

We the People

THE CITIZEN & THE CONSTITUTION

We the People: The Citizen & the Constitution, Level 2

Changes between the Second Edition (© 2007) and Third Edition (© 2017)

Page numbers refer to the old, second edition, except where indicated

General Notes

At the beginning of each lesson, the last paragraph under “Lesson Purpose” from the Second Edition has been reformatted as a list, called “Lesson Objectives” in the Third Edition.

Unit 1

Lesson 1, page 10, final paragraph: Changed “blacks” to “African Americans”

Lesson 2, pages 15-16: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise. Re-organized the exercise, bringing in text from page 16 and placing it within the new exercise.

Lesson 2, page 19: Ideas for Discussion changed to What Do You Think? Exercise

Unit 2

Lesson 6, page 54, “Why was the creation of Parliament important?” section:

This sentence:

“Important changes in the English government caused the establishment of other basic principles of government.”

Was changed as indicated by the italics:

“Important changes in the English government caused the establishment of other basic principles of government *in addition to those in the Magna Carta.*”

Lesson 11, Page 99, final paragraph:

This sentence:

“People feared that the actions of the farmers might become widespread.”

Was changed to these sentences:

“The rebellion failed when the governor called out the militia to put it down. However, people feared that the actions of the farmers might become widespread.”

Lesson 11, page 101: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise. Re-organized the exercise, changed the grouping procedure. Now encourages students to create their own position regarding the Articles of Confederation.

Unit 3

Lesson 13, page 115: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise. Re-organized the exercise, bringing in the principle of “one person, one vote”.

Lesson 13, page 118: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 13, page 119: Critical Thinking Exercise titled “Taking a position on representation in the Senate of the United States” added into Third Edition (Third Edition, page 111).

Lesson 13, page 120: Another review question was added:

“6. What did individual citizens gain or lose as a result of the Great Compromise?”

Lesson 14, page 125: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 14, page 126: Changed “Indians” to “Native Americans”

Lesson 14, page 128: Questions 4 and 5 under Lesson Review were changed into a What Do You Think? exercise

Lesson 15, page 135: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 16, page 141:

This sentence:

“Either of these choices would not have helped the Framers create a stronger national government.”

Was changed to the following:

“Neither of these choices would have helped the Framers create a stronger national government.”

Lesson 16, page 142: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise.

Unit 4

Lesson 17, page 152: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 18, page 157: What Do You Think? exercise was added (Third Edition, page 149):

Work with two or three partners to write brief responses to each of the following questions.

1. What reasons might some delegates have given for leaving the convention and refusing to sign the Constitution?
2. Why do you suppose Congress or the state legislatures might have rejected the Constitution if they had been asked to ratify it?
3. Why do you suppose Madison wanted to have the Constitution ratified by delegates to state conventions elected directly by the people?
4. In what way was Madison's plan an example of a social contract?
5. In 1789, the Constitution was ratified by nine states. The people gave their consent to a social contract to create a national government and obey its decisions. Are people today responsible for honoring that contract? Why?

Lesson 18, page 159:

This paragraph:

“The chart on the next two pages will help you see both sides of the debate. The chart summarizes how the Federalists and Anti-Federalists responded to each of the three issues.”

Was changed to this paragraph:

“The next three sections will help you see both sides of the debate. They summarize how the Federalists and Anti-Federalists responded to each of the three issues.”

Lesson 18, page 162:

This sentence was added to the end of the last paragraph on the page:

“As a result, by 1789, the required nine states had ratified the Constitution.”

Lesson 18, page 163: Changed exercise from a Participating in a Class Activity exercise to a Critical Thinking Exercise. Re-organized the exercise, adding extra questions to the discussion in order to expand this section.

Lesson 18, page 164: Removed Activity #4

Lesson 20, page 172:

This sentence:

“Political parties are groups of people who join together because they have similar views about government.”

Changed to this sentence:

“A political parties is a group of people who join together because they have similar views about government.”

Lesson 20, page 174: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise. Additional questions placed into the new exercise.

Lesson 21, page 184: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise.

Lesson 22, page 189: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise.

Lesson 22, page 191: The heading “The Constitution is based on some fundamental principles of government” became the first sentence in the paragraph below the heading. “Fundamental principles” became the new heading.

Lesson 22, page 191:

“People opposed to methods 3 and 4 say that”

Changed to

“The problem with methods 3 and 4 is that”

Lesson 22, page 192- 193: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise.

Unit 5

Lesson 23, page 200-201: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise, adding two questions regarding freedom of expression in schools.

Lesson 23, page 204- 205: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 24, page 211: Critical Thinking Exercise added titled “What limits, if any, do you think should be placed in freedom of religion?” (Third Edition, page 199)

Lesson 24, page 213: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 25, page 223: Changed exercise from an Ideas for Discussion exercise to a Critical Thinking Exercise.

Lesson 26, page 227: Changed exercise from an Ideas for Discussion exercise to a What Do You Think? exercise.

Lesson 27, page 236: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 27, page 239: What Do You Think? exercise with the following question was added:

“Some people claim that if a government is allowed to violate the right to due process of law, all of your other rights could be seriously endangered. Do you agree or disagree with this position? What other rights might be endangered? Why?” (Third Edition, page 227)

Unit 6

Lesson 28, page 251: Changed exercise from an Ideas for Discussion exercise to a What Do You Think? exercise.

Lesson 29, page 260- 261: Changed exercise from an Solve the Problem exercise to a Critical Thinking Exercise.

Lesson 30, page 267: What Do You Think? exercise titled "Reasons for participation in government" was added (Third Edition, page 253):

Work with one or more partners to discuss and develop your answers to the following questions.

1. What do you think the major purposes of your government should be?
2. Is it important for citizens to monitor how their government is fulfilling its purposes? Why?
3. Is it important for citizens to try to influence the way their government is fulfilling its purposes? Why?
4. What might happen if very few citizens try to monitor and influence their government?

Lesson 30, pages 269- 271: Changed exercise from an Ideas for Discussion exercise to a What Do You Think? Exercise.

Lesson 30, page 273: What Do You Think? exercise was added (Third Edition, page 259):

Work with one or more partners to discuss and develop your answers to the following questions.

1. What is the difference between political action and social action? Why might people choose one over the other in dealing with problems in their communities?
2. What does it mean to say that democracy can only exist if it lives in the minds and hearts of its citizens?