

# EDUCATING FOR AMERICAN DEMOCRACY

How Should We Integrate Civics and History Education for Civic Agency?



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES



EDMOND J. SAFRA  
Center for Ethics



Jonathan M. Tisch  
College of Civic Life

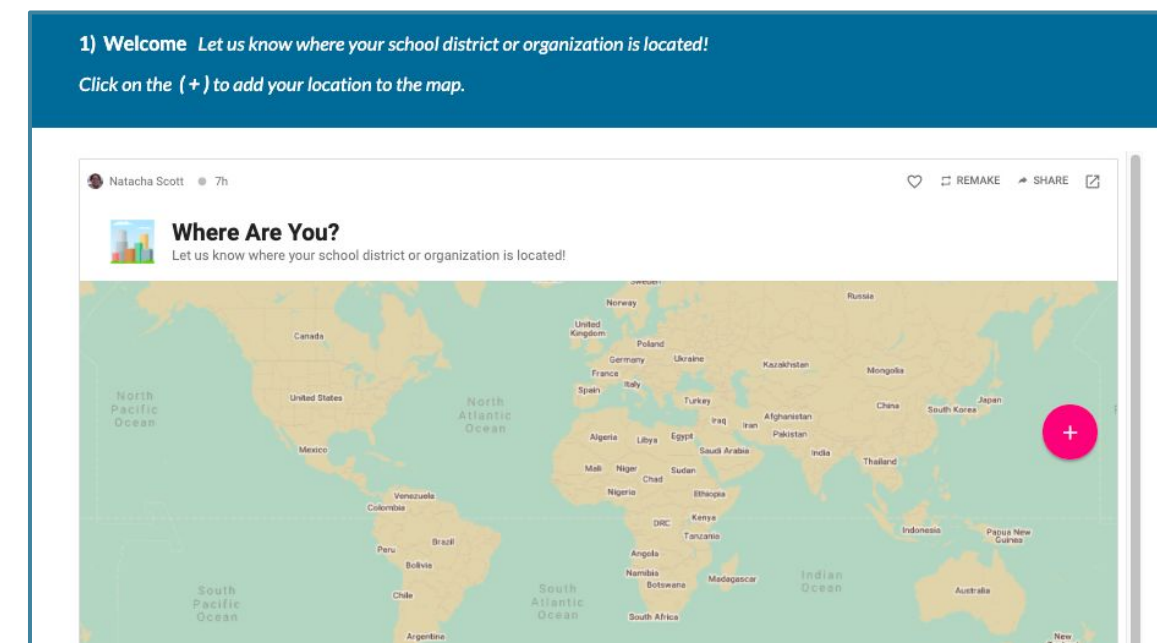
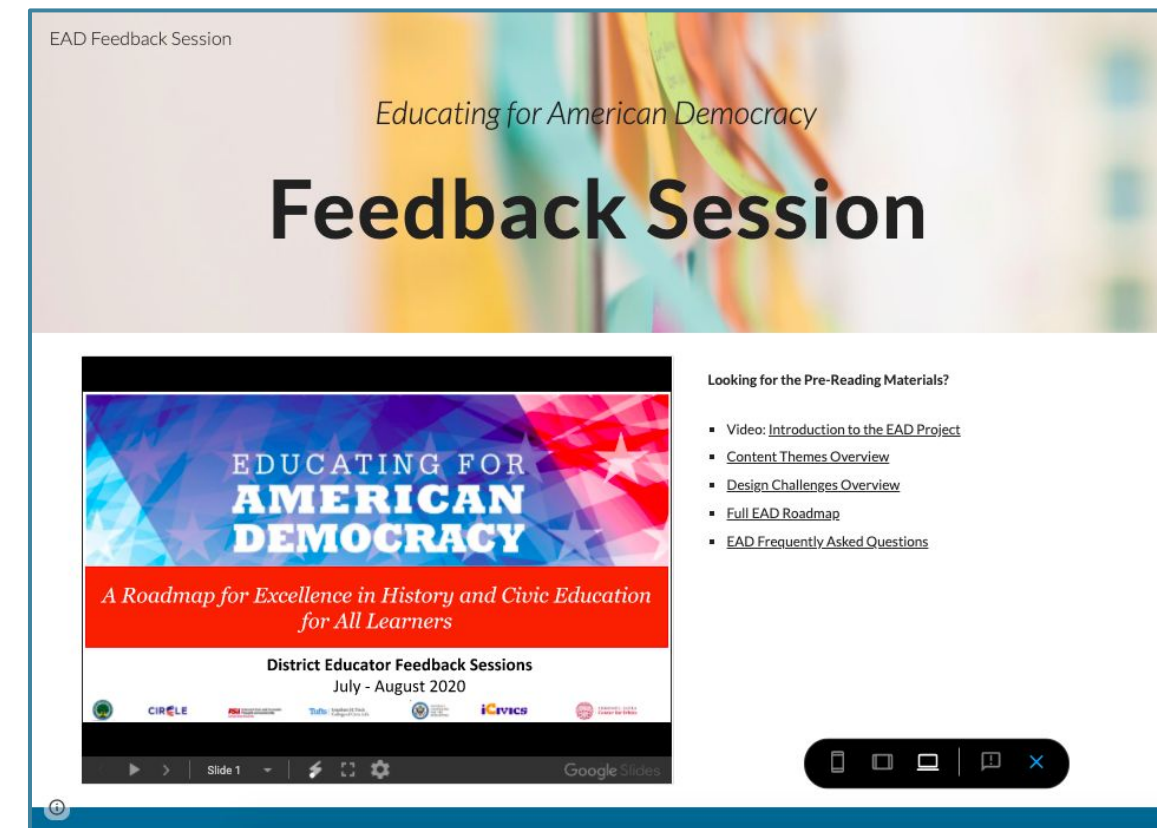


# EAD Feedback Website

**Follow Today's Discussion on our Feedback Website:**

<https://sites.google.com/icivics.org/ead-maine/>

- Test out Padlet
- Add your location to the map!
  - Double Click on the screen
  - Press the (+) to add your information



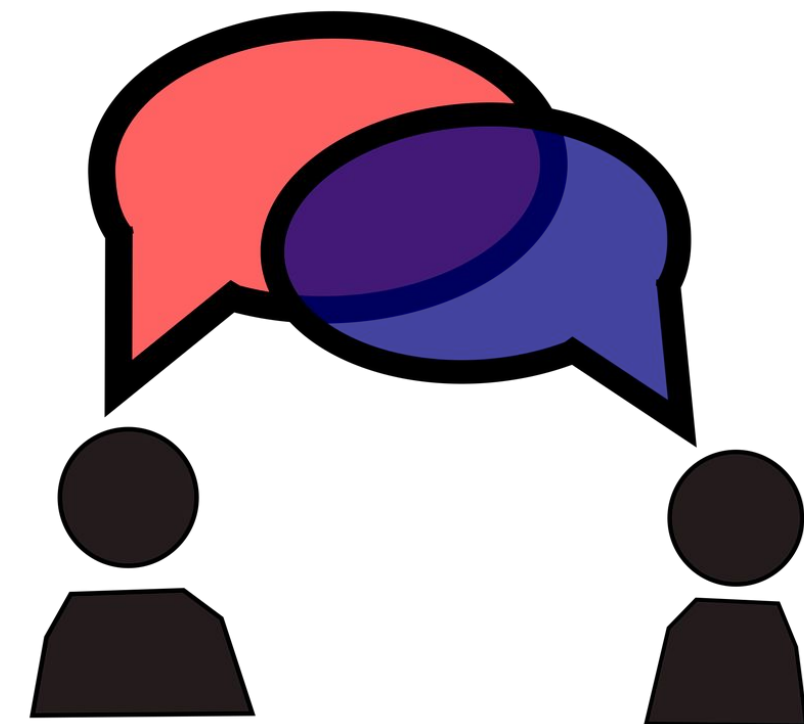
# Session Overview

## Agenda

- Introductions
- Whole Group Discussion: Reflecting & Connecting to the Pre-Work
- EAD Report Overview
- Whole Group Discussion: Bringing it All Together
- Closing

## Structures

- Zoom Chat
- Padlet
- Google Documents
- Poll Everywhere
- Google Forms



# Introductions

## **Introduce yourself to the group:**

- Name
- District
- Grade Level
- One of your first memories of engaging with history and civics!





# *Educating for American Democracy* is Setting the Standards

**Amid America's civic education crisis and broader civic crisis:**

**We prioritize the history and civics content, approaches, and debates essential to robust and authentic civic participation; including both America's painful challenges and exceptional achievements.**

***Teaching rigorous in-depth content to build civic agency***

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EDMOND J. SAFRA  
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**ASU** School of Civic and Economic  
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UNIVERSITY

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# Our National Priorities Are Not Aligned with our Needs

9 states have  
**NO** Civic education  
requirements

STEM

\$50

per student  
per year

Civic Education

\$.05

per student  
per year



- **NCLB (ESEA) focus was on ELA and math**



- **C3 Framework (College, Career, & Civic Life) is content-agnostic**
- **E.A.D. as successor to C3, with a content focus**

# What Is Our Goal?





**Civic  
Strength**

**Requires**

**In-Depth  
History and  
Civics  
Learning  
For  
Civic  
Agency**

***Educating for American Democracy offers:***

- **guidance for setting standards in civics and history**
- **... to build students' knowledge and capacities**
- **... to sustain America's constitutional democracy.**

**Therefore, we need to:**

***Build capacity for excellence in K-12 history and civics education***

## *What Kind of Guidance?*

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- *How* to teach American history and civics *in an integrated way*
- *How* to prioritize content essential to robust and authentic civic participation, including untold or seldom told stories in American history; and *Why* productive debate on civic topics matters
- *How* to address both the painful challenges and the exceptional achievements of our nation's history and form of government

## *The Philosophy Behind the Work*

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- *Multi-institution and cross-partisan team of experts*
- *Integrated approach to teaching history and civics*
- *Attention to content and pedagogy*
- *Willingness to wrestle with “hard histories” and the “design challenges” facing educators -- as not a bug but a feature*
- *Civil disagreement; civic friendship; reflective patriotism; productive debate*



## ***100+ People are Involved in this Effort***

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Academics, historians, political scientists, civics educators, and practitioners



# What Is The Final Report?



# 4

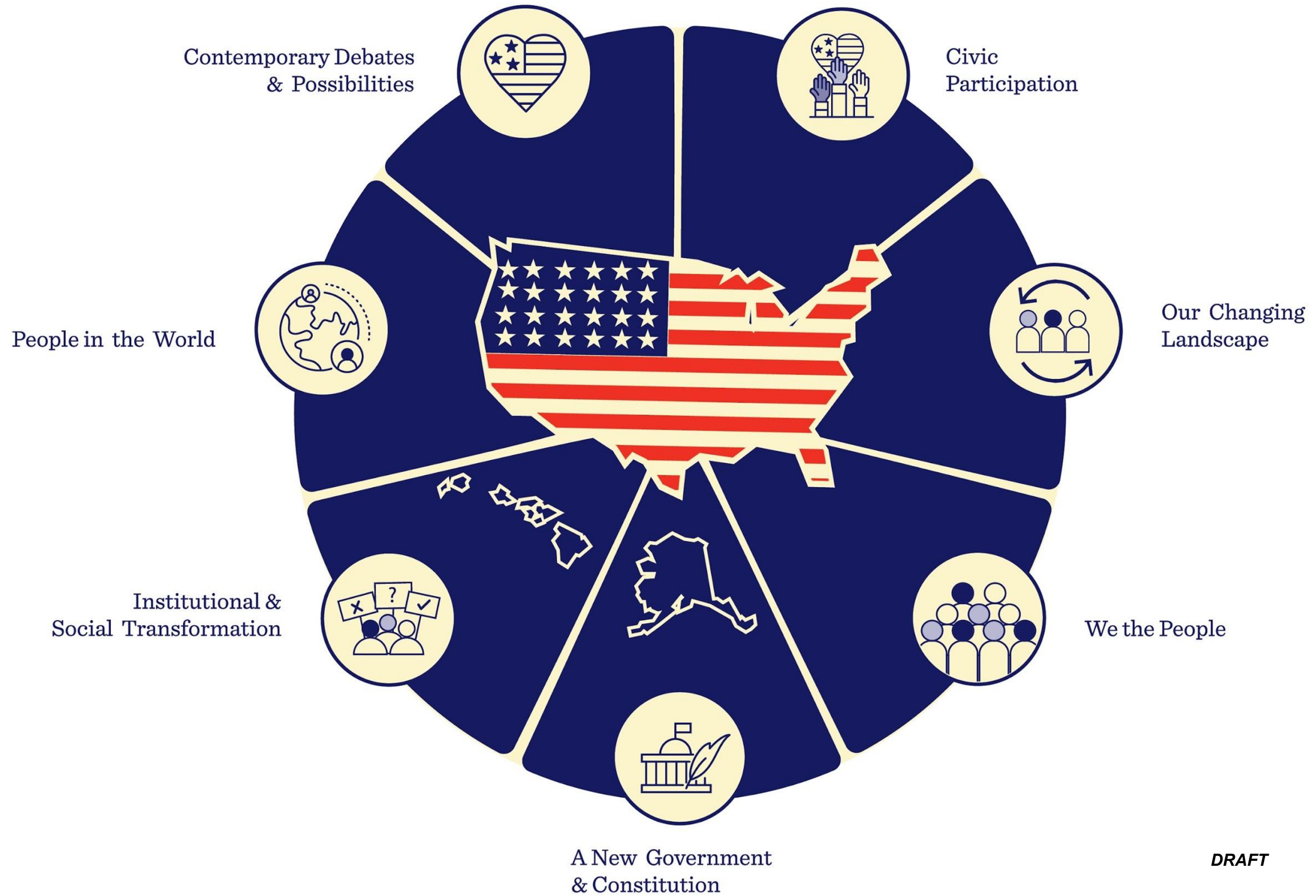
**Tools  
= Report**

## The Report includes 4 Tools:

1. Introductory Essay and Context
2. A Content Roadmap  
7 Themes (history and civics)
3. Instructional Design Challenges  
5 larger issues to grapple with
4. A Pedagogy Guide



# 7 Roadmap Themes



# Roadmap Structure

7 Content Themes

4 Grade Bands

HDQ & CDQ: History & Civic Driving Questions

HSGQ & CSGQ: History & Civic Sample Guiding Questions (HSGQ & CSGQ)



**Design Challenge 2:** How can we integrate the perspectives of Americans from all different backgrounds in narrating our history (*e pluribus versus unum*)?

<p><b>Theme 3: We the People</b></p>	<p>This theme explores the idea of “the people” as a political concept—not just a group of people who share a landscape but 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 societal decision-making. The theme also explores the challenges of <i>e pluribus unum</i>: forging one political people out of diverse experiences.</p>	
<p><b>Thematic Question(s)</b></p>	<p>Who are “We the People of the United States” and how has the American population changed over time? What does our history reveal about the aspirations and tensions captured by the motto <i>E pluribus unum</i>?</p>	<p>Why does constitutional democracy depend on the idea of “the people”? What values, virtues, and principles can knit together “We, the People” of the United States of America?</p>
<p><b>Grade Band</b></p>	<p>History Driving Questions History Sample Guiding Questions Civics Driving Questions Civics Sample Guiding Questions</p>	



**K-2**

### History

- A. What are the different kinds of origin stories people living in America have?

### Civics

- A. What kinds of things tie groups of people together?
- B. Does a society need shared rules, and what do rules do
- C. How does having rules help our society?

**3-5**

### History

- A. How has the U.S. population changed over time?
- B. What kinds of social groupings (e.g. religion, race, ethnicity) have given our society the shape it has?
- C. How have the definitions of who is a "citizen" changed over time?
- D. How do we engage with hard histories (e.g. enslavement, genocide, terrorism)?

### Civics

- A. Why do human societies have governments?
- B. How does sharing a government contribute to forming "a people"?
- C. For which governments in America am I a part of "the people" (e.g. city, state, national)?

**6-8**

### History

- A. In what ways and to what extent have the diverse people of the U.S. become one nation and faced challenges to that?
- B. 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?
- C. How have mechanisms of majority vote interacted with minority-protecting mechanisms over time?

### Civics

- A. What is pluralism, and how is it relevant to the American experience?
- B. Who am I, and what are my values and principles?
- C. Who am I, and which groups or communities do I belong to, by choice or by ascription?
- D. What does it mean to say that American constitutional democracy is of, by, and for the people?
- E. What are the leading principles and values guiding our ideas of good governments and what they do?
- F. What texts and resources best help you answer questions like these? What gives these texts authority or

**9-12**

### History

- A. How does America's kind and degree of pluralism compare with pluralism elsewhere in the world?
- B. What distinctive challenges have accompanied race relations in the U.S., compared with other countries around the world?

### Civics

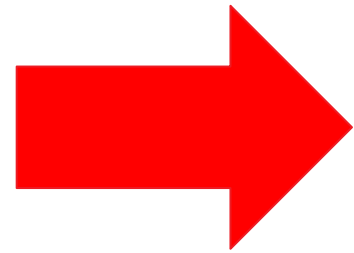
- C. What are my personal values, principles, and commitments? What fundamental sources do I look to invoke for these? What gives those sources their credibility and authority?
- D. How do my personal values, principles, and commitments relate to the shared values, principles, and commitments that define "We the People of the United States of America"?

## **Example: A Comparison between the *Current State Standards* and *EAD Theme 4—A New Government and Constitution***

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Instead of **current state standards** listing historical events such as:

- The French and Indian War
- The Stamp Act
- The Boston Tea Party
- Shay's Rebellion
- ...



**EAD Theme 4 asks** (*sample civics and history driving questions; these are accompanied by more detailed sample guiding questions*):

- What were the experiences with the British government of British colonists, indigenous Americans, enslaved Americans, and indentured Americans?
- How do we decide what is fair when we are part of a group?
- Which European empires competed for territory in North America and why?
- Why did some colonists choose to become independent nation? Why did some remain loyal to Britain?

## *Leading to Design Challenges (Example)*

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### **Design Challenge 5: Balancing the Concrete and the Abstract**

DC5.1 How can we support instructors in helping students move between concrete, narrative, and chronological learning and thematic and abstract or conceptual learning?





## 5 Design Challenges

1

How can we help students understand the full context for their role as civic participants without creating paralysis and a sense of insignificance?

2

How can we integrate the perspectives of Americans from all different backgrounds in narrative our history (e pluribus versus unum)?

3

How can we acknowledge that from its inception, Americans have simultaneously disagreed about the ideal shape of self-government while also ultimately agreeing to preserve shared institutions?

4

How can we narrate our country's history in a way that is honest about the past without falling into cynicism and appreciative of the founding without tipping into adulation?

5

How can we support instructors in helping students move between concrete, narrative, and chronological learning, and thematic, abstract or conceptual learning?

# 6

## Instructional Approaches in the Pedagogy Guide

1

**Classroom-based Democratic Practices:** centers the student in the instructional activity and cultivates the daily habits of a good learner and citizen.

2

**Direct Instruction:** set of instructional approaches that are used to clarify steps in a process, break down a complex task set, help students make sense of an exploration, simulation, or modeling of an instructional task or exemplar.

3

**Discussions and Debate:** allow students to develop critical thinking and public speaking skills while, importantly, analyzing and understanding key subject matter content more deeply.

4

**Field or Community-based Activities:** direct forms of experiential participation such as field trips. Similarly, students can learn more about government by directly interacting with public or elected officials.

5


**Inquiry:** emphasizes deep engagement with primary sources, texts, and historic artifacts and engage with sources to explore a topic through inquiry or research to develop knowledge and solutions.

6

**Project-based Learning:** helps students to acquire deeper content knowledge and academic and civic skills by working for an extended period of time actively exploring complex and real-world questions, problems, or challenges.

# **Implementation Goals: Ambitious**





# Making Educating for American Democracy A Reality

Our **Theory of Change** involves states establishing targets and guidance for **local educational agencies**, while also equipping LEAs with the resources and tools they need for success. This work at the **state** and local level can and should be supported by the **national** level.

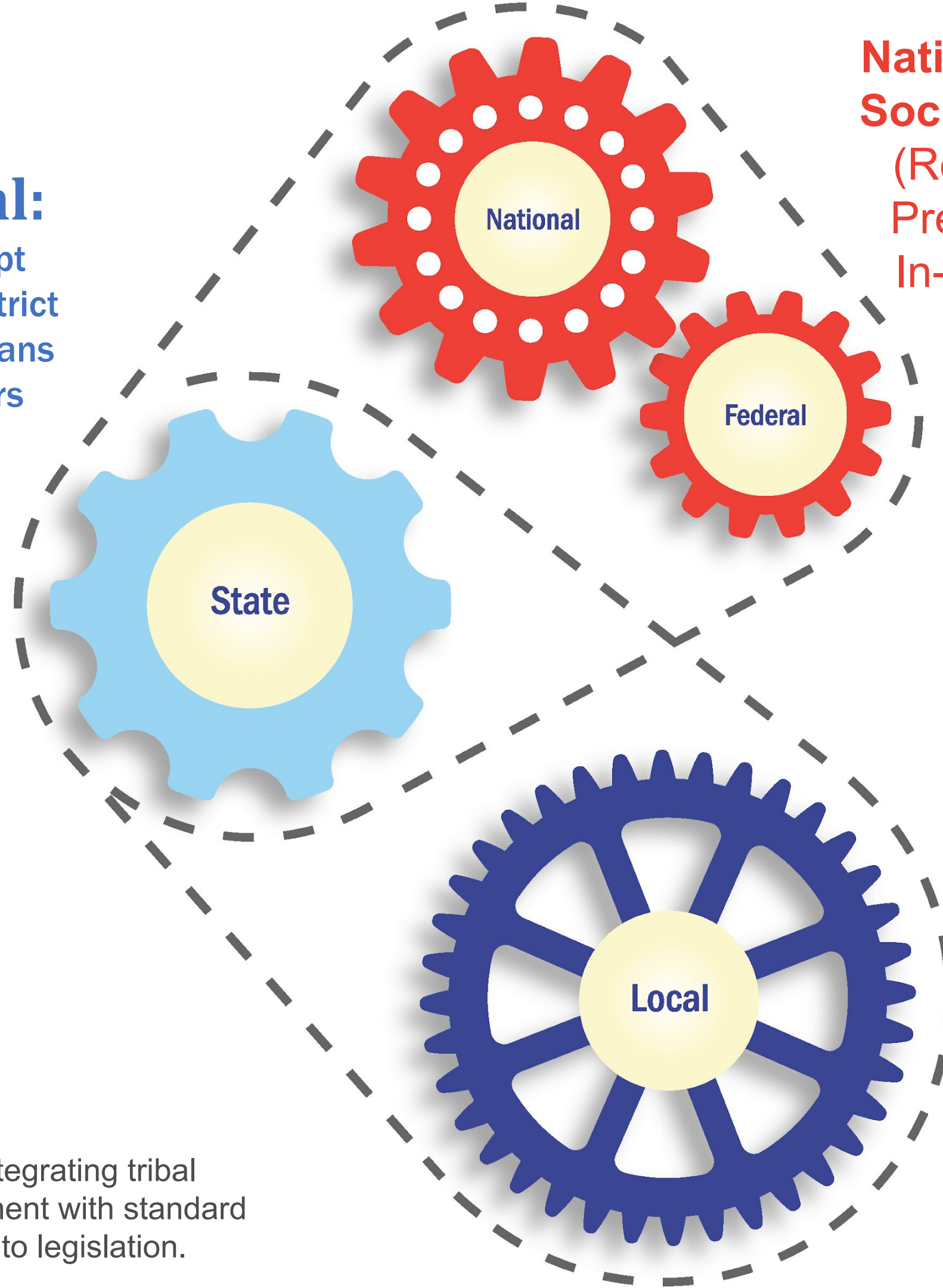
# 3 Levels of Implementation

## State Goal:

All states adopt structure for district civic learning plans within 10 years

**All students are motivated to participate in civic life and have the knowledge and skills to do so well by 2030.**

\*We are in the process of integrating tribal governance structures in alignment with standard Congressional approaches to legislation.



## National Civil Society Goal:

(Resource, Preservice, In-Service,

**Federal Goal:**  
Funding, Data & Reporting, Research & Innovation

## Local Goal:

All districts establish Civic Learning Plans

# What Comes Next?



# Educating for American Democracy (EAD)

## TIMELINE: October 2019 – June 2021

**October - April:**  
Task Forces meet  
bi-weekly, Steering  
Committee meets  
monthly

**February 2-4:**  
convening at LSU

**February - April:**  
revise Roadmap  
and develop  
pedagogy  
component

**March - June:**  
monthly virtual  
sessions w/  
project  
members

**June-September:**  
Expert review,  
stakeholder  
engagement, and  
additional  
feedback

**September:**  
convening at ASU

**June - December:**  
Roadmap drafting  
and development  
of dissemination  
campaign

**February 2021:**  
Roadmap release  
and DC National  
Forum followed by  
dissemination  
campaign through  
June

# Our Hope

...that you will think of **Educating for American Democracy** as a critical ingredient that our country can use to prepare young people with civic knowledge, skills and agency for long term civic strength...

*We need a bold vision  
to rebuild civic strength.  
We believe this is essential  
to our nation.*

# Exit Ticket

Complete the exit ticket on the EAD Feedback Website to capture any lingering questions or thoughts about the Roadmap.





*Thank You*

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