EAD History (HDQ) and Civics (CDQ) Driving Questions</p>		<p>We the People Units and Lessons</p>
<p>HDQ: How did ideas and debates about rights shape the American Revolution and drafting of the Constitution?</p>	<p>Unit 1, Lesson 1: What were the British colonies in America like in the 1770s?</p>	
<p>HDQ: How did ideas and debates about power shape the American Revolution and drafting of the Constitution?</p>	<p>Unit 1, Lesson 2: Why do we need government? Unit 1, Lesson 3: What is republican government? Unit 1, Lesson 4: What is constitutional government? Unit 1, Lesson 5: How can we organize government to prevent the abuse of power? Unit 1, Lesson 6: How did constitutional government develop in Great Britain? Unit 1, Lesson 7: What experiences led to the American Revolution?</p>	
<p>HDQ: What was the nature of the U.S. government when it was new? What were its central ideas? What were its shortcomings?</p>	<p>Unit 2, Lesson 9: What happened during the American Revolution? How did the government function? Unit 2, Lesson 10: How did the states govern themselves after the Revolution? Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government Unit 4, Lesson 17: How did the Constitution create a federal system of government?</p>	





	Unit 4, Lesson 18: How did the people approve the new Constitution? Unit 4, Lesson 19: How did Congress organize the new government?
HDQ: What did the U.S. Constitution as ratified in 1788, and the state constitutions of the founding era, say about how different groups of people could express their political will?	Unit 2, Lesson 10: How did the states govern themselves after the Revolution? Unit 3, Lesson 12: Who attended the Philadelphia Convention? How was it organized? Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress? Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?
HDQ: How did debates about the new U.S. government play out among those who were not formally incorporated in decision-making?	Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?
CDQ: What is power? How is power reflected in your lived experiences?	Unit 1, Lesson 2: Why do we need government?
CDQ: What is the concept of sovereignty?	Unit 2, Lesson 10: How did the states govern themselves after the Revolution?
CDQ: What is federalism, and what principles define it? What is its value, and what are its challenges?	Unit 3, Lesson 16: How much power should be given to the executive and judicial branches? Unit 4, Lesson 17: How did the Constitution create a federal system of government?
CDQ: How is the U.S. Constitution designed to ensure that the country simultaneously has an "energetic government" (Federalist Papers) and protects rights?	Unit 4, Lesson 19: How did Congress organize the new government? Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law? Unit 5, Lesson 27: How does the Constitution protect the right to due process of law?
CDQ: How is the U.S. Constitution designed to support reform and redesign over time? Why does the Constitution make the amendment process challenging?	Unit 4, Lesson 21: How does the U.S. Supreme Court use the power of judicial review? Unit 4, Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? Unit 5, Lesson 23: How does the Constitution protect freedom of expression?





		Unit 5, Lesson 24: How does the Constitution protect freedom of religion?
CDQ: Which rights have been most prominent in American thinking and debates?		Unit 5, Lesson 23: How does the Constitution protect freedom of expression?
CDQ: What new ideas of rights have been advocated and debated?		Unit 5, Lesson 24: How does the Constitution protect freedom of religion? Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law? Unit 5, Lesson 27: How does the Constitution protect the right to due process of law?
CDQ: What sort of ideas about all of these questions were articulated by people who did not have a role in formal decision-making?		Unit 4, Lesson 18: How did the people approve the new Constitution? Unit 4, Lesson 20: How did political parties develop?
EAD Design Challenge 3: Simultaneously Celebrating & Critiquing Compromise	<ul style="list-style-type: none"> ● DC3.1: How do we simultaneously teach the value and the danger of compromise for a free, diverse, and self-governing people? ● 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? 	Unit 4, Lesson 17: How did the Constitution create a federal system of government? Unit 4, Lesson 20: How did political parties develop?
EAD Theme 5	Institutional & Social Transformation: 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 understanding of how American political institutions and society changes.	
EAD History (HDQ) and Civics (CDQ) Driving Questions		We the People Units and Lessons
HDQ: How have the different legal statuses of different sections of the American population affected the development of the United States over time?		Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?
HDQ: How has the right to vote in the United States changed over time? How did people who could not vote organize to gain the right to vote?		Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?





HDQ: Given their lack of mention in the Constitution and warnings against their creation, how and why did political parties form in the United States?		Unit 4, Lesson 20: How did political parties develop?
HDQ: What is the nature and purpose of a political party, and why have some parties in the United States endured while others have collapsed?		
CDQ: How are political, economic, and civil rights related to each other?		Unit 3, Lesson 16: How much power should be given to the executive and judicial branches? Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?
CDQ: What is the concept of political incorporation? How does it differ from assimilation?		
CDQ: How have changing approaches to political incorporation over time transformed the U.S. Constitution?		Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted? Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?
CDQ: What is the relation between political parties and the political institutions in the Constitution?		Unit 4, Lesson 20: How did political parties develop?
EAD Design Challenge 4: Civic Honesty, Reflective Patriotism	<ul style="list-style-type: none"> DC 4.1: How can we offer an account of U.S. constitutional democracy that is simultaneously honest about the wrongs of the past without falling into cynicism, and appreciative of the founding of the United States without tipping into adulation? 	Simulated congressional hearing culminating activity : This culminating activity affords students an opportunity to consider their constitutional history and civic education through thematic and conceptual lenses. As students prepare their testimonies centered around a specific constitutional topic or concept, they have opportunities to take critical stances on American Constitutional history drawing from multiple sources and perspectives.
EAD Theme 6	A People in the World: 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 understanding of the principles, values, and laws at stake in debates about America's role in the world.	
EAD History (HDQ) and Civics (CDQ) Driving Questions		We the People Units and Lessons
HDQ: Why do countries trade?		Unit 6, Lesson 28: What is the Relationship of the United States to Other Nations in the World?





HDQ: Why do countries go to war — for what political, economic, territorial, and ideological reasons?		
HDQ: What have treaties and other international agreements done across our history in addition to settling conflicts?		Unit 6, Lesson 28: What is the Relationship of the United States to Other Nations in the World?
CDQ: What does the idea of "national interest" mean?		Unit 2, Lesson 7: What experiences led to the American Revolution? Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence? Unit 2, Lesson 9: What happened during the American Revolution? How did the government function? Unit 2, Lesson 10: How did the states govern themselves after the Revolution? Unit 4, Lesson 19: How did Congress organize the new government?
CDQ: How do we balance American ideals of justice with our national interest?		Unit 6, Lesson 28: What is the Relationship of the United States to Other Nations in the World?
EAD Theme 7	Contemporary Debates & Possibilities: This theme explores the contemporary terrain of civic participation and civic agency, investigating how historical narratives shape current political arguments, how values and information shape policy arguments, and how the American people continues to renew or remake itself in pursuit of fulfillment of the promise of constitutional democracy.	
EAD History (HDQ) and Civics (CDQ) Driving Questions		We the People Units and Lessons
HDQ: What issues in current elections or local, state, national, or international decision-making are of most interest to you?		See Project Citizen (correlation forthcoming) Strengthening Democracy in America, Course 3: What Are Some Overall Strengths and Weaknesses of the American Political System?
HDQ: How can you learn about their historical roots, particularly if history books haven't been written yet to cover the most recent decades of U.S. history?		
CDQ: What issues in current elections or local, state, national, or international decision-making are of most interest to you?		See Project Citizen (correlation forthcoming)
EAD Design Challenge 5:	<ul style="list-style-type: none"> DC 5.1: How can we support instructors in helping students move between concrete, 	Simulated congressional hearing culminating activity : This culminating activity affords students the opportunity to consider their constitutional





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<p>Balancing the Concrete and the Abstract</p>	<p>narrative and chronological learning and thematic and abstract or conceptual learning?</p>	<p>history and civic education through thematic and conceptual lenses. As students prepare their testimonies centered around a specific constitutional topic or concept, they apply knowledge from across timeframes.</p>
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