



We the People: The Citizen and the Constitution, Level 3 - Educating for American Democracy (EAD) Roadmap Correlation

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 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 3 text is organized into six units:

- Unit 1: What Are the Philosophical and Historical Foundations of the American Political System?
- Unit 2: How Did the Framers Create the Constitution?
- Unit 3: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
- Unit 4: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?
- Unit 5: What Rights Does the Bill of Rights Protect?
- Unit 6: What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

Usage: This correlation guide offers a crosswalk between the EAD themes for the grades 9–12 driving questions and the Level 3 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.



<p>EAD Theme 1</p>	<p>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.</p>
<p>EAD History (HDQ) and Civics (CDQ) Driving Questions</p>	<p>We the People Units and Lessons</p>
<p>HDQ: How did past generations of Americans understand and answer calls to civic duty in civil society, religious communities, and politics?</p>	<p>Unit 1, Lesson 2: What Ideas about Civic Life Informed the Founding Generation? Unit 1, Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain? Unit 6, Lesson 33: What Does it Mean to Be a Citizen? Unit 6, Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?</p>
<p>HDQ: How have changes in the media affected American civic experience?</p>	<p>Unit 6, Lesson 37: What Key Challenges Does the United States Face in the Future? Strengthening Democracy in America, Course 7 (free online course): What Are Some of the Strengths and Weaknesses of the Media in the Political Process?</p>
<p>CDQ: What is "civil society"?</p>	<p>See Project Citizen, Level 2, Chapter 2: An Introduction to Public Policy (correlation forthcoming)</p>
<p>CDQ: Why do some great advocates of constitutional democracy (e.g., Tocqueville) argue that this arena for participation is just as important for a healthy American democracy as our political institutions and laws?</p>	<p>Unit 6, Lesson 33: What Does It Mean to Be a Citizen? Unit 6, Lesson 37: What Key Challenges Does the United States Face in the Future?</p>
<p>CDQ: What is the shape of civil society in the U.S.?</p>	<p>See Project Citizen, Level 2, Chapter 2: An Introduction to Public Policy (correlation forthcoming)</p>
<p>CDQ: What are the opportunities and responsibilities of citizenship and civic agency in the 21st century?</p>	<p>Unit 6, Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?</p>
<p>CDQ: What practical opportunities for participation are available to me?</p>	<p>Unit 6, Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?</p>





EAD Design Challenge 1: Motivating Agency, Sustaining the Republic	<ul style="list-style-type: none"> DC 1.1 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"> DC 1.2 How can we help students become engaged citizens who also sustain civil disagreement, civic friendship, and thus American constitutional democracy? 	Unit 6, Lesson 39: What Does Returning to Fundamental Principles Mean?
	<ul style="list-style-type: none"> DC 1.3 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 have different groups of Americans taken responsibility for the landscape of the United States? How has that changed over time? How do they do so now?		Unit 1, Lesson 1: What Did the Founders Think about Constitutional Government? Unit 1, Lesson 5: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold? Unit 4, Lesson 26: How Does American Federalism Work? Unit 6, Lesson 37: What Key Challenges Does the United States Face in the Future?
CDQ: Who wins and who loses when a country expands? Is territorial expansion a zero-sum game?		Unit 1, Lesson 1: What Did the Founders Think about Constitutional Government?
CDQ: What domains of policy (e.g. economic, climate, transportation, housing) impact the landscape of the North American continent and its territories?		Unit 3, Lesson 20: How Has the Right to Vote Been Expanded since the Adoption of the Constitution? Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?





		(Students make connection to how voting and civil rights policies influenced and were influenced by geography)
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: How does the United States’ kind and degree of pluralism compare with pluralism elsewhere in the world?		Unit 6, Lesson 33: What Does It Mean to Be a Citizen? Unit 6, Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations?
HDQ: What distinctive challenges have accompanied race relations in the U.S. compared with other countries around the world?		Unit 1, Lesson 5: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold? Unit 1, Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain? Unit 1, Lesson 7: What Basic Ideas about Government and Rights Did the State Constitutions Include? Unit 3, Lesson 17: How Did the Civil War Test and Transform the American Constitutional System? Unit 3, Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution? Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States? Unit 6, Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations?
CDQ: What are my personal values, principles, and commitments? What fundamental sources do I look to or invoke for these? What gives those sources their credibility and authority?		CCE Lesson: 9/11 and the Constitution: On American Identity, Diversity, and Common Ground
CDQ: How do my personal values, principles, and commitments relate to the shared values, principles, and commitments that define “We the People of the United States of America”?		Unit 6, Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations? Unit 6, Lesson 39: What Does Returning to Fundamental Principles Mean?





<p>EAD Design Challenge 2: America's Plural Yet Shared History</p>	<ul style="list-style-type: none"> ● 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? ● 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>Unit 1, Lesson 3: What Historical Developments Influenced Modern Ideas of Individual Rights? Unit 3, Lesson 20: How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?</p> <p>Unit 6, Lesson 35: How have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States? Unit 6, Lesson 39: What Does Returning to Fundamental Principles Mean?</p>
<p>EAD Theme 4</p>	<p>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: Was the American Revolution a civil war?</p>		<p>Unit 1, Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain? Unit 3, Lesson 17: How Did the Civil War Test and Transform the American Constitutional System?</p>
<p>HDQ: What efforts have been made over time to build a "more perfect union" upon the one forged in 1776 and redesigned by the U.S. Constitution in 1787-88? How do perspectives on this question differ depending on whether people have or have not had access to political rights?</p>		<p>Unit 2, Lesson 10: Why Was Representation a Major Issue at the Philadelphia Convention? Unit 2, Lesson 11: What Questions Did the Framers Consider in Designing the Three Branches of the National Government? Unit 2, Lesson 12: How Did the Delegates Distribute Powers between National and State Governments? Unit 2, Lesson 13: What Was the Anti-Federalist Position in the Debate about Ratification? Unit 2, Lesson 14: What Was the Federalist Position in the Debate about Ratification? Unit 3, Lesson 15: How Have Amendments and Judicial Review Changed the Constitution?</p>





	<p>Unit 3, Lesson 16: What Is the Role of Political Parties in the Constitutional System?</p> <p>Unit 3, Lesson 17: How Did the Civil War Test and Transform the American Constitutional System?</p> <p>Unit 3, Lesson 18: How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?</p> <p>Unit 3, Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?</p> <p>Unit 3, Lesson 20: How Has the Right to Vote Been Expanded since the Adoption of the Constitution?</p>
<p>HDQ: How have the efforts to bring change by those without formal political rights played a role?</p>	<p>Unit 3, Lesson 15: How Have Amendments and Judicial Review Changed the Constitution?</p> <p>Unit 3, Lesson 20: How Has the Right to Vote Been Expanded since the Adoption of the Constitution?</p> <p>Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?</p>
<p>HDQ: Does the US Constitution and its amendments, together with major reform legislation like the Voting Rights Act of 1965, and its ongoing interpretation by the Supreme Court, adequately guarantee the right to vote?</p>	<p>Unit 3, Lesson 20: How Has the Right to Vote Been Expanded since the Adoption of the Constitution?</p> <p>Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?</p>
<p>CDQ: What does it mean to describe the U.S. as a constitutional democracy or democratic republic?</p>	<p>Unit 1, Lesson 1: What did the Founders think about Constitutional Government?</p> <p>Unit 1, Lesson 5: What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold?</p> <p>Unit 1, Lesson 7: What Basic Ideas about Government and Rights Did the State Constitutions Include?</p> <p>Unit 4, Lesson 21: What Is the Role of Congress in American Constitutional Democracy?</p> <p>Unit 4, Lesson 22: How Does Congress Perform Its Functions in the American Constitutional System?</p> <p>Unit 4, Lesson 23: What Is the Role of the President in the American Constitutional System?</p>





	<p>Unit 4, Lesson 24: How Are National Laws Administered in the American Constitutional System?</p> <p>Unit 4, Lesson 25: What Is the Role of the Supreme Court in the American Constitutional System?</p>
<p>CDQ: How flexible and adaptable are the political institutions of the U.S.?</p>	<p>Unit 3, Lesson 15: How Have Amendments and Judicial Review Changed the Constitution?</p> <p>Unit 4, Lesson 22: How Does Congress Perform Its Functions in the American Constitutional System?</p> <p>Unit 4, Lesson 23: What Is the Role of the President in the American Constitutional System?</p> <p>Unit 4, Lesson 25: What Is the Role of the Supreme Court in the American Constitutional System?</p>
<p>CDQ: How do the political institutions of the U.S. interact with its economic structure?</p>	<p>Unit 3, Lesson 16: What Is the Role of Political Parties in the Constitutional System?</p> <p>Unit 4, Lesson 26: How Does American Federalism Work?</p>
<p>CDQ: How do the political institutions of the U.S compare to those of other societies?</p>	<p>Unit 4, Lesson 21: What Is the Role of Congress in American Constitutional Democracy?</p> <p>Unit 4, Lesson 23: What Is the Role of the President in the American Constitutional System?</p> <p>Unit 6, Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations?</p>
<p>CDQ: Which rights does the Constitution and its amendments express as affirmative rights (freedom to do something) and which as negative rights (freedom from domination or from government interference)?</p>	<p>Unit 5, Lesson 27: What Are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?</p> <p>Unit 5, Lesson 28: How Does the First Amendment Affect the Establishment and Free Exercise of Religion?</p> <p>Unit 5, Lesson 29: How Does the First Amendment Protect Free Expression?</p> <p>Unit 5, Lesson 30: How Does the First Amendment Protect Freedom to Assemble, Petition, and Associate?</p> <p>Unit 5, Lesson 31: How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?</p> <p>Unit 5, Lesson 32: How Do the Fifth, Sixth, and Eighth Amendments Protect Rights within the Judicial System?</p>





<p>EAD Design Challenge 3: Simultaneously Celebrating & Critiquing Compromise</p>	<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? 	<p>Unit 3, Lesson 16: What Is the Role of Political Parties in the Constitutional System? Unit 4, Lesson 26: How Does American Federalism Work?</p>
<p>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.</p>		
<p>EAD History (HDQ) and Civics (CDQ) Driving Questions</p>		<p>We the People Units and Lessons</p>
<p>HDQ: What does it mean to "found" a country? When was the United States founded?</p>	<p>Unit 1, Lesson 6: Why Did American Colonists Want to Free Themselves from Great Britain? Unit 3, Lesson 17: How Did the Civil War Test and Transform the American Constitutional System?</p>	
<p>HDQ: Are there specific moments of political and social change that constitute refoundings? Why? Or why not?</p>	<p>Unit 3, Lesson 17: How Did the Civil War Test and Transform the American Constitutional System? Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?</p>	
<p>HDQ: To what degree should such moments be understood as extensions of the original founding story or revolutions against it?</p>	<p>Unit 3, Lesson 18: How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution? Unit 3, Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?</p>	
<p>HDQ: How has the addition of executive agencies affected the original structure of the Constitution?</p>	<p>Unit 3, Lesson 20: How Has the Right to Vote Been Expanded since the Adoption of the Constitution? Unit 4, Lesson 23: What Is the Role of the President in the American Constitutional System? Unit 4, Lesson 24: How Are National Laws Administered in the American Constitutional System?</p>	





CDQ: What is an informal constitution and how does it change?		Unit 1, Lesson 4: What Were the British Origins of American Constitutionalism?
CDQ: How do the administrative agencies of the executive branch interact with the principles of a separation of powers and checks and balances among the three branches?		Unit 4, Lesson 23: What Is the Role of the President in the American Constitutional System? Unit 4, Lesson 24: How Are National Laws Administered in the American Constitutional System?
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? 	Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?
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: How and why has the U.S. acquired its power and influence in the world?		Unit 6, Lesson 36: How Have American Political Ideas and the American Constitutional System Influenced Other Nations? Unit 6, Lesson 37: What Is the Importance of Civic Engagement to American Constitutional Democracy? Unit 6, Lesson 38: What Are the Challenges of the Participation of the United States in World Affairs?
HDQ: When and why has the United States advocated for freer and expanded global trade? When and why has the U.S. advocated for protectionism?		No current correlation to Center resources.
CDQ: How should the U.S. exercise its power and influence, and why? With what limits, and invoking what ideas?		Unit 6, Lesson 38: What Are the Challenges of the Participation of the United States in World Affairs?
CDQ: How should American foreign policy balance the interests of the U.S. and those of other states?		Unit 6, Lesson 38: What Are the Challenges of the Participation of the United States in World Affairs?





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: How can your learning from U.S. history suggest strategies for how to address our shared contemporary problems?	Simulated congressional hearing culminating activity : This culminating activity affords students the opportunity to apply their deep constitutional learning to contemporary problems and issues facing our government and society in the form of their prepared testimony.	
HDQ: To what extent have political parties both transformed American political institutions and also maintained the status quo?	Unit 2, Lesson 13: What Was the Anti-Federalist Position in the Debate about Ratification?	
HDQ: How have the ideologies of America's political parties changed over time?	Unit 2, Lesson 14: What Was the Federalist Position in the Debate about Ratification? Unit 3, Lesson 16: What Is the Role of Political Parties in the Constitutional System?	
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)	
CDQ: What specific methods have Americans developed for adapting or preserving their society, and what are the strengths and limitations of each as we look toward challenges in the future?	Unit 6, Lesson 34: What Is the Importance of Civic Engagement to American Constitutional Democracy?	
CDQ: How are American political debates today informed by the aims in the Preamble of the Constitution? By the aims of equal liberty in the 14th Amendment? By tensions between these two sets of aims?	Unit 3, Lesson 18: How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution? Unit 3, Lesson 19: How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?	
EAD Design Challenge 5: Balancing the Concrete and the Abstract	<ul style="list-style-type: none"> 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? 	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 apply knowledge from across timeframes

