

Evaluation Report

***We the People***

Prepared for:  
**Center for Civic Education**  
5145 Douglas Fir Road  
Calabasas, CA 91302

Prepared by:  
**RMC Research Corporation**  
1512 Larimer Street, Suite 540  
Denver, CO 80202

November 2007



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Prepared for:

**Suzanne Soule**  
**Director of Research and Evaluation**

**Center for Civic Education**

5145 Douglas Fir Road  
Calabasas, CA 91302

Prepared by:

**Jennifer Turnbull**  
**Susan Root, Ph.D.**  
**Shelley Billig, Ph.D.**  
**Dawn Jaramillo**

**RMC Research Corporation**  
1512 Larimer Street, Suite 540  
Denver, CO 80202

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## Executive Summary

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*We the People: The Citizen and the Constitution* is an instructional program published by the Center for Civic Education. The primary goal of *We the People* is to promote civic competence and responsibility among elementary and secondary students. Students learn about the institutions of American constitutional democracy and are encouraged to discover the contemporary relevance of the Constitution and Bill of Rights. The culminating activity of the instructional program is a simulated congressional hearing in which students testify before a panel of civic-minded judges from the community. Students are given the opportunity to demonstrate their knowledge and understanding of constitutional principles and to take, evaluate, and defend positions on relevant historical and contemporary issues.

In 2006-2007, RMC Research conducted a quasi-experimental study to examine the extent to which participation in *We the People* impacted high school students' acquisition of constitutional and civic knowledge, civic skills, and civic dispositions.

### Methodology

Using a pre/post design, students whose teachers implemented *We the People* were compared to students with similar demographic characteristics whose teachers did not use the curriculum. In addition, participants' post-survey scores were compared to those of university students enrolled in introductory political science courses. RMC Research also conducted analyses to determine the moderating effects of program and participant factors on student outcomes.

The sample included 822 high school students from Colorado, Indiana, Michigan, New York, and Washington who participated in *We the People*; 735 matched comparison high school students; and 119 university comparison students from Colorado. The sample was drawn from classrooms of teachers in each of the five states who were implementing *We the People* and who both agreed to participate and could identify a comparison site with appropriate characteristics and from classrooms of university instructors who consented to participate.

The student survey included measures of knowledge of:

- *Core Values and Democratic Principles of the United States;*
- *Impact of Early American History on the Development of State and Federal Government;*
- *Constitutional Limits on Government Institutions;*
- *The Relationship of the United States to Other Nations in World Affairs; and*
- *Rights and Responsibilities of Citizenship and Principles of Democratic Civic Involvement.*

The survey also measured students' civic skills and civic responsibility. In addition, *We the People* participants were asked to rate several aspects of their experience with the program. Teachers completed surveys that measured their demographic characteristics and experience, recent professional development activity, confidence in leading discussions on controversial issues, resources used for teaching civics and government, beliefs about civic learning, and frequency of implementing quality instructional strategies in their classrooms.

## Results

***We the People* students scored significantly higher on most outcomes than comparison students after controlling for pre-survey scores, variations in classroom effects, ethnicity, and enrollment in an advanced civics/government or other social studies class.** Statistically significant differences were found between the *We the People* and high school comparison students in:

- Knowledge of Core Values and Democratic Principles;
- Knowledge of Constitutional Limits on Government Institutions;
- Knowledge of Rights and Responsibilities of Citizenship;
- Total Knowledge Scores; and
- Civic Skills.

***We the People* students scored significantly higher than the university comparison group students on all outcomes, including:**

- Knowledge of Core Values and Democratic Principles;
- Knowledge of Early American History;
- Knowledge of Constitutional Limits on Government Institutions;
- Knowledge of the Relationship of the United States to Other Nations in World Affairs;
- Knowledge of Rights and Responsibilities of Citizenship;
- Total Knowledge Scores;
- Civic Skills; and
- Civic Responsibility.

***We the People* teachers differed from comparison teachers on characteristics which may have made them more effective civics instructors.** For example, *We the People* teachers reported more confidence than nonparticipating teachers in their ability to lead discussions on controversial issues. They were more apt to endorse the importance of teaching traditional democratic rights and responsibilities and somewhat more apt to support teaching civic engagement, while comparison teachers expressed stronger support for unreflective patriotism. *We the People* teachers' instruction in constitutional government was characterized by greater breadth and depth, and they rated themselves higher on indicators of research-based quality instructional practices than comparison teachers.

**Characteristics and behaviors of *We the People* teachers moderated some program impacts.**

*We the People* students whose teachers had stronger beliefs in the importance of learning traditional democratic rights and responsibilities, such as obeying the law and voting, increased more than others in knowledge of core values and democratic principles and in civic responsibility. Students of first time users of *We the People* had significantly stronger outcomes in the areas of knowledge of early American history, knowledge of constitutional limits, and civic skills than students of more experienced teachers.

**Features of program implementation moderated the effects of *We the People* on student outcomes.** Teachers who more frequently used effective civic education practices had students who showed greater growth in civic responsibility, while students who indicated that they more frequently had quality learning experiences made greater gains in civic skills and civic responsibility. A second program feature, duration of implementation had mixed effects on student outcomes.

**Student characteristics played a limited role in moderating the effects of *We the People* participation, indicating that the benefits of involvement in the curriculum extended across different groups.** On most outcomes, there was little variation in student performance due to gender, age, ethnicity, home language or parent education. For outcomes where moderating effects were found, exposure to *We the People* did not exacerbate differences in civic development traditionally associated with gender, ethnic background, and primary language.

## **Recommendations**

- **Promote and support *We the People* as a tool for mainstream civics education.**
- **Monitor program implementation and provide professional development to foster quality practice across teachers.**
- **Ensure thorough coverage of *We the People* topics and a dominant focus on program materials.**
- **Support future studies using random assignment of students and random assignment or selection of teachers.**

*We the People* is a curriculum published and disseminated by the Center for Civic Education. Funded by the U.S. Department of Education through an Act of Congress, *We the People* is designed to help students understand the historical background and principles underlying American constitutional government. Materials include textbooks and teachers' guides at the upper elementary, middle school, and high school levels. Units in the high school curriculum address:

- The philosophical and historical foundations of the American political system;
- The process by which the Constitution was framed;
- The impact of the values and principles in the Constitution on American political institutions and practices;
- The development and expansion of the Bill of Rights; and
- Rights and roles of citizens in United States constitutional democracy.

The teacher's guide offers suggestions for discussion and optional activities to accompany each unit. The culminating activity of *We the People* is a simulated congressional hearing in which groups of students exhibit their constitutional knowledge before a panel of community members acting as a congressional committee. Panel members question students in order to probe their understanding of the Constitution and the Bill of Rights and their ability to apply their knowledge to contemporary issues.

Several studies have examined the impacts of participating in *We the People* on students' civic knowledge, skills, and dispositions. The Educational Testing Service<sup>2</sup> (1991) investigated the effects of *We the People* on students' knowledge of constitutional history and principles. A test of knowledge was completed by 916 treatment and 588 comparison high school students and 280 students at select universities. Results showed that *We the People* participants demonstrated significantly greater knowledge of the Constitution than comparison high school students, scoring higher on items corresponding to each major unit of the curriculum. *We the People* high school students also significantly outperformed university students on items corresponding to each unit of the curriculum.

Brody (1994)<sup>3</sup> measured the impacts of the *We the People* curriculum on high school students' dispositions including their political tolerance, efficacy and interest; perceptions of the right of government to limit their self-expression; and self-censorship. The study also explored the contributions of program features to the outcomes. Included in the study were 1,351 high school students from across the United States. Approximately two thirds of students were enrolled in courses using *We the People*, while the remainder was nonparticipants. *We the People* students displayed significantly higher levels of political tolerance and political efficacy than comparison students. In addition, these students were less likely to expect that government would restrict

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<sup>2</sup>Educational Testing Service. (1991). A comparison of the impact of *We the People*...Curricular Materials on High School Students compared to University Students. Pasadena, CA: Educational Testing Service.

<sup>3</sup>Brody, Richard A. 1994. Secondary Education and Political. Attitudes: Examining the Effects on Political Tolerance of the *We the People* Curriculum.

their individual freedoms and less likely to engage in self-censorship. When time on the curriculum, age, and political cynicism were held constant, the level of competition in which students participated significantly predicted their political tolerance scores.

Hartry and Porter (2004)<sup>4</sup> conducted a pilot study of the impacts of the *We the People* curriculum on students' constitutional knowledge, political attitudes (e.g., attention to politics) and political behaviors (e.g., political participation). Two hundred fifty-seven *We the People* participants in advanced placement (AP) classes and 241 participants in general education classes were compared to 160 comparison students in AP classes and 136 comparison students in general education classes. Students completed an end-of-course test of knowledge and pre- and post-measures of political attitudes. Exposure to *We the People* significantly contributed to students' scores on the knowledge assessment, regardless of class placement. In addition, *We the People* students made significantly greater gains than comparison students in attention to politics, use of information, political participation, political efficacy, citizen responsibilities and obligations, and political and community responsibility.

## Organization of This Report

This report presents data collected during the 2006-2007 school year that examines the effectiveness and impacts of *We the People* programs using a quasi-experimental design. Information about study methodology, data collection instruments, and descriptive information about samples is presented first. Implementation data are presented next, followed by a discussion of student outcomes and conclusions and recommendations. The Appendix includes copies of the instruments used for data collection.

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<sup>4</sup>Hartry, A., & Porter, K. (2004, July). *We the People curriculum: Results of a pilot test* (report to the Center for Civic Education). Alexandria, VA: MPR Associates, Inc. Retrieved October 7, 2005, from [www.civiced.org/research/pdfs/pilot2.pdf](http://www.civiced.org/research/pdfs/pilot2.pdf)

This section describes the design and methods used in this evaluation. The questions guiding the evaluation are presented first, followed by sample selection procedures and participating classrooms. Information on data collection measures and procedures is also described.

### Evaluation Questions

The following three questions guided the evaluation study of *We the People*:

1. To what extent does participation in the *We the People* curriculum impact students' knowledge, skills, and dispositions related to American democracy and their roles as citizens?
2. What factors serve to moderate impacts?
3. In what ways, if any, can impacts be improved?

### Sample Selection Procedures

Center for Civic Education staff and state and district coordinators from Colorado, Indiana, Michigan, New York, and Washington were contacted about assisting in the recruitment of 11th- and 12th-grade classrooms for the study. Coordinators identified a pool of *We the People* teachers in each state with high quality programs. As a result, this sample of teachers may not be representative of all participating teachers.

Teacher nominees were contacted to determine their interest in participating in the study. Interested teachers were asked to identify potential comparison teachers from their school or district whose classrooms were similar to the *We the People* classrooms in grade, subject area, and student demographic and achievement profiles. Potential comparison teachers were contacted in order to secure their agreement to participate and to confirm teacher and student information. All teachers were given \$50 as an incentive for their involvement. Introductory political science instructors at two universities in Denver were also contacted about participating in the study, and two instructors, with a total of three class sections, agreed to become involved. University instructors were given \$100 as an incentive to participate.

### Equivalency of Students in *We the People* and Comparison Classrooms

To determine if *We the People* and comparison high school students were comparable, pre-survey data from students at all grade levels were analyzed using analyses of variance (ANOVAs)<sup>5</sup>. Analyses conducted on the pre-survey subscale scores showed significant

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<sup>5</sup>Analysis of variance (ANOVA) is a statistical procedure that examines differences in outcomes for two or more groups.

differences between *We the People* and comparison students on all five of the knowledge subscales:

1. Core Values and Democratic Principles of the United States ( $F(1, 1469)^6 = 152.19, p < .001^7$ );
2. Impact of Early American History on the Development of State and Federal Government ( $F(1, 1469) = 47.57, p < .001$ );
3. Constitutional Limits on Governmental Institutions ( $F(1, 1469) = 66.11, p < .001$ );
4. Relationship of the United States to Other Nations in World Affairs ( $F(1, 1469) = 57.10, p < .001$ ); and
5. Rights and Responsibilities of Citizenship and Core Principles of Democratic Civic Involvement ( $F(1, 1469) = 124.95, p < .001$ ).

There were also significant differences on the measures of civic skills ( $F(1, 1469) = 26.68, p < .001$ ) and civic responsibility ( $F(1, 1469) = 18.07, p < .001$ ). Exhibit 1 displays the means for subscales by group. Additional multivariate analyses of variance (MANOVAs)<sup>8</sup> indicated that ethnicity and enrollment in an advanced civics or government course were variables that, when used together in a MANOVA, would control for differences between the groups. Differences in student outcomes were analyzed using hierarchical ANCOVAs with classrooms nested within treatment conditions (*We the People* curriculum versus comparison), advanced course status and ethnicity entered as main effects, and pre-test scores used as covariates.

**Exhibit 1. Means for Pre-Survey Subscales**

Subscale	Significance	Means	
		<i>We the People</i>	High School Comparison
Civic Skills (7 items)	< .001	3.10	2.99
Civic Responsibility (5 items)	< .001	4.53	4.38
Civic Knowledge–Core Values and Democratic Principles (23 items)	< .001	12.72	10.21
Civic Knowledge–Early American History (2 items)	< .001	1.20	.93
Civic Knowledge–Constitutional Limits on Governmental Institutions (4 items)	< .001	2.61	2.10
Civic Knowledge–Relationship of the United States to Other Nations in World Affairs (3 items)	< .001	1.53	1.22
Civic Knowledge–Rights and Responsibilities of Citizenship (7 items)	< .001	5.48	4.57

<sup>6</sup>The *F* statistic provides a basis to test for statistical significance when used in analysis of variance (ANOVA).

<sup>7</sup>The *p*-value is an indicator that represents the likelihood that observed results occurred by chance. In education research, values of  $p < .05$  (i.e., values indicating that observed results had a less than 5 percent chance of occurring by chance) are typically used to identify results that are statistically significant. Lower *p* values indicate a smaller likelihood that observed results occurred by chance and are therefore associated with statistically significant findings.

<sup>8</sup>Multivariate analysis of variance (MANOVA) is a statistical procedure that examines differences between two or more groups when there is more than one dependent, or outcome, variable.

## Composition of the Sample

Of the 34 high schools that were included in the study, 14 were in Colorado; 7 each were in Indiana and Michigan; 4 were in Washington; and 2 were in New York. Exhibit 2 displays the *We the People* and comparison classrooms in the study.

### Exhibit 2. *We the People* and Comparison Classrooms Included in the Evaluation

Location	<i>We the People</i> School	Grade	Comparison School	Grade
<b>High Schools</b>				
<b>Colorado</b>	Clear Creek High School	12	No Comparison School	
	East High School	12	No Comparison School	
	Greeley Central High School	10-12	Northridge High School	11-12
	Mullen High School	10-12	Mullen High School	11
	Platte Canyon High School	12	Platte Canyon High School	12
	Salida High School	12	Del Norte High School	11-12
	Silver Creek High School	10-12	Littleton High School	12
	Thomas Jefferson High School	12	West High School	12
	Wiggins High School	11-12	Fort Morgan High School	12
<b>Indiana</b>	Castle High School	12	Castle High School	12
	Evansville Central High School	12	Evansville Central High School	12
	Franklin Central High School	12	Franklin Central High School	12
	Hamilton Southeastern High School	12	Hamilton Southeastern High School	12
	Lawrence Central High School	12	Lawrence Central High School	12
	Plainfield High School	12	Plainfield High School	12
	William Henry Harrison High School	12	William Henry Harrison High School	12
<b>Michigan</b>	Howell High School	12	Howell High School	12
	Rockford High School	12	Grandville High School	10-11
	Tri-Unity High School	12	The Potters House School	11-12
	Westwood High School	12	Ishpeming High School	10-12
<b>Washington</b>	Gig Harbor High School	12	Peninsula High School	12
	Tahoma Senior High School	12	Tahoma Senior High School	12
	Todd Beamer High School	11-12	No Comparison School	
<b>New York</b>	Connetquot High School	12	Connetquot High School	12
	Burnt Hills/Ballston Lake High School	11	Burnt Hills/Ballston Lake High School	11-12
<b>Universities</b>				
<b>Colorado</b>			University of Colorado at Denver	13-16
			Metropolitan State College of Denver	13-16

## Student Surveys

Student pre-surveys were administered from September through October 2006 prior to students' extensive exposure to the *We the People* curriculum. Post-surveys were given between December 2006 and February 2007. Pre-surveys included measures of student demographic and academic characteristics including:

- Age;
- Ethnicity;
- Gender;
- Grade level;
- Grade point average (GPA);<sup>9</sup>
- Home language; and
- Involvement in after school activities.

Both pre- and post-surveys measured students' knowledge of United States constitutional government and skills and responsibilities related to democratic citizenship. The knowledge test was created by a team of scholars in collaboration with the Center for Civic Education (CCE) and the research firm MPR Associates and pilot tested in California. The test has been revised multiple times in an attempt to better capture essential elements of constitutional knowledge and addresses the following major topics:

- Core Values and Democratic Principles of the United States set forth in Foundational Documents;
- Impact of Early American History on the Development of State and Federal Government;
- Constitutional Limits on Government Institutions;
- The Relationship of the United States to Other Nations in World Affairs; and
- Rights and Responsibilities of Citizenship and Core Principles of Democratic Civic Involvement.

To measure civic skills, students rated themselves on competencies required for effective civic participation, such as learning about problems in society and their causes, logically arguing with and persuading others, and coming to agreement within a group, using a 4-point scale where 1 = not good at all and 4 = very good. On the measure of civic responsibility, students used a 6-point scale (1 = definitely not important and 6 = definitely important) to rate the perceived importance of citizen involvement in several types of activities including voting, attending political events, working on campaigns to elect political candidates, joining a group with common political positions, and protesting peacefully against unfair laws.

The post-survey for participants also included measures of students' perceptions of features of their *We the People* experience expected to be associated with effective implementation. For example, students were asked to rate on a 5-point scale from never (1) to very often (5), how

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<sup>9</sup>GPA was calculated by using a survey item that asked students to indicate what letter grade(s) they received most of the time and then by assigning to letter grades (A through D) a corresponding number of 4 through 1. When students reported receiving more than one grade, grades were averaged.

frequently they had learning experiences in which they studied the Constitution, learned to value the principles on which our government was founded, applied what they learned to current events, and discussed controversial political or social issues.

## Teacher Surveys

All teachers were asked to complete a survey. The survey included measures of teachers' demographic characteristics, area(s) of licensure, teaching experience, and recent civics-related professional development activities. Teachers were asked to rate their self-confidence in leading discussions of controversial issues on a 4-point scale where 1 = not at all confident and 4 = very confident. Additionally, teachers indicated the frequency with which they used particular resources in teaching civics or government. (In the case of *We the People* classrooms, the question asked about resources used to supplement program materials.) On a measure of beliefs about civic learning, teachers were asked to rate the degree to which they agreed that students need to recognize the importance of several behaviors (e.g., knowing the history of the country, monitoring how elected officials vote) in order to be good adult citizens. On a 4-point scale where 1 = none at all to 4 = considerable, teachers indicated how much opportunity students in their classes had had to learn about particular civics topics, such as the Virginia Plan, freedom of expression, and values and skills needed by democratic citizens.

Both participating and comparison teachers rated the frequency (from 1 = rarely/never to 5 = daily) with which they used quality practices to teach either civics or *We the People*. The measure of the quality of teacher practice was developed jointly by the Center for Civic Education and RMC Research Corporation and was intended to the degree to which teachers' instruction incorporated several "promising practices" for strengthening civic education identified in The Civic Mission of Schools report<sup>10</sup> including (1) instruction in government, law, and democracy; (2) discussion of controversial issues; and (3) participation in simulations of democratic procedures and processes. Finally, the *We the People* teacher survey contained additional items pertaining to the curriculum, program implementation, and professional development. These included questions about teachers' experience with *We the People*, duration of *We the People* implementation, perceived student engagement in *We the People*, and suggestions for ways that *We the People* training and resources could be improved.

## Internal Reliability of Student Surveys

Reliability analyses<sup>11</sup> were conducted on the pre-survey Civic Skills and Civic Responsibility subscales. Exhibit 3 lists these subscales and displays the alpha coefficients, number of items, response ranges, means, and standard deviations for each. Alpha coefficients for the subscales were both .67, revealing adequate levels of internal reliability.

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<sup>10</sup>Gibson, C. & Levine, P. (Eds). (2003). *The Civic Mission of Schools*. New York and College Park, MD: Carnegie Corporation and CIRCLE.

<sup>11</sup>Reliability or internal consistency is a measure of how well multiple items on a survey measure the same characteristic.

### Exhibit 3. Student Survey Subscale Characteristics and Internal Reliability

Subscale	N	Number of Items	Internal Reliability	Range	Pre-Survey Mean	SD <sup>12</sup>
Civic Skills	1,587	7	.67	1-4	3.06	0.43
Civic Responsibilities	1,532	5	.67	1-6	4.47	0.68

Note. Range responses were based on a 4- or 6-point scale where 1 = low, 6 = high.

Exhibit 4 displays the item arrangement for the constitutional knowledge scales. Item placement was determined based on the face validity of each item's association with the five themes included in the *We the People* curriculum. Students received one point for each correct response within each scale. The total number of correct responses on each of the five scales, as well as the overall score, comprised the scores used in the analyses.

### Exhibit 4. Student Survey Knowledge Measures

Knowledge Scales	Number of Items
Core Values and Democratic Principles	23
Early American History	2
Constitutional Limits on Governmental Institutions	4
Relationship of the United States to Other Nations in World Affairs	3
Rights and Responsibilities of Citizenship	7

### Teacher Survey Subscale Reliability and Factor Analyses

Subscale analyses, including factor and internal reliability analyses, were conducted on responses to three teacher survey measures: beliefs about civic learning, opportunity to learn about civics topics, and quality of instructional practice. Analyses of the measure of teacher beliefs revealed three independent factors: traditional democratic rights/responsibilities, civic engagement, and unreflective patriotism. Reliability and other data for these subscales are displayed in Exhibit 5.

### Exhibit 5. Teacher Beliefs About Civic Education Subscale Characteristics and Internal Reliability

Subscale	N	Number of Items	Internal Reliability	Range	Mean	SD
Traditional Democratic Rights/Responsibilities	43	8	.91	1-4	3.61	0.03
Civic Engagement	41	5	.81	1-4	3.41	0.01
Unreflective Patriotism	41	3	.63	1-4	3.46	0.11

Note. Range responses were based on a 4-point scale where 1 = strongly disagree and 4 = strongly agree.

<sup>12</sup>The standard deviation (SD) is a measure of how spread out a set of values is. Higher standard deviations indicate greater variability in data across respondents.

The quality practice and opportunity to learn measures were both subjected to internal reliability analyses and exploratory factor analyses. Results showed that the alpha coefficients for each scale as a whole were higher than the coefficients for the individual factors. As a result, average scores on the measure of quality practice and opportunity to learn were used in further analyses.

## Moderators of Outcomes

The study investigated the contribution of three types of potential moderators to participant outcomes: teacher characteristics, aspects of program implementation, and student characteristics. Several characteristics of *We the People* teachers were utilized as moderating variables:

- Teacher licensure;
- Experience using the *We the People* curriculum;
- Confidence in ability to lead discussions of controversial issues;
- Resources used to teach civics education;
- Content coverage;
- Experience teaching in a K-12 school;
- Experience teaching a civics related course; and
- Beliefs about civic learning.

Program implementation was assessed using items on both the teacher survey and the *We the People* student post-survey. Characteristics measured on the teacher survey included the duration of *We the People* (number of weeks that students studied the curriculum) and quality of implementation. Quality of implementation was assessed by asking teachers how frequently their *We the People* instruction incorporated elements such as integration with the broader curriculum, an emphasis on higher-order thinking skills, and opportunities for students to express their opinions.

The student post-survey included a measure of the perceived quality of students' experience with *We the People*. Quality of experience was measured on a 5-point scale by asking students to indicate how often (1 = never to 5 = very often) they experienced 13 activities in their class (e.g., *We practiced exercising our rights as citizens; We learned to value the principles on which our government was founded*).

Student characteristics were also examined as potential moderators. Potential student moderators included:

- Gender;
- Primary language used in the home;
- Ethnicity;
- Involvement in student activities;
- Parents' highest level of education;
- GPA; and
- Age.

This section presents data gathered from surveys of *We the People* and comparison teachers. Data on *We the People* implementation are described first, followed by data on program and comparison teachers' characteristics, beliefs, and instruction.

### Subject Area and Grade Level of *We the People* Classrooms

Use of the *We the People* curriculum was most prevalent in 12th-grade classrooms in which the content of the course was U.S. government, civics and/or constitutional law. In addition, the curriculum was used in a small number of U.S. history courses. Teachers reported teaching *We the People* to both advanced classes and general education students. Although a majority of classrooms comprised 11th- and 12th-grade students, a few classrooms contained a mixture of students from Grades 10-12. Exhibit 6 presents the subject areas and grade levels of the *We the People* classrooms in the study.

**Exhibit 6. *We the People* Classroom Subject Area and Grade Level**

Grade Level	Subject Area	N	Percent
10th	AP U.S. Government/Civics/Constitutional Law	2	8.4
10th	U.S. History <sup>a</sup>	1	4.2
11th	AP U.S. Government/Civics/Constitutional Law	7	29.4
11th	U.S. Government/Civics/Constitutional Law <sup>a</sup>	--	--
11th	AP U.S. History	3	12.6
11th	U.S. History <sup>a</sup>	1	4.2
12th	AP U.S. Government/Civics/Constitutional Law	12	50.4
12th	US Government/Civics/Constitutional Law <sup>a</sup>	13	54.6
12th	AP U.S. History	--	--
12th	US History <sup>a</sup>	--	--

*Note.* Percentages do not sum to 100 because respondents could provide more than one answer.

<sup>a</sup>General education classrooms.

### Duration

Nearly 100% of *We the People* teachers used the curriculum for nine or more weeks, with the majority implementing it for 13 weeks or more in the fall semester of the 2006-2007 school year. Exhibit 7 presents the results for duration of implementation.

**Exhibit 7. Duration of *We the People* Implementation (N = 24)**

Duration	N	Percent
5-8 weeks	1	4.2
9-12 weeks	10	41.7
13 or more weeks	13	54.2

## Student Engagement

Exhibit 8 shows that over 80% of teachers rated their students' level of engagement in the *We the People* curriculum as fairly high or very high. None of the teachers felt their students had low or very low engagement with the curriculum.

**Exhibit 8. Student Engagement in  
*We the People* Curriculum (N = 24)**

Student Engagement	N	Percent
Very low	--	--
Low	--	--
Moderate	4	16.7
Fairly high	8	33.3
Very high	12	50.0

## Prior Experience Using *We the People* Curriculum

Most of the *We the People* teachers involved in the study had prior experience using the curriculum. Of the 24 teachers, over 80% had used *We the People* more than three times, including the present year. Just over 12% of teachers were using the curriculum for the first time. The results are presented in Exhibit 9.

**Exhibit 9. Teacher Experience Using  
the *We the People* Curriculum**

Number of Times Using <i>We the People</i>	N	Percent
Once	3	12.5
Twice	1	4.2
Three times	5	20.8
Four or more times	15	62.5

## Confidence in Ability to Lead Discussions of Controversial Issues

Participating and comparison teachers were asked to rate their confidence in their ability to lead discussions regarding controversial issues. Results showed that *We the People* teachers had somewhat more confidence in their capacity to lead discussions than comparison teachers. Over 80% of those in the *We the People* group reported feeling very confident compared to 61% of the comparison teachers. None of the teachers in either group expressed little confidence or no confidence in their ability to lead discussions of controversial issues. Exhibit 10 displays the response frequencies for confidence levels for *We the People* and comparison teachers.

## Exhibit 10. Confidence in Ability to Lead Discussions of Controversial Issues

Confidence	<i>We the People</i> Teachers		Comparison Teachers	
	N	Percent	N	Percent
Not at all confident	--	--	--	--
A little confident	--	--	--	--
Confident	4	16.7	7	39.8
Very confident	20	83.3	11	61.1

### Instructional Materials

When asked which types of instructional materials they used to teach government and civics in the fall semester from a set they could have used (*We the People* teachers were asked about materials used to supplement the curriculum), both *We the People* and comparison teachers reported employing all types presented. Participating teachers most frequently supplemented the *We the People* curriculum with primary sources (e.g., copies of foundational documents), followed by media, and the Internet. In teaching government and civics, comparison teachers made more frequent use of media than other materials, followed by the Internet. Comparison teachers also employed national and state curricular standards more often than *We the People* teachers did. Descriptive data for teacher responses are reported in Exhibit 11.

### Exhibit 11. Teacher Use of Instructional Materials

Additional Materials	<i>We the People</i> Teachers			Comparison Teachers		
	N	M	SD	N	M	SD
Approved Textbook	24	2.75	1.11	18	2.83	.92
National Standards for Civic Education	24	2.08	.88	18	2.67	.97
State Curricular Guidelines or Frameworks	24	2.29	.96	17	3.18	.88
Primary Sources (e.g., copies of the Constitution, the Federalist papers)	24	3.79	.51	18	3.00	.91
Literature (e.g., short stories, novels)	23	1.96	.77	18	2.33	.77
Media (newspapers, magazines, TV)	24	3.67	.64	18	3.50	.62
The Internet	24	3.42	.65	18	3.39	.70

Note. Responses were rated on a 4-point scale where 1 = rarely/never and 4 = very often.

The majority of both *We the People* and comparison teachers reported using an average of seven types of instructional materials, and no teacher reported using fewer than four types. Comparison teachers used a greater number of instructional resources on average than *We the People* teachers did (however, keep in mind that *We the People* teachers were using the CCE curriculum). Exhibit 12 displays the total number of types of instructional materials used by *We the People* and comparison teachers.

## Exhibit 12. Total Number of Types of Instructional Materials

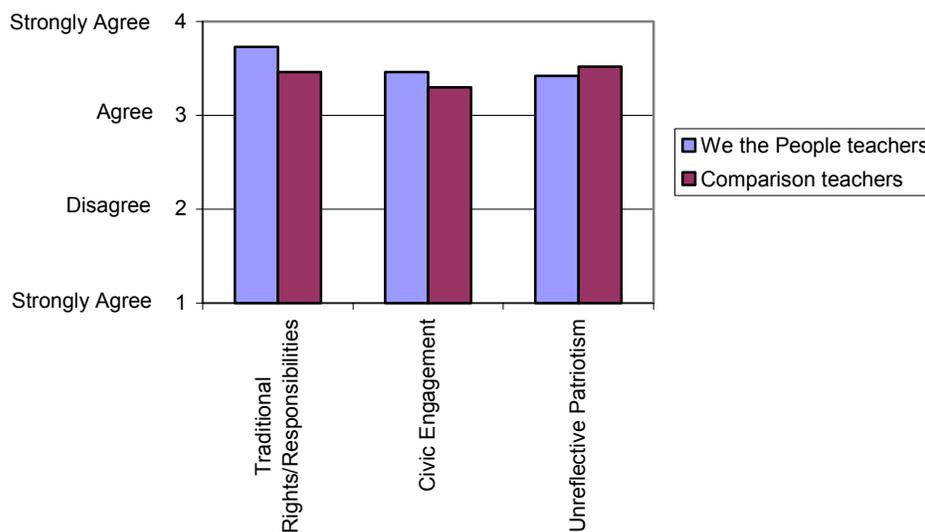
Total Number of Types of Materials	<i>We the People</i> Teachers (N = 23)		Comparison Teachers (N = 17)	
	N	Percent	N	Percent
One	--	--	--	--
Two	--	--	--	--
Three	--	--	--	--
Four	3	13.0	1	5.9
Five	3	13.0	--	--
Six	4	17.4	4	23.5
Seven	13	56.5	12	70.6

*Note.* Total number of types of materials was tallied based on teacher reports of frequency with which they used the sources displayed in Exhibit 11.

### Citizenship Education Beliefs

As indicated in Exhibits 13 and 14, *We the People* teachers were most apt to endorse the importance of traditional democratic rights and responsibilities, such as engaging in political discussion and voting in every election and least apt to support learning unreflective patriotic behaviors and attitudes, such as showing respect for government officials. Comparison teachers assigned the highest ratings to unreflective patriotism items and the lowest ratings to civic engagement items. *We the People* teachers had a higher rating on the scaled measure of traditional democratic rights and responsibilities than comparison teachers and a somewhat higher rating on civic engagement. The item, *Being patriotic and loyal to the country*, was rated lower by *We the People* teachers than comparison teachers and consequently, their average rating for the scaled measure of patriotism was lower.

**Exhibit 13. Average Scores on the Citizenship Education Beliefs Scales of the *We the People* and Comparison Teachers**



## Exhibit 14. Teacher Beliefs Regarding Citizenship Education

Students Should Learn to Recognize the Importance of . . .	<i>We the People</i> Teachers			Comparison Teachers		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
<b>Traditional Democratic Rights/Responsibilities</b>	24	3.73	.22	18	3.46	.71
Obeying the law.	24	3.58	.58	18	3.39	.78
Voting in every election.	24	3.63	.58	18	3.61	.85
Engaging in political discussion.	24	3.79	.42	18	3.28	.90
Knowing the content of the Constitution.	24	3.83	.38	18	3.44	.86
Knowing the history of the country.	24	3.75	.44	18	3.67	.77
Following political issues in the newspaper, on TV, or on radio.	24	3.88	.34	18	3.44	.86
Monitoring how their elected officials vote.	24	3.38	.50	18	3.11	.83
Understanding their rights and those of others in a democracy.	24	4.00	.00	18	3.72	.75
<b>Civic Engagement</b>	24	3.46	.38	18	3.30	.51
Writing or calling a senator or congressman to express their opinion.	24	3.42	.50	18	3.22	.81
Following cases before the Supreme Court.	24	3.25	.61	18	3.17	.62
Protecting the rights of an unpopular group to print its opinions.	24	3.54	.59	18	3.50	.62
Participating in a peaceful protest against a violation of constitutional rights.	24	3.54	.51	18	3.24	.75
Knowing about international relations and issues.	24	3.54	.51	17	3.41	.51
<b>Unreflective Patriotism</b>	24	3.42	.49	18	3.52	.43
Showing respect for government officials.	24	3.33	.70	18	3.28	.67
Being patriotic and loyal to the country.	24	3.08	.65	18	3.50	.63
Knowing the responsibilities of citizens.	24	3.83	.48	18	3.78	.43

Note. Responses were rated on a 4-point scale where 1 = strongly disagree and 4 = strongly agree.

### Student Exposure to Curriculum Topics

Teachers were asked to indicate how much opportunity their students had had to learn about the topics addressed in the *We the People* curriculum, particularly topics related to the foundations and characteristics of United States constitutional government and democratic citizens' rights and responsibilities. As indicated in Exhibit 15, *We the People* teachers provided students with more opportunity to learn about the topics than comparison teachers. Students of *We the People* teachers had the greatest opportunity to learn about the rights outlined in the Constitution and the Bill of Rights and the characteristics of constitutional government, but also had considerable to a great deal of opportunity to learn about a number of other constitutional topics, such as natural rights philosophy, the division of powers, the right to equal protection under the law, freedom of religion, and freedom of expression. Comparison teachers' instruction in constitutional government and citizens' rights and responsibilities was characterized by less depth and breadth. Comparison students had considerable to a great deal of opportunity to learn about a few main topics including the rights outlined in the Constitution and the Bill of Rights, how power is

divided between the federal and state governments, the characteristics of constitutional government and freedom of expression. However, they had much less opportunity to learn about a variety of other constitutional topics than the *We the People* students did.

### Exhibit 15. Teacher Reports of Student Exposure to Curricular Topics

Topics	<i>We the People</i> Teachers			Comparison Teachers		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Natural rights philosophy	24	2.67	.48	18	1.50	.71
The characteristics of constitutional government	24	2.75	.53	18	2.22	.55
How the government of ancient Rome influenced the Founders	24	1.75	.68	18	.67	.59
The weaknesses of the Articles of Confederation	24	2.13	.68	18	1.83	1.04
The Virginia Plan	24	2.00	.72	18	1.83	1.10
The opinions of the Federalists versus the Anti-Federalists	24	2.46	.66	18	1.78	.81
How the First Congress organized the new government	24	2.21	.72	17	1.71	1.16
The rights outlined in the Constitution and the Bill of Rights	24	2.88	.34	18	2.50	.71
How political parties came into being	24	2.29	.62	18	1.89	.83
How power is divided between the federal and state government	24	2.67	.57	18	2.44	.51
The Civil War Amendments to the Constitution	24	2.46	.59	18	1.67	.91
The 14th Amendment and states' obligation to respect due process	24	2.67	.48	17	1.76	.90
Equal protection under the law	24	2.63	.58	17	1.88	.86
Freedom of religion	24	2.63	.65	17	1.94	.83
Freedom of expression	24	2.63	.58	17	2.12	.86
The 5th Amendment	24	2.25	.79	17	1.94	.83
The rights of citizens vs. resident aliens	24	1.92	.83	18	1.61	1.04
How to be an effective citizen	24	2.50	.72	18	2.28	.75
The rights of women and minorities	24	2.46	.72	17	1.94	.97
Values and skills needed by citizens	24	2.21	.93	17	2.29	.85
Other constitutional democracies	24	1.50	.98	17	1.35	.79

*Note.* Responses for opportunity for students to learn were rated on a 4-point scale where 0 = none at all, 1 = little, 2 = considerable, and 3 = a great deal.

### Elements of Quality Practice

On measures intended to assess the quality of their instruction in civics and government, *We the People* and comparison teachers reported using the practices of encouraging students to say what

they thought, asking questions and having students answer, and discussing controversial issues with high frequency. In contrast, having students write in their journals was a relatively uncommon occurrence in the classrooms of both groups of teachers. *We the People* teachers reported using several types of practices more often than comparison teachers including having students participate in simulated hearings of court cases, having students study a textbook, engaging students in organized debates, having students study in small groups, and having students study supplementary materials. Comparison teachers reported slightly higher frequencies of having had students complete reflection exercises. Results are displayed in Exhibit 16.

### Exhibit 16. Teacher Reports of Quality Practice

Classroom Practice	<i>We the People</i> Teachers			Comparison Teachers		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Students studied a textbook.	24	4.38	.65	17	3.12	1.27
Students studied supplementary materials, such as primary sources.	24	4.08	.88	18	3.33	.97
The teacher asked questions and students answered.	24	4.79	.42	18	4.61	.61
The class discussed controversial issues.	24	4.38	.65	18	4.28	.67
Students were encouraged to say what they really thought.	24	4.79	.42	18	4.89	.32
Students did research or information gathering.	24	3.83	.92	17	3.24	1.09
Students worked in small groups.	24	4.00	.72	18	3.22	.88
Students participated in organized debates.	24	3.13	1.19	18	2.06	1.06
Students participated in simulated hearings of court cases.	24	2.58	1.32	18	1.28	.58
Students analyzed media presentations of political information.	24	3.25	1.11	18	3.11	1.28
Students wrote in journals.	24	1.88	1.26	18	1.67	1.09
Students completed reflection exercises.	24	2.25	1.15	18	2.72	1.32
Students took essay tests on civics content.	24	2.21	.98	18	2.39	.78

*Note.* Responses were rated on a 5-point scale where 1 = rarely/never and 5 = daily.

Treatment students were asked to report on the frequency with which particular activities hypothesized to be associated with quality implementation occurred during *We the People* instruction. As displayed in Exhibit 17, all activities received a rating of *often* to *very often*. Students reported that expressing their own opinions, discussing controversial political or social issues, and learning things that they will be able to apply as citizens in the future occurred most frequently during *We the People*. In contrast, having experts visit their class to help them understand the Constitution was the least frequent activity. Teachers' average rating of Quality Practice was found to have a low to moderate correlation with students' average rating of quality implementation ( $r = .278, p < .001$ ).

## Exhibit 17. Student Reports of Experience With *We the People* Curriculum

Aspects of Students Experience	N	M	SD
We studied the Constitution in depth.	815	4.32	.81
We learned to appreciate the perspectives of our country's Founders.	814	4.24	.84
We learned to value the principles on which our government is founded.	815	4.35	.81
We applied what we learned from <i>We the People</i> to current events.	814	4.40	.90
We discussed controversial political or social issues.	816	4.57	.74
Students felt free to express their opinions.	814	4.70	.60
We learned to use evidence from a textbook to support our opinions.	815	4.26	.92
We worked in groups with students who had different opinions from ours.	812	4.26	.95
We learned how to find information from different sources.	815	4.16	.90
We practiced exercising our rights as citizens, such as presenting our ideas to a simulated Congressional panel.	812	3.71	1.30
Experts visited our class to help us understand the Constitution.	814	3.11	1.51
Adults listened to our ideas.	812	3.74	1.20
We learned things that we as citizens will apply in the future.	816	4.59	.72

Note. Responses were rated on a 5-point scale where 1 = never and 5 = very often.

## *We the People* Student Participation in a Simulated Congressional Hearing

*We the People* teachers were asked to indicate whether or not their students participated in a competitive and/or noncompetitive congressional hearing. Teacher reports of student participation are displayed in Exhibit 18. As indicated, almost 52% of students were involved in a noncompetitive hearing, and 60% of students in a competitive hearing. *We the People* teachers were asked to respond to four open-ended questions about the hearings. The findings are presented below.

### Exhibit 18. *We the People* Teacher Reports of Student Participation in a Simulated Congressional Hearing (N = 753)

Type of Simulated Congressional Hearing	Participated	
	N	Percent
Noncompetitive	390	51.8
Competitive	450	59.8

Note. Percentages sum to more than 100% because teachers could select more than one response.

## Student Preparation for the Congressional Hearings

Twenty *We the People* teachers (80%) answered an open-ended question about their activities to help students prepare for the Congressional hearings. The majority reported that their class participated in a hearing, either at the district, regional, or state level. Seven teachers (35%)

reported that they divided their class into groups based on the six units in the curriculum. Twelve (60%) said that they held practice hearings or competitions in advance of the hearings. The majority of teachers (85%) reported that students engaged in research as the primary preparation activity for the hearings. Students used a variety of resources in conducting research, including accessing information from the Internet and interviewing experts in the fields of law and politics.

Students prepared essays, oral presentations, questions, and statements or responses to likely questions in preparation for the competitions. Teachers also noted that they often followed the curriculum explicitly to prepare for the hearings.

*The curriculum leads to students researching all and everything needed to prepare for competition.* – Teacher

### **Teacher-Reported Strengths of the *We the People* Curriculum**

Out of 24 *We the People* teachers, 96% answered an open-ended question about what they believed were the strengths of the curriculum. Half of the respondents spontaneously mentioned liking the materials and content of the program. Some of the strengths they noted were the spectrum of topics, the competition, and the student-centered curriculum.

The majority of teachers (67%) reported that the program engages students in discussion, participation, and collaboration. They also stated that the program encourages students to think critically and independently, teaches them how to apply their knowledge, and enhances their reading, writing, research, and presentation skills. Teachers also noted that the curriculum taught students about civics, the history of the nation, the political process, and their own rights and responsibilities as citizens.

*This program engages students in civic learning like nothing else can.* – Teacher

### **Teacher-Reported Challenges of the *We the People* Curriculum**

Twenty-three teacher respondents (96%) answered an open-ended question about the perceived challenges of the curriculum. Over half identified problems with the materials. Examples of problems cited by teachers included a lack of depth in the textbook, a text that is too simplistic for the grade level, underdeveloped discussion of some topics, and a need for more supplementary materials and assessment tools.

Ten teachers (42%) identified challenges in implementing the overall program. Specific issues they addressed were:

- The program relies on federal funding, which has been cut over the past few years;
- The curriculum is beginning not to meet standards in some states;
- There is too much competitiveness among teachers; and
- The focus has become about the competition and not the learning.

Some teachers expressed the view that the curriculum presents too much content to learn in the time before the hearings, and that it requires too much time and work for students outside of class.

*It is more lessons than can adequately be learned in one semester before competition, and there is no time left for state and local information to be learned.* – Teacher

## **Training and Resources That Facilitated Teachers' Ability to Implement *We the People***

Twenty-three participating teachers (96%) answered an open-ended question about the types of training and resources that facilitated their ability to implement the *We the People* program. The most frequent responses were various trainings offered by the Center for Civic Education, including:

- *We the People* summer institutes;
- Advanced institutes;
- National institutes;
- *We the People* workshops and seminars;
- Civic education workshops and conferences;
- State workshops;
- Regional workshops and trainings;
- National academy training; and
- Advanced academy training.

Teachers also stated that they used resources and books from the institutes, such as *The Supreme Court of the United States* and *The Oxford Companion to the Supreme Court of the United States* to help with their implementation of the program.

Other training and resources teachers mentioned using were:

- Encyclopedia of American Constitution;
- ProQuest;
- Networking with other teachers;
- Mentoring for state academy training;
- Being a judge for state finals;
- Being a workshop presenter;
- Study sessions with the Center for Education in Law and Democracy (CELD) for *We the People* teachers;
- Being mentored by a *We the People* teacher;
- Having a college degree, years of self teaching;
- Practice;
- Help from the district coordinator; and
- Being in a masters program.

## **Additional Training or Resources That Teachers Would Like to Help Assist Them in Implementing the *We the People* Curriculum**

Twenty-one teacher respondents (84%) answered an open-ended question about additional training and resources they would like to have. Teachers stated that they would like more assessment tools, organizational tips, lesson plans, answer keys for the text, research information on the topics, and a database of related multiple-choice and true/false questions. They would also like a group of local experts in the fields of law and politics to come to their classrooms to talk with the students. One third of the teachers expressed an interest in attending additional training sessions, workshops, inservices and/or institutes. Several teachers also stated that they would like to see how other regions and teachers implement and use the program. Teachers noted that they would like more time to complete the program, and they expressed a desire for any resources or trainings that are available.

In this section, student and teacher survey results are presented. The characteristics of the student sample as a whole are discussed first, followed by differences between pre-survey and post-survey results. An analysis of the moderating effects of student and teacher demographic data and implementation methods on student outcomes is presented next, followed by a description of the adult sample and an analysis of the correlations between teacher perceptions of program impact on student outcomes and actual student outcomes.

### Student Sample

Survey data were collected from 822 *We the People* respondents, 735 high school comparison students, and 119 university comparison students. Exhibit 19 displays the demographic and other background characteristics of *We the People* and comparison student participants.

The *We the People* sample included slightly more females than males. Most (90%) students were White, and the remainder was Hispanic/Latino, Asian/Pacific Islander, and Black/African American. Over 97% of students reported that English was the primary language spoken in their homes. Nearly two thirds of the sample indicated that they received “mostly As” in school, and most of the remaining students reported receiving “mostly Bs.” Just over 6% of students stated that they received “mostly Cs,” and less than 1% reported receiving “mostly Ds or Fs.”

In the comparison high school group, there were slightly more males than females and the majority (97%) of the sample was White, with the rest representing Hispanic/Latino, Black/African American, and Asian/Pacific Islander ethnic groups. Over 93% of students reported that English was their primary home language. Nearly half of the sample indicated that they received “mostly Bs,” and the majority of the remaining students reported receiving “mostly As.” Just over 20% of students indicated that they received “mostly Cs,” and less than 3% reported receiving “mostly Ds or Fs.”

The university comparison sample had more females than males, and slightly over 80% of students identified themselves as White. The majority of the remaining students were Hispanic/Latino or Black/African American. The majority of university students reported receiving “mostly Bs,” and most of the remaining students reported receiving “mostly As.” Less than 7% stated that they received “mostly Cs,” and less than 1% reported receiving “mostly Ds or Fs.”

**Exhibit 19. Student Respondent Characteristics Fall 2006 and Spring 2007**

	<i>We the People</i> Respondents (N = 822)		High School Comparison Respondents (N = 735)		University Comparison Respondents (N = 119)	
	N	Percent	N	Percent	N	Percent
<b>State</b>						
Colorado	239	29.1	192	26.1	119	100.0
Indiana	248	30.2	281	38.2	--	--
Michigan	113	13.7	115	15.6	--	--
Washington	158	19.2	97	13.2	--	--
New York	64	7.8	50	6.8	--	--
<b>Grade Level</b>						
Freshman	0	0.0	0	0.0	--	0.0
Sophomore	9	1.1	4	0.5	--	0.0
Junior	182	22.1	142	19.4	--	0.0
Senior	631	76.8	587	80.1	1	0.8
1st year University	--	0.0	--	0.0	43	36.4
2nd year University	--	0.0	--	0.0	43	36.4
3rd year University	--	0.0	--	0.0	18	15.3
4th year University Senior	--	0.0	--	0.0	10	8.5
5th year in University	--	0.0	--	0.0	3	2.5
<b>Age</b>						
15	26	3.2	10	1.4	--	0.0
16	174	21.2	140	19.1	--	0.0
17	538	65.5	453	61.9	--	0.0
18	79	9.6	123	16.8	15	17.2
19-23	3	0.4	6	0.8	53	61.0
24 or older	--	0.0	--	0.0	19	21.9
<b>Gender</b>						
Female	425	51.8	346	47.2	55	63.2
Male	396	48.2	387	52.8	32	36.8
<b>Race/Ethnicity</b>						
Black/African American	22	2.7	50	6.8	3	2.5
Asian/Pacific Islander	28	3.4	23	3.1	10	8.4
Hispanic/Latino	42	5.1	99	13.4	10	8.4
White/European-American	740	90.0	589	80.1	97	81.5
American Indian/Alaskan Native	14	1.7	17	2.3	4	3.4
Multiethnic/Multiracial	1	0.1	4	0.5	0	0.0
Other	9	1.1	8	1.1	5	4.2
<b>Language Spoken at Home</b>						
English	800	97.3	683	93.2	--	0.0
Spanish	8	1.0	27	3.7	--	0.0
Other	14	1.7	23	3.1	--	0.0
<b>Self-Reported Grades<sup>a</sup></b>						
Mostly As	523	63.6	269	36.6	33	27.7
Mostly Bs	265	32.2	335	45.6	50	42.0
Mostly Cs	54	6.6	162	22.0	8	6.7
Mostly Ds	2	0.2	19	2.6	1	0.8
Mostly Fs	1	0.1	1	0.1	0	0.0

	<i>We the People</i> Respondents (N = 822)		High School Comparison Respondents (N = 735)		University Comparison Respondents (N = 119)	
	N	Percent	N	Percent	N	Percent
<b>Head of Household – Highest Level of Education</b>						
Did not finish high school	13	1.6	47	6.6	6	6.9
Graduated from high school	63	7.8	116	16.2	12	13.8
Had some college	131	16.2	127	17.8	18	20.7
Graduated from college (BA)	300	37.1	237	33.1	29	33.3
Had some graduate school after college	44	5.4	29	4.1	2	2.3
Finished graduate school	224	27.7	120	16.8	19	21.8
Don't know	34	4.2	39	5.5	1	1.1

Note. <sup>a</sup>Percentages do not sum to 100 because respondents could select more than one category.

### Student Extracurricular and Service Activities

Students were asked to identify the extracurricular and service activities in which they were involved during the school year. Exhibit 20 shows that half of *We the People* and comparison students participated in sports. Almost 40% of the *We the People* students and 22% of the comparison students were involved in an academic club. A little more than 36% of the *We the People* students and 20% of the comparison students participated in a service club. Few of the *We the People* students or the comparison students reported being involved in a student leadership group or in a group that deals with politics or political issues. Comparison students were more likely to indicate that they did not participate in any type of extracurricular activity than *We the People* students were.

#### Exhibit 20. Student Extracurricular Activities Fall 2006 and Spring 2007

	<i>We the People</i> Respondents (N = 822)		High School Comparison Respondents (N = 735)	
	N	Percent	N	Percent
Sports	474	57.7	374	50.9
Academic Club(e.g., Math Club)	323	39.3	160	21.8
School group that deals with politics or political issues in the community or the nation	114	13.9	24	3.3
Student Leadership Group (e.g., Student Council)	168	20.4	74	10.1
Key Club or other school clubs that engage in community service	300	36.5	151	20.5
School newspaper, yearbook, other publication or school media	121	14.7	96	13.1
None of the above	127	15.5	221	30.1

Note. Percentages do not sum to 100 because respondents could select more than one category.

## Program Impacts on Students

Differences in student outcomes were analyzed using hierarchical ANCOVAs with classrooms nested within treatment conditions (*We the People* curriculum versus comparison), government class status and ethnicity entered as main effects, and pre-test scores used as covariates. *We the People* and comparison students were compared for differences in post-test scores in constitutional and civic knowledge, civic skills, and civic responsibility. No statistically significant differences were found between *We the People* and comparison students in Knowledge of the Relationship of the United States to Other Nations in World Affairs or Knowledge of Early American History. Additionally, no differences occurred on the measure of civic responsibility. (See Appendix A for measures.)

Significant differences between participating and nonparticipating groups of students, controlled for covariates, main effects, and the nesting relationship were found on the following outcomes:

- Core Values and Democratic Principles;
- Early American History;
- Constitutional Limits on Governmental Institutions;
- Relationship of the United States to Other Nations in World Affairs;
- Rights and Responsibilities of Citizenship; and
- Measures of Civic Skills and Civic Responsibilities.

Results for each individual outcome are discussed in the following section.

### *Knowledge of Core Values and Democratic Principles*

Exhibits 21 and 22 present results for *We the People* and comparison students who completed both the pre- and post-survey questions regarding Knowledge of Core Values and Democratic Principles. The exhibits show that *We the People* students scored significantly higher on the post-test than the comparison students,  $F(1, 46) = 15.95, p < .001, \eta^2 = .257^{13}$ , when controlling for pre-test differences.

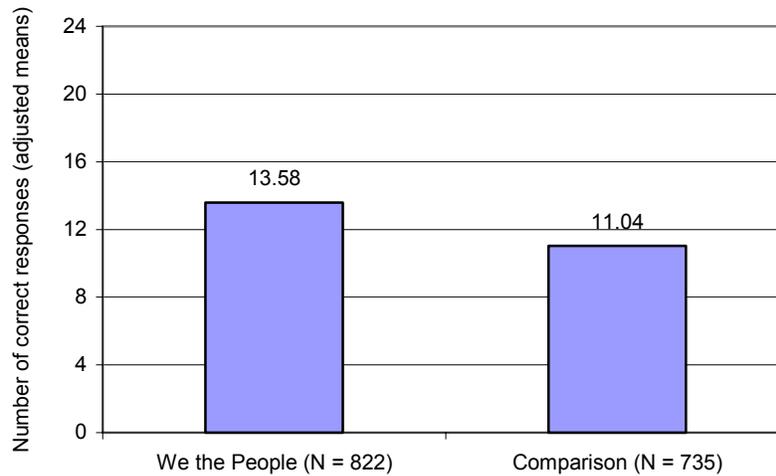
#### **Exhibit 21. Post-Test Scores for *We the People* and Comparison Students on the Measure of Core Values and Democratic Principles**

	Number of Items	<i>We the People</i> Students			Comparison Students		
		N	Adjusted Mean	SD	N	Adjusted Mean	SD
Knowledge of Core Values and Democratic Principles***	23	822	13.58	3.92	735	11.00	3.96

*Note.* Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < .001$ .

<sup>13</sup>Eta squared ( $\eta^2$ ) and partial Eta squared ( $\eta_p^2$ ) are effect size measures of the proportion of variance of a dependent measure that can be explained by an independent variable. Eta squared statistics are commonly used in analysis of variance (ANOVA) and *t*-test analysis and their values range from 0 to 1.

**Exhibit 22. Post-Test Scores on the Measure of Core Values and Democratic Principles\*\*\***



Note. Total possible correct = 23. \*\*\* $p < .001$ .

**Knowledge of Constitutional Limits on Governmental Institutions**

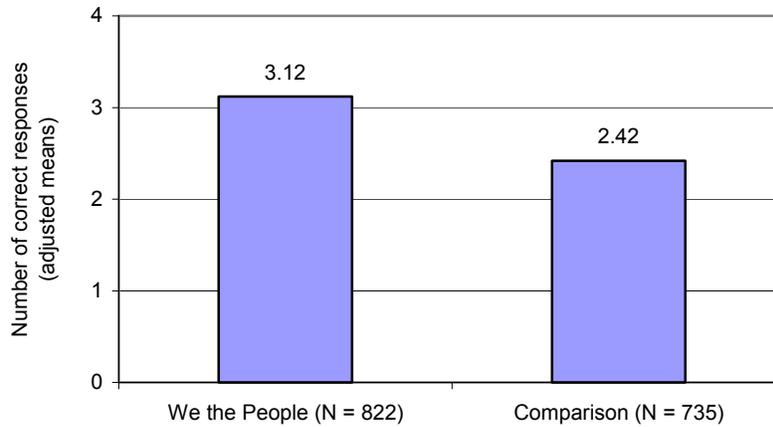
As shown in Exhibits 23 and 24, on the measure of Knowledge of Constitutional Limits on Governmental Institutions, *We the People* students scored significantly higher than comparison students,  $F(1, 46) = 8.18, p < .001, \eta^2 = .151$ .

**Exhibit 23. Post-Test Scores for *We the People* and Comparison Students on the Measure of Constitutional Limits on Governmental Institutions**

	Number of Items	<i>We the People</i> Students		Comparison Students	
		<i>N</i>	Adjusted Mean	<i>N</i>	Adjusted Mean
Knowledge of Constitutional Limits on Governmental Institutions***	4	822	3.12	735	2.42
			.92		1.29

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < .001$ .

**Exhibit 24. Post-Test Scores on the Measure of Constitutional Limits on Governmental Institutions**



Note. Total possible correct = 4. \*\*\* $p < .001$ .

**Knowledge of Rights and Responsibilities of Citizenship**

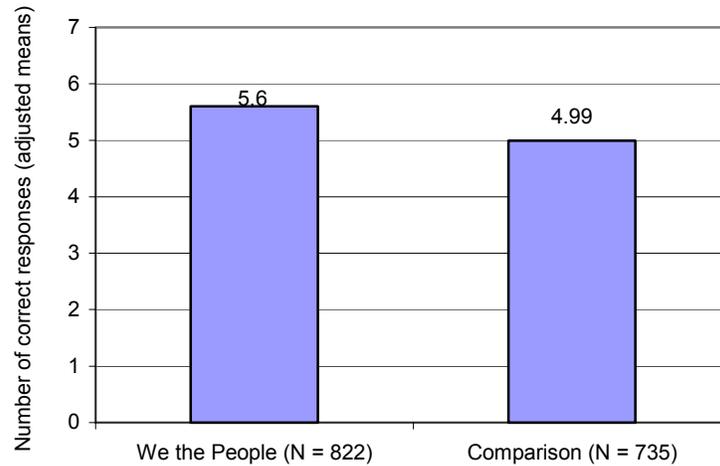
Exhibits 25 and 26 reveal results regarding Knowledge of Rights and Responsibilities of Citizenship. *We the People* students scored significantly higher on this measure than comparison students did,  $F(1, 46) = 5.87, p < .025, \eta^2 = .113$ .

**Exhibit 25. Post-Test Scores for *We the People* and Comparison Students on the Measure of Rights and Responsibilities of Citizenship**

	Number of Items	<i>We the People</i> Students			Comparison Students		
		<i>N</i>	Adjusted Mean	<i>SD</i>	<i>N</i>	Adjusted Mean	<i>SD</i>
Knowledge of Rights and Responsibilities of Citizenship*	7	822	5.60	1.27	735	4.99	1.83

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \* $p < .05$ .

**Exhibit 26. Post-Test Scores on the Measure of Rights and Responsibilities of Citizenship\***



Note. Total possible correct = 7. \* $p < .05$ .

**Total Knowledge Score**

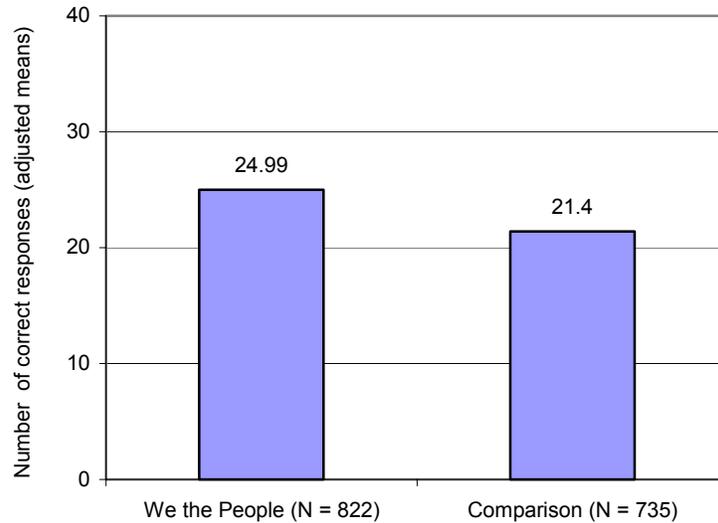
*We the People* students scored significantly higher on the knowledge test as a whole than comparison students did,  $F(1, 46) = 16.21, p < .001, \eta^2 = .261$ . The overall results for the knowledge test are displayed in Exhibits 27 and 28.

**Exhibit 27. Total Knowledge Scores for *We the People* and Comparison Students**

	Number of Items	<i>We the People</i> Students		Comparison Students			
		<i>N</i>	Adjusted Mean	<i>N</i>	Adjusted Mean		
Total Post-Test Knowledge Score***	39	822	24.99	6.27	735	21.40	6.91

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < .001$ .

**Exhibit 28. Aggregate Post-Test Knowledge Scores\*\*\*  
for *We the People* and Comparison Group Students**



Note. Total possible correct = 39. \*\*\* $p < .001$ .

**Civic Skills**

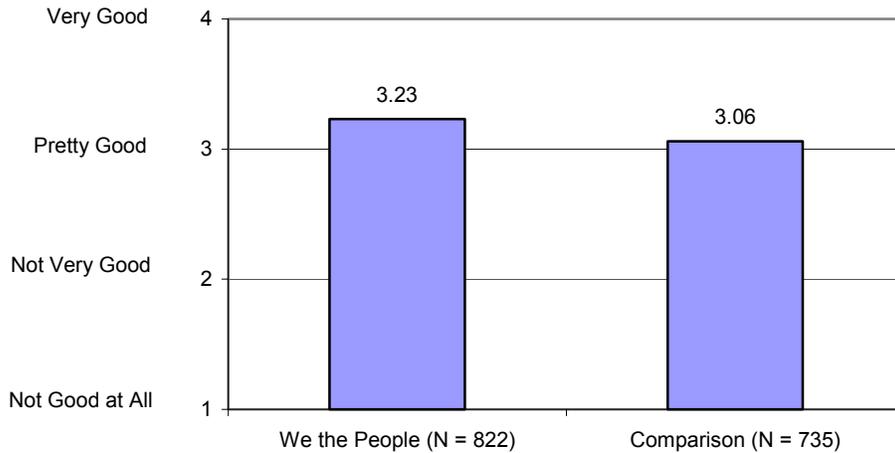
Results for *We the People* and comparison students who completed both the pre- and post-survey measure of civic skills are presented in Exhibit 29. The graph in Exhibit 30 shows that *We the People* students scored significantly higher on civic skills than comparison students did,  $F(1, 46) = 5.07, p < .05, \eta^2 = .099$ .

**Exhibit 29. Post-Test Scores for *We the People* and Comparison Students on the Measure of Civic Skills**

	Number of Items	<i>We the People</i> Students			Comparison Students		
		<i>N</i>	Adjusted Mean	<i>SD</i>	<i>N</i>	Adjusted Mean	<i>SD</i>
Civic Skills*	7	822	3.23	.41	735	3.06	.43

Note. Responses were rated on a 4-point scale where 1 = not good at all and 4 = very good. \* $p < .05$ .

**Exhibit 30. Post-Test Scores on the Measure of Civic Skills\***



\* $p < .05$ .

Appendix B contains the results from a secondary analysis of the data in which the differential changes over time for the two groups were examined. In this secondary analysis, only pre- and post-survey data were examined.

***We the People/University Student Post-Test Score Comparison***

One-way ANOVAs were conducted on all measures of constitutional knowledge, civic skills, and civic responsibility to test for differences between post-test scores of students involved in the *We the People* program and university students enrolled in introductory political science courses.

***Knowledge of Core Values and Democratic Principles***

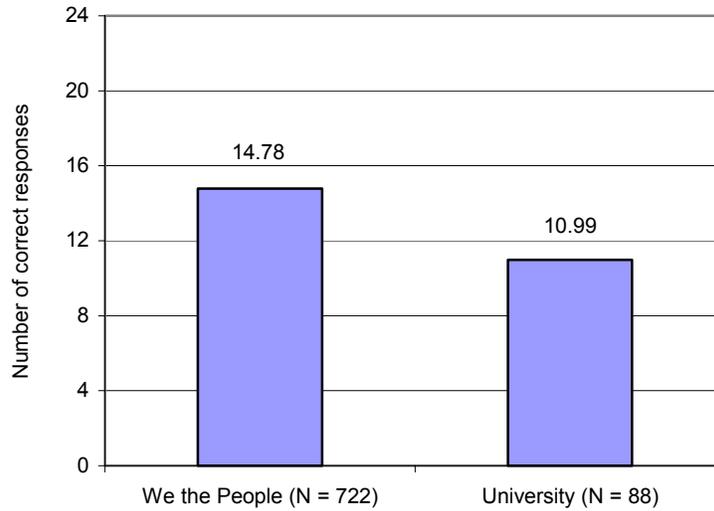
Exhibit 31 and Exhibit 32 show that *We the People* students scored significantly higher on the measures of Knowledge of Core Values and Democratic Principles than university students,  $F(1, 908) = 76.35, p < .001, \eta^2 = .078$ .

**Exhibit 31. Post-Test Scores on the Measure of Core Values and Democratic Principles for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Knowledge of Core Values and Democratic Principles***	23	822	14.78	3.92	88	10.99	3.25

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < 001$ .

**Exhibit 32. Post-Test Scores on the Measure of Core Values and Democratic Principles\*\*\***



Note. Total possible correct = 23. \*\*\* $p < .001$ .

**Knowledge of Early American History**

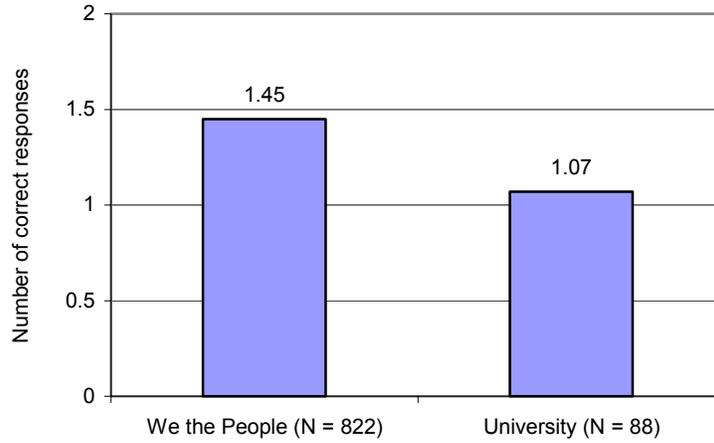
Exhibit 33 displays results for *We the People* and university students who completed post-survey questions regarding Knowledge of Early American History. Exhibit 34 shows that *We the People* students scored significantly higher on this measure than university students,  $F(1, 908) = 24.17, p < .001, \eta^2 = .026$ .

**Exhibit 33. Post-Test Scores on the Measure of Early American History for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Knowledge of Early American History***	2	822	1.45	.69	88	1.07	.74

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < .001$ .

**Exhibit 34. Post-Test Scores on the Measure of Early American History\*\*\***



Note. Total possible correct = 2. \*\*\* $p < .001$ .

**Knowledge of Constitutional Limits on Governmental Institutions**

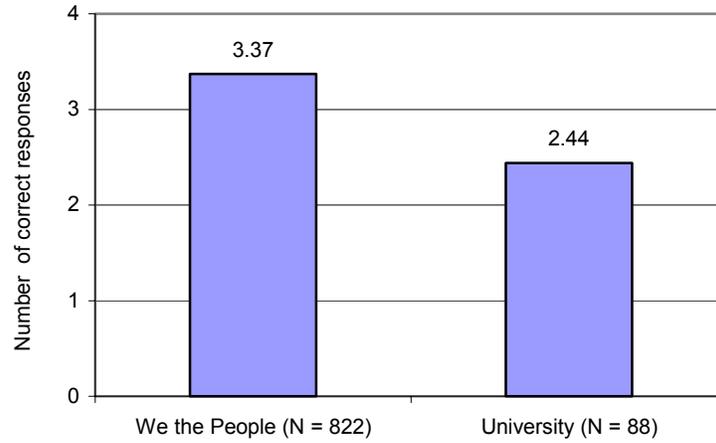
Results for *We the People* and university students regarding Knowledge of Constitutional Limits on Governmental Institutions are presented in Exhibit 35. Exhibit 36 graphically shows that *We the People* students scored significantly higher on this measure than university students,  $F(1, 908) = 74.20, p < .001, \eta^2 = .076$ .

**Exhibit 35. Post-Test Scores on the Measure of Constitutional Limits on Governmental Institutions for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Knowledge of Constitutional Limits on Governmental Institutions***	4	822	3.37	.92	88	2.44	1.23

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < .001$ .

**Exhibit 36. Post-Test Scores on the Measure of Constitutional Limits on Governmental Institutions\*\*\***



Note. Total possible correct = 4. \*\*\* $p < .001$ .

**Knowledge of the Relationship of the United States to Other Nations in World Affairs**

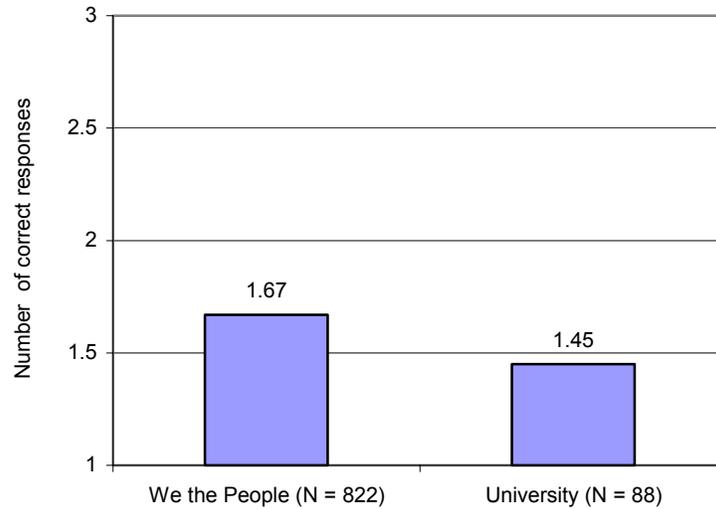
Exhibits 37 and 38 demonstrate that *We the People* students scored significantly higher on the measure of Knowledge of the Relationship of the United States to other Nations in World Affairs than did university students,  $F(1, 908) = 4.86, p < .05, \eta^2 = .005$ .

**Exhibit 37. Post-Test Scores on the Measure of the Relationship of the United States to Other Nations in World Affairs for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Knowledge of Relationship of the United States to Other Nations in World Affairs*	3	822	1.67	.87	88	1.45	.82

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \* $p < .05$ .

**Exhibit 38. Post-Test Scores on the Measure of the Relationship of the United States to Other Nations in World Affairs\***



Note. Total possible correct = 3. \* $p < .05$ .

**Knowledge of Rights and Responsibilities of Citizenship**

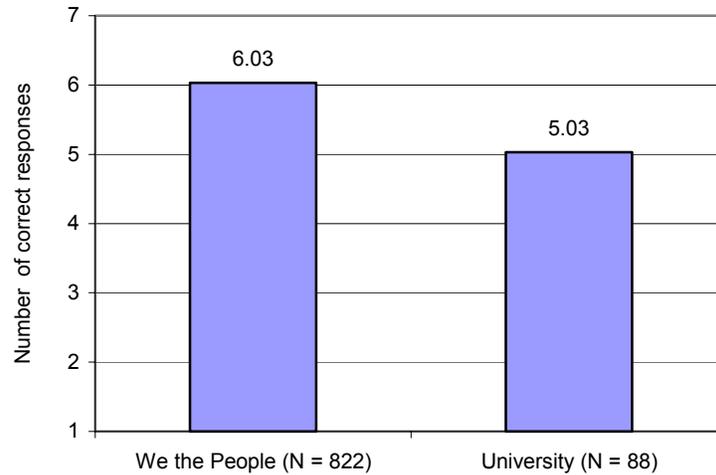
Results for *We the People* and university students regarding Knowledge of Rights and Responsibilities of Citizenship are presented in Exhibit 39. Exhibit 40 reveals that *We the People* students scored significantly higher on this measure than university students,  $F(1, 908) = 47.67, p < .001, \eta^2 = .050$ .

**Exhibit 39. Post-Test Scores on the Measure of Rights and Responsibilities of Citizenship for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Knowledge of Rights and Responsibilities of Citizenship***	7	822	6.03	1.27	88	5.03	1.50

Note. Students received 1 point for a correct response and 0 points for an incorrect response. \*\*\* $p < .001$ .

**Exhibit 40. Post-Test Scores on the Measure of Rights and Responsibilities of Citizenship\*\*\***



Note. Total possible correct = 7. \*\*\* $p < .001$ .

**Total Knowledge Score**

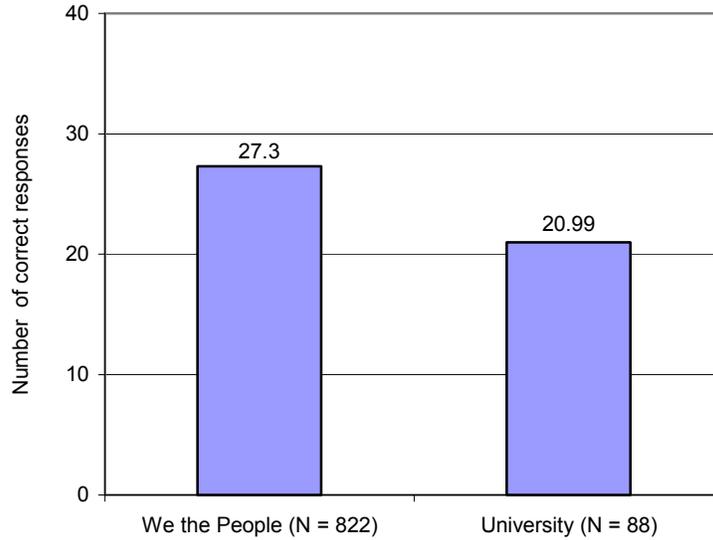
Exhibit 41 displays the total knowledge test score results for *We the People* and university students. Exhibit 42 graphically demonstrates that the *We the People* students scored significantly higher on the knowledge test as a whole than university students did,  $F(1, 908) = 81.60, p < .001, \eta^2 = .082$ .

**Exhibit 41. Total Post-Test Scores for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Total Post-Test Knowledge Score***	39	822	27.30	6.27	88	20.99	5.86

Note. Students received 1 point for each correct response and 0 points for each incorrect response. \*\*\*  $p < .001$ .

**Exhibit 42. Aggregate Post-Test Knowledge Scores for *We the People* and University Comparison Students**



Note. Total possible correct = 39. \*\*\* $p < .001$ .

**Civic Skills**

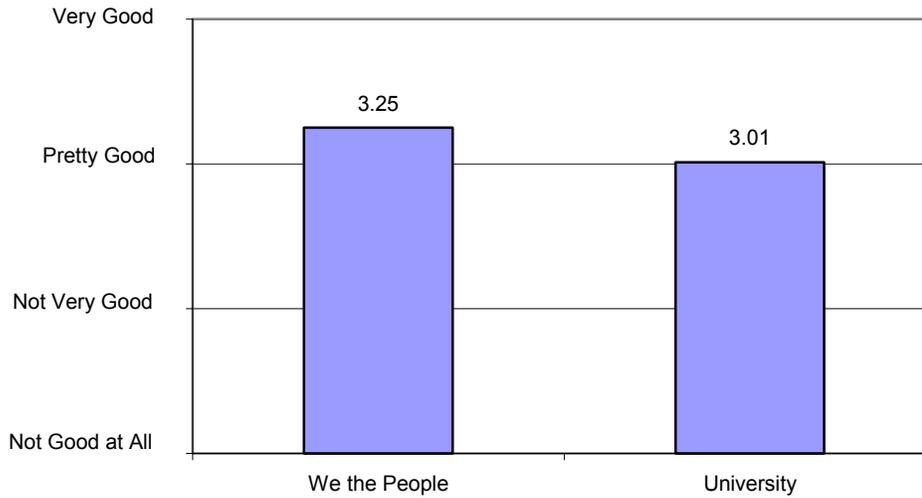
As presented in Exhibit 43 and Exhibit 44, *We the People* students scored significantly higher on the measure of Civic Skills than university students did,  $F(1, 900) = 25.27, p < .001, \eta^2 = .027$ .

**Exhibit 43. Post-Test Scores on the Measure of Civic Skills for *We the People* and University Students**

Number of Items	<i>We the People</i> Students			University Comparison Students		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Civic Skills***	7	3.25	.41	86	3.01	.44

Note. Responses were rated on a 4-point scale where 1 = not good at all and 4 = very good. \*\*\* $p < .001$ .

**Exhibit 44. Post-Test Scores on the Measure of Civic Skills\*\*\***



\*\*\* $p < .001$ .

**Civic Responsibility**

Results for *We the People* and university students on the measure of civic responsibility, which are presented in Exhibits 45 and 46, show that *We the People* students scored significantly higher on this measure than university students,  $F(1, 902) = 8.42, p < .01, \eta^2 = .009$ .

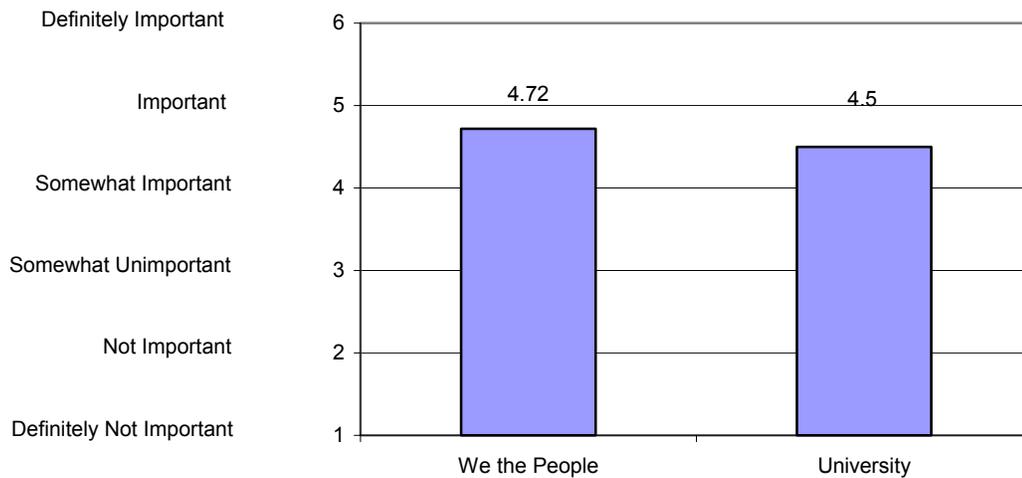
**Exhibit 45. Post-Test Scores on the Measure of Civic Responsibilities for *We the People* and University Students**

	Number of Items	<i>We the People</i> Students			University Comparison Students		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Civic Responsibility**	5	818	4.72	.64	86	4.50	.76

Note. Responses were rated on a 6-point scale where 1 = definitely not important and 6 = definitely important.

\*\* $p < .01$ .

## Exhibit 46. Post-Test Scores on the Measure of Civic Responsibility\*\*



\*\* $p < .01$ .

### Teacher Sample

A survey was distributed in December 2006 and January 2007 to *We the People* and comparison teachers whose students participated in the study. A total of 42 teachers, 24 *We the People* participants and 18 comparison teachers, completed the surveys. The response rate was 93%.

Exhibit 47 displays the characteristics of both *We the People* and comparison teacher respondents. The *We the People* teacher sample included slightly more males than females. One third of *We the People* teachers reported teaching 11-20 years, while the rest were relatively evenly distributed across the range of years of experience. The largest percentage of teachers had taught civics or a civics-related subject for 3–5 years, while almost 22% had taught civics or a civics-related subject for over 20 years. All respondents held a license in a discipline related to civic education, with the majority reporting licensure in history, followed by government/political science, or social studies.

All *We the People* teachers had participated in professional training in civics within the past three years. The majority attended a *We the People* institute/workshop in their state, a Center for Civic Education session, or a Bill of Rights workshop. Other types of professional development reported by teachers included: AP seminars/trainings, Center for Education in Law and Democracy offerings, and various institutes.

Two thirds of the comparison teachers were male. The majority of comparison teachers reported teaching 6 years or more, while almost 28% had taught 11–20 years. Nearly 28% of teachers had taught civics or a civics-related subject for 11-20 years, and a little more than 22% each had taught civics for 3–5 years or for 6–10 years. All respondents held a license in a discipline related to civic education, with the majority reporting licensure in social studies, followed by government/political science, and history. Just over 72% of comparison teachers had participated in professional training in civics within the past 3 years, with most respondents listing an AP government workshop, Enhancing History in Colorado seminars, and various

institutes/conferences. Other experiences listed were: *We the People* workshops, curriculum and textbook review sessions, and general education conferences.

### Exhibit 47. Teacher Survey Respondent Characteristics

	<i>We the People</i> (N = 24)		Comparison (N = 18)	
	Frequency	Percent	Frequency	Percent
<b>State</b>				
Colorado	8	33.3	6	33.3
Indiana	8	33.3	4	22.2
Michigan	3	12.5	4	22.2
New York	2	8.3	2	11.1
Washington	3	12.5	2	11.1
<b>Gender</b>				
Male	13	54.2	12	66.7
Female	11	45.8	6	33.3
<b>Years Teaching in a K-12 School</b>				
2 years or less	1	4.2	1	5.6
3 - 5 years	5	20.8	2	11.1
6 - 10 years	5	20.8	3	16.7
11 - 20 years	8	33.4	5	27.8
More than 20 years	5	20.8	7	39.0
<b>Years Teaching Civics or a Civics Related Subject</b>				
2 years or less	2	8.7	3	16.7
3 - 5 years	10	43.5	4	22.2
6 - 10 years	2	8.7	4	22.2
11 - 20 years	4	17.4	5	27.8
More than 20 years	5	21.8	2	11.1
<b>License or Certification in a Discipline Related to Civic Education</b>				
Yes	24	100.0	18	100.0
No	0	0.0	0	0.0
<b>Participation in Professional Development Training in Civics or Social Studies in Past 3 Years</b>				
Yes	24	100.0	13	72.2
No	0	0.0	5	27.8

The data show that comparison group teachers had somewhat more teaching experience, both overall and in the field of civics education than *We the People* teachers. *We the People* teachers received relatively more professional development in civics or social studies.

### Factors That Influenced Student Outcomes

Correlational analyses and ANOVAs were used to examine the associations between characteristics of *We the People* teachers, features of program implementation, and student characteristics and difference scores on the outcome measures. The following section reports the results of these analyses.

Response percentages for teachers and students on all measures included in the surveys are displayed in Appendix A.

## Teacher Characteristics

### Teacher Experience

The contributions of three types of teacher experience to student outcomes were considered:

- Total experience teaching in a K-12 school;
- Number of years teaching civics or a civics-related subject; and
- Experience using *We the People*.

Results showed no significant associations between *We the People* teachers' overall teaching experience and experience teaching civics or a civics-related subject and student growth on any outcome. However, the results of ANOVAs revealed significant associations between teachers' experience using *We the People* and student difference scores on three outcomes:

1. Knowledge of Early American History ( $F(3, 749) = 3.072, p = .027, \eta^2 = .012$ );
2. Knowledge of Constitutional Limits ( $F(3, 749) = 3.46, p = .028, \eta^2 = .012$ ); and
3. Civic Skills ( $F(3, 742) = 4.396, p = .004, \eta^2 = .017$ ).

As shown in Exhibit 48, the relationships between teacher experience with *We the People* and student outcomes were complex, and in general, favored teachers who were first-time users. Specifically, students of teachers using *We the People* for the first time made somewhat greater gains than others in their Knowledge of Early American History, Knowledge of Constitutional Limits, and Civic Skills.

**Exhibit 48. Teacher Experience Using *We the People* and Student Difference Scores**

Number of Times Using <i>We the People</i>	Knowledge of Early American History			Knowledge of Constitutional Limits			Civic Skills		
	N	Mean <sup>a</sup>	SD	N	Mean <sup>b</sup>	SD	N	Mean <sup>a</sup>	SD
1	63	.43	.86	63	.87	1.14	62	.217	.36
2	25	-.12	.67	25	.52	.77	25	.200	.28
3	121	.29	.77	121	.44	.94	121	.208	.39
4 or more	544	.22	.82	544	.70	1.09	538	.102	.36

Note. <sup>a</sup>Percentages do not sum to 100 because respondents could select more than one category. <sup>b</sup>Mean values are calculated using different scores.

### Teacher Confidence in Leading Discussions of Controversial Issues

Correlational analyses were conducted of the relationships between *We the People* teachers' confidence in their ability to lead discussions of controversial issues and the dependent variables. Results showed significant negative associations between teachers' confidence and student gains

in Knowledge of Early American History ( $r = -.135, p < .001, \eta^2 = .018$ ) and Knowledge of Constitutional Limits ( $r = -.104, p = .001, \eta^2 = .011$ ). Teachers' confidence was also significantly negatively associated with student growth in civic skills ( $r = -.087, p = .017, \eta^2 = .008$ ). As reported in the Implementation section, all *We the People* teachers felt confident or very confident about their abilities as discussion leaders. However, as Exhibit 49 shows, students of teachers with very high confidence ratings made less progress than students of confident teachers.

### Exhibit 49. Teacher Confidence in Ability to Lead Discussions and Student Outcomes

	Knowledge of Early American History			Knowledge of Constitutional Limits			Civic Skills		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Confident	119	.49	.85	119	.92	1.14	115	.21	.38
Very Confident	634	.19	.80	634	.62	1.05	631	.12	.37

#### **Number of Instructional Materials Used**

Correlational analyses were conducted to determine the associations between the total number of supplemental instructional materials used by *We the People* teachers and student outcomes. Results showed a significant negative correlation between the number of supplemental instructional materials and gains in civic skills ( $r = -.147, p < .001, \eta^2 = .024$ ). Students of teachers who used fewer supplemental resources (and who may have made more extensive use of the curriculum as a result) showed greater growth in civic skills than students of teachers who used a larger number of supplemental materials.

#### **Teacher Beliefs about Citizenship Education**

Results of analyses of the relationships between *We the People* teachers' factor scores on the beliefs about citizenship education measure and student outcomes revealed significant associations between teacher scores on the traditional democratic rights and responsibilities scale and gains in student Knowledge of Core Values and Democratic Principles ( $r = .110, p = .003, \eta^2 = .013$ ) and civic responsibility ( $r = .084, p = .021, \eta^2 = .050$ ). That is, students of teachers who believed more strongly that their students needed to learn the importance of traditional civic obligations, such as obeying the law and voting, increased more in their knowledge of the principles of the United States constitutional system and in their sense of civic responsibility than others. In contrast, analyses showed a significant negative association between teachers' scores on the civic engagement factor and student gains in civic skills ( $r = -.116, p = .002, \eta^2 = .048$ ). Students whose teachers more strongly endorsed the importance of learning civic engagement responsibilities were less likely to increase in civic skills than others. Finally, teachers' scores on the Unreflective Patriotism factor were significantly positively associated with increases in student Knowledge of Constitutional Limits ( $r = .073, p = .045, \eta^2 = .029$ ), but negatively correlated with growth in civic responsibility.

## Opportunity to Learn

Correlational analyses examined the associations between the number of topics from the *We the People* curriculum that students had an opportunity to learn and their growth on civic outcomes. Results showed significant negative associations between the number of topics from the *We the People* curriculum that teachers addressed and students' difference scores on three outcomes: Knowledge of Early American History ( $r = -.085, p = .045, \eta^2 = .058$ ), Knowledge of Constitutional Limits ( $r = -.134, p < .001, \eta^2 = .094$ ), and Civic Skills ( $r = -.093, p = .011, \eta^2 = .052$ ). Students of teachers who provided broader coverage of *We the People* topics increased less than others on these outcomes.

## Implementation of Program Components

### Duration

Correlational analyses showed that the number of weeks spent on *We the People* was significantly positively associated with gains in student Knowledge of Constitutional Limits ( $r = .090, p = .013, \eta^2 = .012$ ) and Civic Responsibility ( $r = .096, p = .005, \eta^2 = .012$ ). Analyses also showed a significant negative correlation between the duration of implementation and growth in Knowledge of Early American History ( $r = -.076, p = .037, \eta^2 = .014$ ). As indicated in Exhibit 50, the more time students spent on *We the People*, the greater their gains in Knowledge of Constitutional Limits and civic responsibility. In contrast, students in classrooms that spent 9–12 weeks on *We the People* made the greatest gains in Knowledge of Early American History—more than students in classrooms that spent 5–8 weeks or 13 or more weeks on the curriculum.

**Exhibit 50. Duration of *We the People* and Student Outcomes**

Number of Weeks	Knowledge of Constitutional Limits			Civic Responsibility			Knowledge of Early American History		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
5-8	19	.05	1.27	19	-.158	.55	19	.00	.88
9-12	305	.62	1.00	302	.140	.61	305	.35	.79
13 or more	429	.73	1.09	427	.219	.61	429	.17	.82

### Quality of Implementation

Correlational analyses were conducted to determine the associations between two measures of the quality of implementation of *We the People* and student outcomes: teachers' average rating of the frequency with which several activities occurred during *We the People* (e.g., Students studied the *We the People* textbook, the class discussed controversial issues, etc.) and students' average rating of the frequency with which they had several types of experiences during *We the People* (e.g., we learned how to find information from different sources, experts visited our class to help us understand the Constitution, etc.).

Results showed that the average frequency with which teachers reported using quality practices was significantly positively associated with students' growth in Civic Responsibility ( $r = .102, p = .005, \eta^2 = .038$ ), but negatively associated with their growth in Knowledge of Constitutional

Limits ( $r = -.085, p = .02, \eta^2 = .112$ ). That is, students of teachers who more frequently reported quality practices showed greater gains in their tendency to view activities such as attending community meetings as important responsibilities of citizens, but showed less growth in their knowledge of constitutional limits. Results showed that students' ratings of the frequency with which they had experienced quality practices were significantly positively associated with gains in Civic Skills ( $r = .111, p = .002, \eta^2 = .083$ ) and in Civic Responsibility ( $r = .208, p < .001, \eta^2 = .105$ ).

## Student Characteristics

### Gender

ANOVAs revealed significant associations between student gender and gains in Knowledge of Constitutional Limits ( $F(1, 819) = 4.78, p = .029, \eta^2 = .006$ ) and Civic Responsibility ( $F(1, 814) = 5.11, p = .024, \eta^2 = .006$ ). An examination of the mean difference scores for these outcomes showed that females increased more than males in their Knowledge of Constitutional Limits on Government Institutions, while males showed greater growth in Civic Responsibility.

### Age

Results of correlational analyses showed significant associations between the age of *We the People* participants and their difference scores on three outcomes. Age was significantly negatively associated with student growth in Knowledge of Constitutional Limits ( $r = -.072, p = .039, \eta^2 = .012$ ), but significantly positively related to increased Civic Skills ( $r = -.090, p = .01, \eta^2 = .012$ ) and Civic Responsibility ( $r = .118, p = .001, \eta^2 = .024$ ). A review of the means for these outcomes indicated that younger students increased more than older students in their Knowledge of Constitutional Limits. In contrast, relatively larger gains in Civic Skills occurred among students 17 and older.

### Race/Ethnicity

Exhibit 51 displays results from ANOVAs conducted to determine the role that ethnicity played in moderating the impacts of participating in the *We the People* curriculum on student outcomes. Results showed significant associations between ethnicity and growth in student Knowledge of Rights and Responsibilities of Citizenship ( $F(3, 815) = 4.09, p = .007, \eta^2 = .015$ ) and Civic Responsibility ( $F(3, 810) = 3.85, p = .009, \eta^2 = .014$ ). A review of the means for students of different ethnicities showed that Hispanic students increased the most on their Knowledge of Citizens' Rights and Responsibilities, while White students' scores on the Civic Responsibility measure showed the greatest increases. Because of the small size of minority group samples, these results should be interpreted with caution.

### Exhibit 51. Ethnicity and Student Growth Outcomes

Ethnicity	Knowledge of Citizens' Rights and Responsibilities			Civic Responsibility		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
White	710	.42	1.17	706	.196	.61
Black/African American	19	-.11	1.52	19	.000	.64
Hispanic	40	.92	1.57	40	-.08	.53
Other	50	.44	1.35	49	.057	.52

#### Primary Language Spoken in the Home

ANOVAs revealed significant associations between students' primary language and growth in Knowledge of Rights and Responsibilities of Citizenship ( $F(2,819) = 3.28, p = .038, \eta^2 = .008$ ) and Civic Responsibility ( $F(2,814) = 5.86, p = .003, \eta^2 = .014$ ). As Exhibit 52 shows, students whose primary language was one other than English or Spanish made the greatest gains in their knowledge of Citizen Rights and Responsibilities, while those whose primary language was English gained the least. In contrast, students with English as their primary language showed the greatest growth in Civic Responsibility. Again, because of very small sample sizes for students whose primary language was Spanish or other, caution should be used in interpreting the results.

### Exhibit 52. Primary Language and Student Growth Outcomes

Ethnicity	Knowledge of Citizens' Rights and Responsibilities			Civic Responsibility		
	<i>N</i>	Mean	<i>SD</i>	<i>N</i>	Mean	<i>SD</i>
English	800	.42	1.20	795	.179	.60
Spanish	8	1.00	1.60	8	-.550	.69
Other	14	1.14	1.92	14	.143	.41

#### Parent Education

The associations between parent education and student outcomes was determined using ANOVAs. Results showed a significant association between parent education and gains in student Knowledge of Constitutional Limits ( $F(5,769) = 3.05, p = .010, \eta^2 = .019$ ). Exhibit 53 displays the results, showing that students whose parents attended some college increased the most in their Knowledge of Constitutional Limits, while those whose parents completed some or all of graduate school increased the least.

### Exhibit 53. Parent Education and Student Outcomes

Parent Education	Knowledge of Constitutional Limits		
	<i>N</i>	Mean	<i>SD</i>
Did not finish high school	13	.62	1.45
Graduated from high school	63	.78	1.36
Some college	131	.90	.98
Bachelor's degree	300	.67	1.01
Some graduate school	44	.30	1.17
Finished graduate school	224	.56	.95

Correlational analyses showed no significant association between GPA and any student outcome. There were also no significant relationships between total number of student extracurricular activities and any outcome.

# Conclusions and Recommendations

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## Results

- ***We the People* students scored significantly higher on most outcomes than comparison students after controlling for pre-survey scores, variations in classroom effects, ethnicity, and enrollment in an advanced civics/government or other social studies class.** *We the People* students scored significantly higher than comparison students on knowledge of core values and democratic principles, knowledge of constitutional limits on governmental institutions, and knowledge of the rights and responsibilities associated with democratic citizenship. In addition, *We the People* students significantly outperformed comparison students in civic skills.
- ***We the People* students scored significantly higher than university students enrolled in introductory political science courses on all study outcomes.** High school students who participated in *We the People* scored significantly higher than university students on all constitutional knowledge outcomes, civic skills, and civic responsibility.
- **The *We the People* curriculum was most frequently taught in 12th-grade government, civics, or constitutional law classes and implemented for 13 weeks or more.** Teachers supplemented materials provided by the Center for Civic Education with other resources, particularly primary sources, media, and the Internet. *We the People* was most often taught by teachers with substantial prior experience with the curriculum; however, perhaps because they had recently complete professional development in the curriculum, those new to teaching *We the People* had better student outcomes.
- ***We the People* teachers differed from comparison teachers on characteristics which may have made them more effective civics instructors.** While some differences between the teacher groups were undoubtedly a function of the *We the People* curriculum, participating teachers also demonstrated characteristics and behaviors likely to be associated with more successful civics instruction. For example, *We the People* teachers were more apt than comparison teachers to have received professional development in civics or social studies in the past 3 years. In addition, these teachers were more likely to endorse learning traditional democratic rights and responsibilities and less likely to support teaching students unreflective patriotism. *We the People* teachers also addressed a greater number of topics related to United States constitutional government and used quality instructional practices more frequently than comparison teachers did.
- **Characteristics and behaviors of *We the People* teachers moderated some program impacts and in some cases, the direction of effects was unexpected.** Although all *We the People* teachers expressed confidence in their ability to lead discussions of controversial issues, very high teacher confidence was negatively associated with student knowledge outcomes. One possible explanation for this finding is that teachers with extremely high confidence may have been less likely to critically reflect on and seek ways to improve their practice, habits which have been linked to teacher effectiveness.

Results also showed negative associations between teacher use of a greater number of supplementary resources and between broader coverage of curricular topics and student gains on some outcomes. It may be that teachers who incorporated more resources or who addressed more topics provided more shallow coverage of the *We the People* curriculum resulting in less student growth.

- **Features of program implementation moderated the effects of *We the People* on student outcomes.** Quality instruction, as reported by both teachers and students, was positively linked to student outcomes. Teachers who more frequently used effective civic education practices had students who showed greater growth in civic responsibility, and students who indicated that they more frequently had quality learning experiences made greater gains in civic skills and civic responsibility. A second program feature, duration of implementation had mixed effects on student outcomes, with longer programs linked to greater growth in knowledge of constitutional limits and civic responsibility, but also to less pronounced increases in knowledge of early American history.
- **Student characteristics played a limited role in moderating the effects of *We the People* participation, indicating that the benefits of involvement in the curriculum extended across different groups of students.** Gains in knowledge of core values and democratic principles, early American history, the relationship of the United States to other nations in world affairs, and civic skills were mostly unrelated to student characteristics. For outcomes where moderating effects were found, exposure to *We the People* did not, for the most part, exacerbate differences in civic development traditionally associated with gender, ethnic background, and primary language. In some cases, *We the People* participation had more positive effects on students from groups who traditionally demonstrate lower civic performance. For example, female students showed greater increases in knowledge of constitutional limits on government institutions than males did, while males advanced more in civic responsibility. Hispanic students made greater gains in knowledge of the rights and responsibilities of citizenship than others.

## Recommendations

1. **Promote and support *We the People* as a tool for mainstream civics education.** The data suggest that *We the People* is most often implemented in advanced classes and with nonminority students. The positive effects of *We the People* across a variety of student groups indicate its potential for improving the civic knowledge and civic skills of *all* high school students. The Center for Civic Education should continue to work to promote the curriculum in all civics/government and/or constitutional law classes, to adapt materials to meet the needs of diverse students, and to provide professional development to teachers on using the curriculum effectively with a variety of students.
2. **Monitor program implementation and provide professional development to foster quality practice across teachers.** The finding that both teacher and student reports of the quality of *We the People* implementation were associated with greater student growth suggests that the Center for Civic Education should continue striving to enhance consistency of quality practice. Quality indicators from the study could provide a potentially rich

resource for professional development, a tool for coordinators to evaluate the quality of teacher practice, and a self-assessment measure for teachers.

3. **Ensure thorough coverage of *We the People* topics and a dominant focus on program materials.** The findings that broader coverage of the curriculum and use of more supplementary resources were negatively associated with student gains suggests that the Center for Civic Education and coordinators focus professional development and implementation monitoring on in-depth instruction. Professional development could include resources and opportunities for teachers to share strategies for exploring topics in-depth and models of best practice. Implementation monitoring could utilize surveys and/or observations that measure the degree to which teachers enact the curriculum in detail.
4. **Support future studies using random assignment of students and random assignment or selection of teachers.** The data indicated that selection bias likely influenced the nature of *We the People* teacher and student participants. In order to increase the rigor of future investigations, studies should randomly assign civics students to a *We the People* or comparison condition. Teachers could also be randomly assigned and trained to use *We the People* or another civics curriculum and their outcomes compared; or, if this is not feasible, teachers should be randomly selected from the population of those using *We the People*.

## Appendix

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Appendix A: Overall Descriptive Statistics

Appendix B: Overall Difference Scores

Appendix C: Instruments

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## Appendix A: Overall Descriptive Statistics

The following appendix contains descriptive information of teacher and student ratings at the item level.

### Teacher Reports of Quality Practice

	We the People Teachers (N = 24)					Comparison Teachers (N = 18)				
	Percent					Percent				
	Rarely/ Never (1)	A Few Times a Semester (2)	A Few Times a Month (3)	A Few Times a Week (4)	Daily (5)	Rarely/ Never (1)	A Few Times a Semester (2)	A Few Times a Month (3)	A Few Times a Week (4)	Daily (5)
Students studied a textbook.	--	--	8.3	45.8	45.8	17.6	11.8	17.6	47.1	5.9
Students studied supplementary materials, such as primary sources.	--	8.3	8.3	50.0	33.3	5.6	11.1	33.3	44.4	5.6
The teacher asked questions and students answered.	--	--	--	20.8	79.2	--	--	5.6	27.8	66.7
The class discussed controversial issues.	--	--	8.3	45.8	45.8	--	--	11.1	50.0	38.9
Students were encouraged to say what they really thought.	--	--	--	20.8	79.2	--	--	--	11.1	88.9
Students did research or information gathering.	--	4.2	37.5	29.2	29.2	--	35.3	17.6	35.3	11.8
Students worked in small groups.	--	4.2	12.5	62.5	20.8	--	22.2	38.9	33.3	5.6
Students participated in organized debates.	12.5	16.7	25.0	37.5	8.3	33.3	38.9	22.2	--	5.6
Students participated in simulated hearings of court cases.	25.0	29.2	16.7	20.8	8.3	77.8	16.7	5.6	--	--
Students analyzed media presentations of political information.	12.5	4.2	37.5	37.5	8.3	5.6	33.3	27.8	11.1	22.2

	<b>We the People Teachers (N = 24)</b>					<b>Comparison Teachers (N = 18)</b>				
	<b>Percent</b>					<b>Percent</b>				
	<b>Rarely/ Never (1)</b>	<b>A Few Times a Semester (2)</b>	<b>A Few Times a Month (3)</b>	<b>A Few Times a Week (4)</b>	<b>Daily (5)</b>	<b>Rarely/ Never (1)</b>	<b>A Few Times a Semester (2)</b>	<b>A Few Times a Month (3)</b>	<b>A Few Times a Week (4)</b>	<b>Daily (5)</b>
Students wrote in journals.	62.5	4.2	20.8	8.3	4.2	61.1	22.2	11.1	--	5.6
Students completed reflection exercises.	33.3	29.2	16.7	20.8	--	27.8	5.6	44.4	11.1	11.1
Students took essay tests on civics content.	16.7	25.0	50.0	8.3	--	5.6	33.3	50.0	5.6	5.6

## Teacher Use of Supplementary Materials

<b>Additional Materials</b>	<b>We the People Teachers (N = 24)</b>				<b>Comparison Teachers (N = 18)</b>			
	Percent				Percent			
	<b>Rarely/ Never (1)</b>	<b>Sometimes (2)</b>	<b>Often (3)</b>	<b>Very Often (4)</b>	<b>Rarely/ Never (1)</b>	<b>Sometimes (2)</b>	<b>Often (3)</b>	<b>Very Often (4)</b>
Approved Textbook	12.5	37.5	12.5	37.5	11.1	16.7	50.0	22.2
National Standards for Civic Education	25.0	50.0	16.7	8.3	16.7	16.7	50.0	16.7
State Curricular Guidelines or Frameworks	16.7	54.2	12.5	16.7	5.9	11.8	41.2	41.2
Primary Sources (e.g., copies of the Constitution, the Federalist papers)	--	4.2	12.5	83.3	5.6	22.2	38.9	33.3
Literature (e.g., short stories, novels)	26.1	56.5	13.0	4.3	5.6	66.7	16.7	11.1
Media (newspapers, magazines, TV)	--	8.3	16.7	75.0	--	5.6	38.9	55.6
The Internet	--	8.3	41.7	50.0	--	11.1	38.9	50.0

## Teacher Beliefs Regarding Citizen Education Content

Students should learn to recognize the importance of . . .	We the People Teachers (N = 24)			Comparison Teachers (N = 18)				
	Percent			Percent				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
Obeying the law.	--	4.2	33.3	62.5	5.6	--	44.4	50.0
Voting in every election.	--	4.2	29.2	66.7	5.6	5.6	11.1	77.8
Engaging in political discussion.	--	--	20.8	79.2	5.6	11.1	33.3	50.0
Knowing the content of the Constitution.	--	--	16.7	83.3	5.6	5.6	27.8	61.1
Writing or calling a Senator or Congressman to express their opinion.	--	--	58.3	44.7	5.6	5.6	50.0	38.9
Showing respect for government officials.	--	12.5	41.7	45.8	--	11.1	50.0	38.9
Knowing the history of the country.	--	--	25.0	75.0	5.6	--	16.7	77.8
Following political issues in the newspaper, on TV, or on radio.	--	--	12.5	87.5	5.6	5.6	27.8	61.1
Monitoring how their elected officials vote.	--	--	62.5	37.5	5.6	11.1	50.0	33.3
Understanding their rights and those of others in a democracy.	--	--	--	100.0	5.6	--	11.1	83.3
Urging the media to present all sides of an issue.	--	4.2	45.8	50.0	--	11.1	33.3	55.6
Following cases before the Supreme Court.	--	8.3	58.3	33.3	--	11.1	61.1	27.8
Protecting the rights of an unpopular group to print its opinions.	--	4.2	37.5	58.3	--	5.6	38.9	55.6
Being patriotic and loyal to the country.	--	16.7	58.3	25.0	--	6.3	37.5	56.3
Participating in a peaceful protest against a violation of constitutional rights.	--	--	45.8	54.2	--	17.6	41.2	41.2
Knowing the responsibilities of citizens.	--	4.2	8.3	87.5	--	--	22.2	77.8
Knowing about international relations and issues.	--	--	45.8	54.2	--	--	58.8	41.2

## Student Exposure to Curriculum

Topics	<i>We the People</i> Teachers (N = 24)				Comparison Teachers (N = 18)			
	Percent				Percent			
	None at all (0)	Little (1)	Considerable (2)	A great deal (3)	None at all (0)	Little (1))	Considerable (2)	A great deal (3)
Natural rights philosophy.	--	--	33.3	66.7	5.6	44.4	44.4	5.6
The characteristics of constitutional government.	--	4.2	16.7	79.2	--	5.6	66.7	27.8
How the government of ancient Rome influenced the Founders.	--	37.5	50.0	12.5	38.9	55.6	5.6	--
The weaknesses of the Articles of Confederation.	--	16.7	54.2	29.2	11.1	27.8	27.8	33.3
The Virginia Plan.	--	25.0	50.0	25.0	16.7	16.7	33.3	33.3
The opinions of the Federalists vs. the Anti-Federalists.	--	8.3	37.5	54.2	5.6	27.8	50.0	16.7
How the First Congress organized the new government.	--	16.7	45.8	37.5	23.5	11.8	35.3	29.4
The rights outlined in the Constitution and the Bill of Rights.	--	--	12.5	87.5	--	11.1	27.8	61.1
How political parties came into being.	--	8.3	54.2	37.5	--	38.9	33.3	27.8
How power is divided between the federal and state governments.	--	4.2	25.0	70.8	--	--	55.6	44.4
The Civil War Amendments to the Constitution.	--	4.2	45.8	50.0	11.1	27.8	44.4	16.7
The 14th Amendment and states' obligation to respect due process.	--	--	33.3	66.7	11.8	17.6	52.9	17.6
Equal protection under the law.	--	4.2	29.2	66.7	5.9	23.5	47.1	23.5
Freedom of religion.	--	8.3	20.8	70.8	5.9	17.6	52.9	23.5
Freedom of expression.	--	4.2	29.2	66.7	5.9	11.8	47.1	35.3
The 5th Amendment.	--	20.8	33.3	45.8	5.9	17.6	52.9	23.5
The rights of citizens vs. resident aliens.	--	37.5	33.3	29.2	11.1	44.4	16.7	27.8
How to be an effective citizen.	--	12.5	25.0	62.5	--	16.7	38.9	44.4
The rights of women and minorities.	--	12.5	29.2	58.3	5.9	29.4	29.4	35.3
Values and skills needed by citizens.	4.2	20.8	25.0	50.0	5.9	5.9	41.2	47.1
Other constitutional democracies.	12.5	45.8	20.8	20.8	5.9	64.7	17.6	11.8

## Student Reports of Experience with *We the People* Curriculum

	Percent				
	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
We studied the Constitution in depth.	.6	2.3	11.5	35.3	50.2
We learned to appreciate the perspectives of our country's Founders.	.5	2.7	14.9	36.2	45.7
We learned to value the principles on which our government is founded.	.9	2.0	10.2	34.8	52.1
We applied what we learned from <i>We the People</i> to current events.	.7	3.9	12.4	20.8	62.8
We discussed controversial political or social issues.	.7	1.1	7.4	22.4	68.4
Students felt free to express their opinions.	.1	.9	4.3	18.3	76.4
We learned to use evidence from a textbook to support our opinions.	1.2	3.4	14.6	29.7	51.0
We worked in groups with students who had different opinions from ours.	1.0	4.3	16.1	25.0	53.6
We learned how to find information from different sources.	.5	4.5	16.9	35.0	43.1
We practiced exercising our rights as citizens, such as presenting our ideas to a simulated congressional panel.	8.7	10.3	19.6	24.1	37.2
Experts visited our class to help us understand the Constitution.	22.2	15.2	18.4	17.3	26.8
Adults listened to our ideas.	5.9	10.3	22.5	26.7	34.5
We learned things that we as citizens will apply in the future.	.5	1.5	6.1	22.8	69.1

## Appendix B

The following presents a secondary analysis of the data in which the differential changes over time for the two groups were examined. In this analysis only pre- and post-survey data were examined. A more stringent analysis in which confounding factors are accounted for is presented in the body of the report.

### Change Over Time for the Measure of Core Values and Democratic Principles\*\*\*

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	23	819	13.08	3.86	14.76	3.92	1.68
Comparison Students	23	733	10.11	3.73	10.47	3.96	.36

Note: \*\*\* $p < .001$ . Students received 1 point for a correct response and 0-points for an incorrect response.

### Change Over Time for the Measure of Early American History\*

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	2	819	1.24	.72	1.45	.69	.21
Comparison Students	2	733	.94	.75	1.04	.71	.10

Note: \* $p < .05$ . Students received 1 point for a correct response and 0-points for an incorrect response.

### Change Over Time for the Measure of Constitutional Limits on Governmental Institutions\*\*\*

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	4	819	2.69	1.15	3.37	.93	.68
Comparison Students	4	733	2.07	1.23	2.40	1.29	.33

Note: \*\*\* $p < .001$ . Students received 1 point for a correct response and 0-points for an incorrect response.

**Change Over Time for the Measure of  
Relationship of the United States to other Nations in World Affairs**

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	3	819	1.57	.80	1.67	.87	.10
Comparison Students	3	733	1.22	.78	1.37	.84	.15

Note: Students received 1 point for a correct response and 0-points for an incorrect response.

**Change Over Time for the Measure of  
Rights and Responsibilities of Citizenship\*\*\***

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	7	819	5.59	1.34	6.03	1.27	.44
Comparison Students	7	733	4.53	1.72	4.75	1.83	.22

Note: \*\*\**p* = .001. Students received 1 point for a correct response and 0-points for an incorrect response.

**Change Over Time for the Measure of Total Score on Knowledge Test\*\*\***

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	39	818	24.17	6.27	27.27	6.26	3.10
Comparison Students	39	730	18.85	6.40	20.03	6.92	1.18

Note: \*\*\**p* < .001. Students received 1 point for a correct response and 0-points for an incorrect response.

**Change Over Time for the Measure of Civic Skills\*\*\***

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	7	812	3.12	.40	3.24	.41	.12
Comparison Students	7	706	2.98	.46	3.03	.43	.05

Note: \*\*\**p* < .001. Responses were rated on a 4-point scale where 1 = not at all and 4 = very good.

### Change Over Time for the Measure of Civic Responsibilities\*\*\*

	Number of Items	Pre-Survey			Post-Survey		Difference
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>We the People</i> Students	5	814	4.54	.63	4.71	.64	.17
Comparison Students	5	712	4.37	.73	4.41	.68	.04

Note: \*\*\* $p < .001$ . Responses were rated on a 6-point scale where 1 = definitely not important and 6 = definitely important.

**Participant Assent Form  
We the People Evaluation  
Treatment Group**

We are conducting a study of the high school curriculum, *We the People*. As part of that study, we are surveying students about their knowledge and beliefs about government and citizenship. This is a *survey*, not a test. Some items have correct responses, while others are opinion questions. There are no penalties for answering incorrectly, and your responses will not affect your grade in this class. It is only important that you answer each question honestly and to the best of your ability. The survey will be given in your classroom, and will take about 30 minutes.

You do not have to participate in the study, and you can stop participating at any time. You can skip a question if you do not want to answer it. If you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person giving the survey will help you. We will make every effort to keep your answers confidential. Other than the researchers, no one will know your answers, including teachers, your parents or other students. Please print and sign your name if you agree to participate in the study.

Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_

Your school: \_\_\_\_\_

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# We the People – Fall 2006

## Student Survey –Participant Group

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

1. **Today's Date:**  
\_\_\_\_\_
2. **Grade in School (for example, 11th grade, etc):** \_\_\_\_\_
3. **Age:** \_\_\_\_\_
4. **Are you a male or a female?**
  - Male
  - Female
5. **How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**
  - White
  - Black/African American
  - American Indian/Alaskan Native
  - Hispanic/Latino
  - Asian/Pacific Islander
  - Other (specify): \_\_\_\_\_
6. **What language do you *mostly* speak at home?** (If you speak two languages at home, please check **only the one** that you speak the most often.)
  - English
  - Spanish
  - Korean
  - Chinese
  - Other (specify): \_\_\_\_\_
7. **In addition to taking classes, what activities are you involved in at school? (CHECK ALL THAT APPLY.)**
  - Sports
  - Academic Club (for example, Math Club, Drama Club)
  - A school group that deals with politics or political issues in the community or the nation
  - School Government or Student Council
  - School clubs that engage in community service such as Key Club
  - School newspaper, yearbook, other publication or school media
  - None of the above
8. **From the beginning of 9<sup>th</sup> grade until now, what grades have you received in high school?**
  - Mostly A's
  - Mostly B's
  - Mostly C's
  - Mostly D's
  - Mostly F's

**9. What is the highest level of education of the person who is the head of your household?**

- Did not finish high school
- Graduated from high school
- Had some college
- Graduated from college (Bachelors degree)
- Had some graduate school after college
- Finished graduate school
- I don't know

**PART 1. KNOWLEDGE ABOUT GOVERNMENT**

**10. Which fundamental principle of the U.S. Constitution was President Theodore Roosevelt addressing when he said, "Oh, if I could be President and Congress too, for just 10 minutes"?**

- representation
- separation of powers
- popular sovereignty
- federalism

**11. The obligation to perform national service is implied in the idea of:**

- civic virtue.
- popular sovereignty.
- moral education.
- individual rights.

**12. If the government fails to protect the people's natural rights, the Founders believed that people have the right to:**

- trial by jury
- revolution
- stop paying taxes
- due process

**13. Congress has often expanded its powers beyond those listed in the U.S. Constitution through the use of which clause?**

- Supremacy clause.
- Due process clause.
- Equal protection clause.
- Necessary and proper clause.

**14. Marlena is a U.S. resident alien. By being naturalized she gains the right to:**

- work in the U.S.
- own property in the U.S.
- marry an American citizen.
- hold national public office.

**15. During the Revolutionary War, the thirteen newly independent states wrote new constitutions. Where did most of these constitutions concentrate power and why?**

- In the executive branch, because it was the most effective branch of government
- In the executive branch, because it was the most trustworthy branch of government
- In the legislative branch, because it was the most democratic branch of government
- In the legislative branch, because it was the most efficient branch of government

**16. Which of the following tests did the U.S. Supreme Court use in the case of Schenk v. United States (1919) to permit the government to limit free speech in times of war?**

- Due process
- Clear and present danger
- Equal protection
- Necessary and proper

**17. During the Civil Rights movement, which specific constitutional rights did Martin Luther King, Jr. use to influence the government?**

- Freedom of speech, assembly, and petition
- Right to a speedy trial and reasonable bail
- Freedom of religion and protection against unlawful search
- Protection against self-incrimination and right to bear arms

**18. Today, Federalists would most likely agree with:**

- using high tariffs to protect American consumers.
- limiting the power of the Federal Reserve Board.
- using the power of the national government to regulate trade.
- strictly interpreting the Constitution to limit federal power.

**19. According to the natural rights philosophy, it is critical that a government:**

- protects life, liberty, and property.
- ensures a balance of powers.
- conducts free and fair elections.
- allows popular sovereignty.

**20. What can happen when a state law contradicts the U.S. Constitution?**

- The Constitution must be amended to be consistent with the state laws.
- The state law can take precedence over federal law.
- The state law can be declared null and void.
- All states must adopt the new law.

**21. James Madison thought that U.S. citizens' rights could best be protected through:**

- natural rights philosophy.
- classical republicanism.
- constitutional government.
- judicial review.

**22. In which kind of governmental system does the legislative majority decide who will head the executive branch?**

- Federal
- Republican
- Confederal
- Parliamentary

**23. Which of these women were instrumental in the campaign to win women's suffrage?**

- Jane Fonda and Gloria Steinem
- Eleanor Roosevelt and Bella Abzug
- Abigail Adams and Mercy Otis Warren
- Elizabeth Cady Stanton and Susan B. Anthony

**24. The framers of the U.S. Constitution held conflicting points of view. Which issue was resolved when the framers agreed to create a bicameral legislature?**

- Slavery
- Representation
- Election of presidents
- Separation of powers

**25. The 19th Amendment expanded suffrage to include:**

- naturalized citizens.
- non-property owners.
- blacks.
- women

**26. The American colonists' experience with British government led them to create a new government. Under the Articles of Confederation, most of the powers were:**

- held by the states and people.
- placed in a strong chief executive.
- concentrated in the central government.
- given to a national court system.

**27. Under the U.S. Constitution, the government cannot deprive people of life, liberty, or property without:**

- permission of the U.S. Supreme Court.
- a two-thirds vote of both houses.
- due process of law.
- a majority vote.

**28. The story that young George Washington told the truth about chopping down the cherry tree is well known. It is an example of the classical republican idea of:**

- public spiritedness.
- the common good.
- moral education.
- individual rights.

**29. After the Civil War, many southern states enacted Jim Crow laws to:**

- prevent black people from voting.
- guarantee the protection of privacy rights.
- ensure one-party rule in the South.
- provide financial support for Confederate soldiers.

**30. Which United Nations body has members who have veto power?**

- The International Court of Justice
- The World Health Organization
- UNESCO
- The Security Council

**31. The government's ability to restrict a group from demonstrating during rush hour on a bridge over an expressway is subject to which legal test?**

- Time, place, and manner
- Clear and present danger
- Reasonable, prudent person
- Compelling government interest

**32. Classical republicanism is a theory that promotes:**

- diversity over uniform communities.
- self-interest over the general welfare.
- the common good over individual rights.
- individual wealth over economic equality.

**33. Petitioning the government is an example of:**

- common law.
- eminent domain.
- enumerated powers.
- political participation.

**34. James Madison and Thomas Jefferson questioned the constitutionality of the Alien and Sedition Acts. They felt the Acts violated both states' rights and the right to:**

- freedom of the press.
- freedom of assembly.
- freedom of religion.
- bear arms.

**35. The "equal protection" clause protects equality of:**

- condition.
- opportunity.
- economic status.
- intellectual ability.

**36. The intent of the 14th Amendment was to:**

- define citizenship in the United States.
- prevent the use of taxes as a basis to vote.
- prohibit the use of race as a condition to vote.
- abolish slavery and involuntary servitude in the United States.

**37. A major difference between the English Bill of Rights and the U.S. Bill of Rights is that the U.S. Bill of Rights focuses more on the idea of:**

- rule of law.
- parliamentary supremacy.
- consent of the governed.
- individual rights.

**38. Modern critics of our Constitution sometimes claim it is anti-democratic because of:**

- the electoral college.
- the enumerated powers clause.
- the twenty-sixth amendment.
- due process.

**39. Which of the following did James Madison believe?**

- Direct democracies only work in large diverse countries.
- The common good can only be served in a direct democracy.
- Representative government conflicts with individual rights.
- Self-interest can serve the common good

**40. When Alexander Hamilton stated, "Give all power to the many, they will oppress the few...", he was arguing against:**

- classical republicanism.
- direct democracy.
- capitalism.
- aristocracy.

**41. Anti-war protesters burn the American flag in response to United States military action on foreign soil. The U.S. Supreme Court has decided that this action is protected under the principle of:**

- time, place, and manner.
- libelous speech
- symbolic speech.
- right to assemble.

**42. What important precedent did the United States Constitution establish for other countries?**

- A two-party system
- A bicameral legislature
- A written framework of government
- A confederal system of government

**43. In what case did the Supreme Court establish its power of judicial review?**

- McCulloch v. Maryland
- Marbury v. Madison
- Gibbons v. Ogden
- Dred Scott v. Sandford

**44. A constitutional government always includes:**

- a limitation of powers.
- a strong executive.
- a written constitution.
- judicial review

**45. What action could be taken if the Supreme Court overturns a state law?**

- A state court could reverse the Supreme Court's decision.
- A state legislature could re-pass the same law.
- The people could directly vote on the law.
- The Constitution could be amended.

**46. One important job of the U.S. Department of State is to:**

- enforce national laws at the local level.
- manage our relations with other countries.
- propose amendments to the Constitution.
- appoint judges to the Supreme Court

**47. The number of electoral votes each state is allotted is based on the state's:**

- physical/geographic size.
- representation in Congress.
- average income.
- number of years as a state.

**48. Under the law, United States citizens may work to change government policy by doing all of the following, EXCEPT:**

- making public speeches.
- writing letters of protest.
- persuading legislators to change laws.
- boycotting taxes.

**49. What is the major purpose of the United Nations?**

- Safeguarding trade between countries.
- Maintaining peace and security among countries.
- Deciding where countries' boundaries should be.
- Keeping criminals from escaping to other countries.

**PART II. CITIZENS' RESPONSIBILITIES**

**50. There are differing opinions about the responsibilities of citizens in a democracy. Please indicate on the scale below how important you think each of the following responsibilities is, from "Definitely Important" to "Definitely Not Important"**

	Definitely Important	Important	Somewhat Important	Somewhat Unimportant	Not Important	Definitely Not Important
a. To vote in elections	<input type="checkbox"/>					
b. To attend community meetings or other local political events	<input type="checkbox"/>					
c. To work on campaigns to elect candidates for public office	<input type="checkbox"/>					
d. To join a group that supports one's views on important political issues	<input type="checkbox"/>					
e. To protest peacefully against laws one thinks are unjust	<input type="checkbox"/>					

### **PART III. ATTITUDES ABOUT YOU**

**51. People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:**

	<b>Very Good</b>	<b>Pretty Good</b>	<b>Not Very Good</b>	<b>Not Good At All</b>
a. Learning about problems in our society and what causes them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaking about an issue in front of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Researching sources that give different opinions on a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Critically analyzing news reports and current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Logically arguing with and persuading others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Coming to consensus or agreement with a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Working as a team to achieve a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for taking our survey!!**

**Participant Assent Form  
We the People Evaluation  
Comparison Group**

We are conducting a study of the high school curriculum, *We the People*. As part of that study, we are surveying students about their knowledge and beliefs about government and citizenship. This is a *survey*, not a test. Some items have correct responses, while others are opinion questions. There are no penalties for answering incorrectly, and your responses will not affect your grade in this class. It is only important that you answer each question honestly and to the best of your ability. The survey will be given in your classroom, and will take about 30 minutes.

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Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_

Your school: \_\_\_\_\_

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# We the People – Fall 2006

## Student Survey – Comparison Group

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

1. Today's Date:

\_\_\_\_\_

2. Grade in School (for example, 11th grade, etc): \_\_\_\_\_

3. Age: \_\_\_\_\_

4. Are you a male or a female?

- Male
- Female

5. How would you describe your ethnic background? (CHECK ALL THAT APPLY.)

- White
- Black/African American
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- Other (specify): \_\_\_\_\_

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**9. What is the highest level of education of the person who is the head of your household?**

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**PART 1. KNOWLEDGE ABOUT GOVERNMENT**

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b. To attend community meetings or other local political events	<input type="checkbox"/>					
c. To work on campaigns to elect candidates for public office	<input type="checkbox"/>					
d. To join a group that supports one's views on important political issues	<input type="checkbox"/>					
e. To protest peacefully against laws one thinks are unjust	<input type="checkbox"/>					

### **PART III. ATTITUDES ABOUT YOU**

**51. People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:**

	<b>Very Good</b>	<b>Pretty Good</b>	<b>Not Very Good</b>	<b>Not Good At All</b>
a. Learning about problems in our society and what causes them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaking about an issue in front of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Researching sources that give different opinions on a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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We the People Evaluation  
Post-Survey  
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Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

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# We the People –Winter 2006-2007 Student Survey –Participant Group

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

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**2. Which fundamental principle of the U.S. Constitution was President Theodore Roosevelt addressing when he said, "Oh, if I could be President and Congress too, for just 10 minutes"?**

- Representation.
- separation of powers.
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- Federalism.

**3. The obligation to perform national service is implied in the idea of:**

- civic virtue.
- popular sovereignty.
- moral education.
- individual rights.

**4. If the government fails to protect the people's natural rights, the Founders believed that people have the right to:**

- trial by jury.
- Revolution.
- stop paying taxes.
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- Supremacy clause.
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- work in the U.S.
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- 7. During the Revolutionary War, the thirteen newly independent states wrote new constitutions. Where did most of these constitutions concentrate power and why?**
- In the executive branch, because it was the most effective branch of government.
  - In the executive branch, because it was the most trustworthy branch of government.
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- 8. Which of the following tests did the U.S. Supreme Court use in the case of Schenk v. United States (1919) to permit the government to limit free speech in times of war?**
- Due process.
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  - Equal protection.
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- Freedom of speech, assembly, and petition.
  - Right to a speedy trial and reasonable bail.
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- constitutional government.
- judicial review.

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- Federal.
- Republican.
- Confederal.
- Parliamentary.

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- Jane Fonda and Gloria Steinem.
- Eleanor Roosevelt and Bella Abzug.
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- naturalized citizens.
- non-property owners.
- blacks.
- women.

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- held by the states and people.
- placed in a strong chief executive.
- concentrated in the central government.
- given to a national court system.

**19. Under the U.S. Constitution, the government cannot deprive people of life, liberty, or property without:**

- permission of the U.S. Supreme Court.
- a two-thirds vote of both houses.
- due process of law.
- a majority vote.

**20. The story that young George Washington told the truth about chopping down the cherry tree is well known. It is an example of the classical republican idea of:**

- public spiritedness.
- the common good.
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**21. After the Civil War, many southern states enacted Jim Crow laws to:**

- prevent black people from voting.
- guarantee the protection of privacy rights.
- ensure one-party rule in the South.
- provide financial support for Confederate soldiers.

**22. Which United Nations body has members who have veto power?**

- The International Court of Justice.
- The World Health Organization.
- UNESCO.
- The Security Council.

**23. The government's ability to restrict a group from demonstrating during rush hour on a bridge over an expressway is subject to which legal test?**

- Time, place, and manner.
- Clear and present danger.
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- Compelling government interest.

**24. Classical republicanism is a theory that promotes:**

- diversity over uniform communities.
- self-interest over the general welfare.
- the common good over individual rights.
- individual wealth over economic equality.

**25. Petitioning the government is an example of:**

- common law.
- eminent domain.
- enumerated powers.
- political participation.

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- freedom of the press.
- freedom of assembly.
- freedom of religion.
- bear arms.

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- condition.
- opportunity.
- economic status.
- intellectual ability.

**28. The intent of the 14th Amendment was to:**

- define citizenship in the United States.
- prevent the use of taxes as a basis to vote.
- prohibit the use of race as a condition to vote.
- abolish slavery and involuntary servitude in the United States.

**29. A major difference between the English Bill of Rights and the U.S. Bill of Rights is that the U.S. Bill of Rights focuses more on the idea of:**

- rule of law.
- parliamentary supremacy.
- consent of the governed.
- individual rights.

**30. Modern critics of our Constitution sometimes claim it is anti-democratic because of:**

- the electoral college.
- the enumerated powers clause.
- the twenty-sixth amendment.
- due process.

**31. Which of the following did James Madison believe?**

- Direct democracies only work in large diverse countries.
- The common good can only be served in a direct democracy.
- Representative government conflicts with individual rights.
- Self-interest can serve the common good.

**32. When Alexander Hamilton stated, "Give all power to the many, they will oppress the few...", he was arguing against:**

- classical republicanism.
- direct democracy.
- capitalism.
- aristocracy.

**33. Anti-war protesters burn the American flag in response to United States military action on foreign soil. The U.S. Supreme Court has decided that this action is protected under the principle of:**

- time, place, and manner.
- libelous speech.
- symbolic speech.
- right to assemble.

**34. What important precedent did the United States Constitution establish for other countries?**

- A two-party system.
- A bicameral legislature.
- A written framework of government.
- A confederal system of government.

**35. In what case did the Supreme Court establish its power of judicial review?**

- McCulloch v. Maryland.
- Marbury v. Madison.
- Gibbons v. Ogden.
- Dred Scott v. Sandford.

**36. A constitutional government always includes:**

- a limitation of powers.
- a strong executive.
- a written constitution.
- judicial review

**37. What action could be taken if the Supreme Court overturns a state law?**

- A state court could reverse the Supreme Court's decision.
- A state legislature could re-pass the same law.
- The people could directly vote on the law.
- The Constitution could be amended.

**38. One important job of the U.S. Department of State is to:**

- enforce national laws at the local level.
- manage our relations with other countries.
- propose amendments to the Constitution.
- appoint judges to the Supreme Court.

**39. The number of electoral votes each state is allotted is based on the state's:**

- physical/geographic size.
- representation in Congress.
- average income.
- number of years as a state.

**40. Under the law, United States citizens may work to change government policy by doing all of the following, EXCEPT:**

- making public speeches.
- writing letters of protest.
- persuading legislators to change laws.
- boycotting taxes.

**41. What is the major purpose of the United Nations?**

- Safeguarding trade between countries.
- Maintaining peace and security among countries.
- Deciding where countries' boundaries should be.
- Keeping criminals from escaping to other countries.

**PART II. RESPONSIBILITIES OF CITIZENS**

**42. There are differing opinions about the responsibilities of citizens in a democracy. Please indicate on the scale below how important you think each of the following responsibilities is, from “Definitely Important” to “Definitely Not Important”**

	Definitely Important	Important	Somewhat Important	Somewhat Unimportant	Not Important	Definitely Not Important
a. To vote in elections.	<input type="checkbox"/>					
b. To attend community meetings or other local political events.	<input type="checkbox"/>					
c. To work on campaigns to elect candidates for public office.e	<input type="checkbox"/>					
d. To join a group that supports one’s views on important political issues.	<input type="checkbox"/>					
e. To protest peacefully against laws one thinks are unjust.	<input type="checkbox"/>					

### PART III. ATTITUDES ABOUT YOU

42. People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:

	Very Good	Pretty Good	Not Very Good	Not Good at All
a. Learning about problems in our society and what causes them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaking about an issue in front of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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g. Working as a team to achieve a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### PART IV. QUESTIONS ABOUT *WE THE PEOPLE*

43. The following questions are about your experiences with *We the People*. When your class was working on *We the People*, how often did the following occur?

	Very Often	Often	Sometimes	Rarely	Never
a. We studied the Constitution in-depth.	<input type="checkbox"/>				
b. We learned to appreciate the perspectives of our country's Founders.	<input type="checkbox"/>				
c. We learned to value the principles on which our government is founded.	<input type="checkbox"/>				
d. We applied what we learned from <i>We the People</i> to current events.	<input type="checkbox"/>				
e. We discussed controversial political or social issues.	<input type="checkbox"/>				

	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
f. Students felt free to express their opinions.	<input type="checkbox"/>				
g. We learned to use evidence from a textbook to support our opinions.	<input type="checkbox"/>				
h. We worked in groups with students who had different opinions from ours.	<input type="checkbox"/>				
i. We learned how to find information from different sources.	<input type="checkbox"/>				
j. We practiced exercising our rights as citizens, such as presenting our ideas to a simulated congressional panel.	<input type="checkbox"/>				
k. Experts visited our class to help us understand the Constitution.	<input type="checkbox"/>				
l. Adults listened to our ideas.	<input type="checkbox"/>				
m. We learned things that we as citizens will apply in the future.	<input type="checkbox"/>				

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**42. There are differing opinions about the responsibilities of citizens in a democracy. Please indicate on the scale below how important you think each of the following responsibilities is, from “Definitely Important” to “Definitely Not Important”**

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c. To work on campaigns to elect candidates for public office.	<input type="checkbox"/>					
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g. Working as a team to achieve a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for taking our survey!!!**

**We the People Teacher Survey  
RMC Research Corporation  
Treatment Group  
Winter 2006-2007**

Dear *We the People* teacher:

RMC Research Corporation has been contracted by the Center for Civic Education to conduct an evaluation of its *We the People* curriculum. The evaluation will measure the effects of *We the People* on student knowledge about government and attitudes toward citizenship. The following survey contains questions about your background in teaching civics and civics-related subjects, beliefs about citizenship education, and implementation of *We the People* in your classroom.

There are no right or wrong answers to the questions on this survey. By signing your name below, you agree to complete the survey. Your participation is voluntary and you may choose to stop participating at any time. There will be no penalty if you do not participate or choose to withdraw from the study. We will make every effort to keep the information we collect confidential, and you will not be identified in any of our reports. The survey should take about 30 minutes to complete.

If at any time before, during, or after the study you have questions about the study, please contact us at RMC Research Corporation at (800) 922-3636. We will be happy to answer any questions you may have. Thank you for your attention and help.

Sincerely,

Shelley Billig & Sue Root  
Project Co-Directors

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_ City: \_\_\_\_\_

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## Part 1. Background and Work Experience

1. Today's date: \_\_\_\_\_
2. Your name: \_\_\_\_\_
3. Your school: \_\_\_\_\_
4. Your gender.  
 Female                       Male
5. For how many years, including the present year, have you been teaching in a K-12 school? \_\_\_\_\_ years
6. For how many years, including the present year, have you been teaching civics or a civics-related subject? \_\_\_\_\_ years
7. Do you hold a license or certificate in a discipline related to civic education?  
 No  
 Yes

*If yes, please name the discipline:* \_\_\_\_\_

8. In the past three years, have you participated in any in-service professional development training sessions, workshops, and/or courses in civics education or social studies?  
 No  
 Yes

*If yes, please briefly list the professional development experiences:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

9. How confident are you about your ability to lead discussions of controversial issues?  
 Not at all confident  
 A little confident  
 Confident  
 Very confident

**Part. 2. Approach to civic education**

10. During the past fall, in addition to *We the People*, how frequently did you draw on the following sources in teaching civics or government?

	Rarely/ Never	Some- times	Often	Very Often
a. Approved textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National standards for civic education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State curricular guidelines or frameworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Primary sources (e.g., copies of the Constitution, the Federalist papers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Literature (e.g., short stories, novels).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Media (newspapers, magazines, television).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please rate the items below on the following scale:

*To become a good adult citizen, students should learn to recognize the importance of...*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Obeying the law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Voting in every election.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engaging in political discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knowing the content of the Constitution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Writing or calling a Senator or Congressman to express their opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Showing respect for government officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knowing the history of the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Following political issues in the newspaper, on TV. or on radio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Monitoring how their elected officials vote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Understanding their rights and those of others in a democracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Urging the media to present all sides of an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Following cases before the Supreme Court.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Protecting the rights of an unpopular group to print its opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Being patriotic and loyal to the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Participating in a peaceful protest against a violation of constitutional rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
p. Knowing the responsibilities of citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Knowing about international relations and issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. As part of *We the People*, how much opportunity did students have to learn about each of the following topics?

	<b>None at All</b>	<b>Little</b>	<b>Considerable</b>	<b>A Great Deal</b>
a. Natural rights philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The characteristics of constitutional government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How the government of ancient Rome influenced the Founders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The weaknesses of the Articles of Confederation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Virginia Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The opinions of the Federalists vs. the Anti-Federalists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How the First Congress organized the new government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The rights outlined in the Constitution and the Bill of Rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. How political parties came into being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. How power is divided between the federal and state governments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	None at All	Little	Considerable	A Great Deal
k. The Civil War Amendments to the Constitution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The 14th Amendment and states' obligations to respect due process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Equal protection under the law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Freedom of religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Freedom of expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The 5th Amendment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. The rights of citizens vs. resident aliens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. How to be an effective citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The rights of women and minorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Values and skills needed by citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Other constitutional democracies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. During the *We the People* program this past fall, how often did the following activities occur?

	Rarely or Never	A Few Times a Semester	A Few Times a Month	A Few Times a Week	Daily
a. The teacher presented the subject while students took notes.	<input type="checkbox"/>				
b. Students studied the <i>We the People</i> textbook.	<input type="checkbox"/>				
c. Students studied supplementary materials, such as primary sources.	<input type="checkbox"/>				
d. The teacher asked questions and students answered.	<input type="checkbox"/>				
e. The class discussed controversial issues.	<input type="checkbox"/>				
f. Students were encouraged to say what they really thought.	<input type="checkbox"/>				

	Rarely or Never	A Few Times a Semester	A Few Times a Month	A Few Times a Week	Daily
g. Students did research or information gathering.	<input type="checkbox"/>				
h. Students worked in small groups.	<input type="checkbox"/>				
i. Students participated in organized debates.	<input type="checkbox"/>				
j. Students participated in simulated hearings of court cases.	<input type="checkbox"/>				
k. Students analyzed media presentations of political information.	<input type="checkbox"/>				
k. Students wrote in journals.	<input type="checkbox"/>				
l. Students completed reflection exercises.	<input type="checkbox"/>				
m. Students took true/false or multiple choice tests on the We the People units.	<input type="checkbox"/>				
n. Students took essay tests on the We the People units.	<input type="checkbox"/>				
o. Students prepared for a simulated congressional hearing.	<input type="checkbox"/>				
p. Students participated in a non-competitive congressional hearing.	<input type="checkbox"/>				
q. Students participated in a competitive congressional hearing.	<input type="checkbox"/>				

### Part 3. Instruction in *We the People*

14. How many times, including this past year, have you used the *We the People* program?
- Once
  - Twice
  - Three times
  - Four or more times

15. In the following table, please list the grade level(s) and classes in which you used the *We the People* curriculum?

Grade	Subject Area
A:	A:
B:	B:
C:	C:
D:	D:

16. How many weeks did you and your students spend working on *We the People*?

- 1-4
- 5-8
- 9-12
- 13 or more

17. On average, how would you rate your students' level of engagement in *We the People*? (Check one).

- Very low
- Low
- Moderate
- Fairly high
- Very high

18. If your students participated in a congressional hearing for *We the People*, please describe what they did-including their topic, research activities, and hearings.

19. In your opinion, what are the strengths and weaknesses of the *We the People* curriculum?

20. What types of training and resources have facilitated your ability to implement *We the People*?

21. What additional training and/or resources would assist you in implementing *We the People* in the future?

***Thank you for your participation!***

**We the People Teacher Survey  
RMC Research Corporation  
Comparison Group  
Winter 2006-2007**

Dear colleague:

RMC Research Corporation has been contracted by the Center for Civic Education to conduct an evaluation of its *We the People* curriculum. The evaluation is not designed to compare teachers or classrooms. Instead, it is intended to measure the effects of participating in *We the People* on student knowledge about government and attitudes toward citizenship. The following survey contains questions about your background in teaching civics and civics-related subjects, beliefs about citizenship education, and implementation of civics instruction during fall semester.

There is no right or wrong answer to the questions on this survey. By signing your name below, you agree to complete the survey. Your participation is voluntary and you may choose to stop participating at any time. There will be no penalty if you do not participate or choose to withdraw from the study. We will make every effort to keep the information we collect confidential, and you will not be identified in any of our reports. The survey should take about 30 minutes to complete.

If at any time before, during, or after the study you have questions about the study, please contact us at RMC Research Corporation at (800) 922-3636. We will be happy to answer any questions you may have. Thank you for your attention and help.

Sincerely,

Shelley Billig & Sue Root  
Project Co-Directors

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_ City: \_\_\_\_\_

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**Part 1. Background and Work Experience**

1. Today's date: \_\_\_\_\_

2. Your name: \_\_\_\_\_

3. Your school: \_\_\_\_\_

4. Your gender.  
 Female                       Male

5. For how many years, including the present year, have you been teaching in a K-12 school? \_\_\_\_\_ years

6. For how many years, including the present year, have you been teaching civics/ civics-related subject? \_\_\_\_\_ years

7. Do you hold a license or certificate in a discipline related to civic education?  
 No  
 Yes

*If yes, please name the discipline:* \_\_\_\_\_

8. In the past three years, have you participated in any in-service professional development training sessions, workshops, and/or courses in civics education or social studies?  
 No  
 Yes

*If yes, please briefly list the professional development experiences:*

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

9. How confident are you about your ability to lead discussions of controversial issues?  
 Not at all confident  
 A little confident  
 Confident  
 Very confident

**Part. 2. Approach to civic education**

10. During the past fall, how frequently did you draw on the following sources in teaching civics or government?

	Rarely/ Never	Some- Times	Often	Very Often
a. Approved textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National standards for civic education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State curricular guidelines or frameworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Original sources (e.g., copies of the Constitution, the Federalist papers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Literature (e.g., short stories, diaries).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Media (newspapers, magazines, television).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please rate the items below on the following scale:

*To become a good adult citizen, students should learn to recognize the importance of...*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Obeying the law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Voting in every election.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engaging in political discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knowing the content of the Constitution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Writing or calling a Senator or Congressman to express their opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Showing respect for government officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knowing the history of the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Following political issues in the newspaper, on TV., or on radio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Monitoring how their elected officials vote.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Understanding their rights and those of others in a democracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Urging the media to present all sides of an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Following cases before the Supreme Court.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Protecting the rights of an unpopular group to print its opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Being patriotic and loyal to the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Participating in a peaceful protest against a violation of constitutional rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
p. Knowing the responsibilities of citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Knowing about international relations and issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. During the past fall, how much opportunity did students in your class have to learn about each of the following topics?

	<b>None at All</b>	<b>Little</b>	<b>Considerable</b>	<b>A Great Deal</b>
a. Natural rights philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The characteristics of constitutional government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How Roman government influenced the Founders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The weaknesses of the Article of Confederation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Virginia Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The opinions of the Federalists vs. the Anti-Federalists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How the first Congress organized the new government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The rights outlined in the Constitution and the Bill of Rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. How political parties came into being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. How power is divided between the federal and state governments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The Civil War Amendments and the Constitution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The 14th Amendment and states' obligations to respect due process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Equal protection under the law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Freedom of religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Freedom of expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The 5th amendment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. The rights of citizens vs. resident aliens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. How to be an effective citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The rights of women and minorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	None at All	Little	Considerable	A Great Deal
t. Values and skills needed by citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Other constitutional democracies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. During your civics or civics-related class this past fall, how often did the following activities occur?

	Rarely or Never	A Few Times a Semester	A Few Times a Month	A Few Times a Week	Daily
a. The teacher presented the subject while students took notes.	<input type="checkbox"/>				
b. Students studied a textbook.	<input type="checkbox"/>				
c. Students studied supplementary materials, such as primary sources.	<input type="checkbox"/>				
d. The teacher asked questions and students answered.	<input type="checkbox"/>				
e. The class discussed controversial issues.	<input type="checkbox"/>				
f. Students were encouraged to say what they really thought.	<input type="checkbox"/>				
g. Students did research or information gathering.	<input type="checkbox"/>				
h. Students worked in small groups.	<input type="checkbox"/>				
i. Students participated in organized debates.	<input type="checkbox"/>				
j. Students participated in simulated hearings of court cases.	<input type="checkbox"/>				
k. Students analyzed media presentations of political information.	<input type="checkbox"/>				
k. Students wrote in journals.	<input type="checkbox"/>				
l. Students completed reflection exercises.	<input type="checkbox"/>				
m. Students took true/false or multiple choice tests on civics content.	<input type="checkbox"/>				

	<b>Rarely or Never</b>	<b>A Few Times a Semester</b>	<b>A Few Times a Month</b>	<b>A Few Times a Week</b>	<b>Daily</b>
n. Students took essay tests on civics content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Students prepared for a simulated congressional hearing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Thank you for your participation!***

**Participant Assent Form  
We the People Evaluation  
Comparison Group**

We are conducting a study of the curriculum, *We the People*. As part of that study, we are surveying students about their knowledge and beliefs about government and citizenship. This is a *survey*, not a test. Some items have correct responses, while others are opinion questions. There are no penalties for answering incorrectly. It is only important that you answer each question honestly and to the best of your ability. The survey will be given in your classroom, and will take about 30 minutes.

You do not have to participate in the study, and you can stop participating at any time. You can skip a question if you do not want to answer it. If you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person giving the survey will help you. We will make every effort to keep your answers confidential. Other than the researchers, no one will know your answers, including teachers or other students. Please print and sign your name if you agree to participate in the study.

Name (please print): \_\_\_\_\_

Signature \_\_\_\_\_

Your school: \_\_\_\_\_

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# We the People – Spring 2007 Student Survey – Comparison Group

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

1. **Today's Date:**  
\_\_\_\_\_
2. **Year in college:** \_\_\_\_\_
3. **Age:** \_\_\_\_\_
4. **Are you a male or a female?**
  - Male
  - Female
5. **How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**
  - White
  - Black/African American
  - American Indian/Alaskan Native
  - Hispanic/Latino
  - Asian/Pacific Islander
  - Other (specify): \_\_\_\_\_
6. **Did you take a government or civics class in high school?**
  - Yes
  - No
7. **Prior to this semester, how many college level political science courses have you taken?**
  - 0
  - 1
  - 2
  - 3 or more
8. **From the beginning of college until now, what grades have you received?**
  - Mostly A's
  - Mostly B's
  - Mostly C's
  - Mostly D's
  - Mostly F's

**9. What is the highest level of education of the person who is the head of your household?**

- Did not finish high school
- Graduated from high school
- Had some college
- Graduated from college (Bachelors degree)
- Had some graduate school after college
- Finished graduate school
- I don't know

**PART 1. KNOWLEDGE ABOUT GOVERNMENT**

**10. Which fundamental principle of the U.S. Constitution was President Theodore Roosevelt addressing when he said, "Oh, if I could be President and Congress too, for just 10 minutes"?**

- representation
- separation of powers
- popular sovereignty
- federalism

**11. The obligation to perform national service is implied in the idea of:**

- civic virtue.
- popular sovereignty.
- moral education.
- individual rights.

**12. If the government fails to protect the people's natural rights, the Founders believed that people have the right to:**

- trial by jury
- revolution
- stop paying taxes
- due process

**13. Congress has often expanded its powers beyond those listed in the U.S. Constitution through the use of which clause?**

- Supremacy clause.
- Due process clause.
- Equal protection clause.
- Necessary and proper clause.

**14. Marlena is a U.S. resident alien. By being naturalized she gains the right to:**

- work in the U.S.
- own property in the U.S.
- marry an American citizen.
- hold national public office.

**15. During the Revolutionary War, the thirteen newly independent states wrote new constitutions. Where did most of these constitutions concentrate power and why?**

- In the executive branch, because it was the most effective branch of government
- In the executive branch, because it was the most trustworthy branch of government
- In the legislative branch, because it was the most democratic branch of government
- In the legislative branch, because it was the most efficient branch of government

**16. Which of the following tests did the U.S. Supreme Court use in the case of Schenk v. United States (1919) to permit the government to limit free speech in times of war?**

- Due process
- Clear and present danger
- Equal protection
- Necessary and proper

**17. During the Civil Rights movement, which specific constitutional rights did Martin Luther King, Jr. use to influence the government?**

- Freedom of speech, assembly, and petition
- Right to a speedy trial and reasonable bail
- Freedom of religion and protection against unlawful search
- Protection against self-incrimination and right to bear arms

**18. Today, Federalists would most likely agree with:**

- using high tariffs to protect American consumers.
- limiting the power of the Federal Reserve Board.
- using the power of the national government to regulate trade.
- strictly interpreting the Constitution to limit federal power.

**19. According to the natural rights philosophy, it is critical that a government:**

- protects life, liberty, and property.
- ensures a balance of powers.
- conducts free and fair elections.
- allows popular sovereignty.

**20. What can happen when a state law contradicts the U.S. Constitution?**

- The Constitution must be amended to be consistent with the state laws.
- The state law can take precedence over federal law.
- The state law can be declared null and void.
- All states must adopt the new law.

**21. James Madison thought that U.S. citizens' rights could best be protected through:**

- natural rights philosophy.
- classical republicanism.
- constitutional government.
- judicial review.

**22. In which kind of governmental system does the legislative majority decide who will head the executive branch?**

- Federal
- Republican
- Confederal
- Parliamentary

**23. Which of these women were instrumental in the campaign to win women's suffrage?**

- Jane Fonda and Gloria Steinem
- Eleanor Roosevelt and Bella Abzug
- Abigail Adams and Mercy Otis Warren
- Elizabeth Cady Stanton and Susan B. Anthony

**24. The framers of the U.S. Constitution held conflicting points of view. Which issue was resolved when the framers agreed to create a bicameral legislature?**

- Slavery
- Representation
- Election of presidents
- Separation of powers

**25. The 19th Amendment expanded suffrage to include:**

- naturalized citizens.
- non-property owners.
- blacks.
- women

**26. The American colonists' experience with British government led them to create a new government. Under the Articles of Confederation, most of the powers were:**

- held by the states and people.
- placed in a strong chief executive.
- concentrated in the central government.
- given to a national court system.

**27. Under the U.S. Constitution, the government cannot deprive people of life, liberty, or property without:**

- permission of the U.S. Supreme Court.
- a two-thirds vote of both houses.
- due process of law.
- a majority vote.

**28. The story that young George Washington told the truth about chopping down the cherry tree is well known. It is an example of the classical republican idea of:**

- public spiritedness.
- the common good.
- moral education.
- individual rights.

**29. After the Civil War, many southern states enacted Jim Crow laws to:**

- prevent black people from voting.
- guarantee the protection of privacy rights.
- ensure one-party rule in the South.
- provide financial support for Confederate soldiers.

**30. Which United Nations body has members who have veto power?**

- The International Court of Justice
- The World Health Organization
- UNESCO
- The Security Council

**31. The government's ability to restrict a group from demonstrating during rush hour on a bridge over an expressway is subject to which legal test?**

- Time, place, and manner
- Clear and present danger
- Reasonable, prudent person
- Compelling government interest

**32. Classical republicanism is a theory that promotes:**

- diversity over uniform communities.
- self-interest over the general welfare.
- the common good over individual rights.
- individual wealth over economic equality.

**33. Petitioning the government is an example of:**

- common law.
- eminent domain.
- enumerated powers.
- political participation.

**34. James Madison and Thomas Jefferson questioned the constitutionality of the Alien and Sedition Acts. They felt the Acts violated both states' rights and the right to:**

- freedom of the press.
- freedom of assembly.
- freedom of religion.
- bear arms.

**35. The "equal protection" clause protects equality of:**

- condition.
- opportunity.
- economic status.
- intellectual ability.

**36. The intent of the 14th Amendment was to:**

- define citizenship in the United States.
- prevent the use of taxes as a basis to vote.
- prohibit the use of race as a condition to vote.
- abolish slavery and involuntary servitude in the United States.

**37. A major difference between the English Bill of Rights and the U.S. Bill of Rights is that the U.S. Bill of Rights focuses more on the idea of:**

- rule of law.
- parliamentary supremacy.
- consent of the governed.
- individual rights.

**38. Modern critics of our Constitution sometimes claim it is anti-democratic because of:**

- the electoral college.
- the enumerated powers clause.
- the twenty-sixth amendment.
- due process.

**39. Which of the following did James Madison believe?**

- Direct democracies only work in large diverse countries.
- The common good can only be served in a direct democracy.
- Representative government conflicts with individual rights.
- Self-interest can serve the common good

**40. When Alexander Hamilton stated, "Give all power to the many, they will oppress the few...", he was arguing against:**

- classical republicanism.
- direct democracy.
- capitalism.
- aristocracy.

**41. Anti-war protesters burn the American flag in response to United States military action on foreign soil. The U.S. Supreme Court has decided that this action is protected under the principle of:**

- time, place, and manner.
- libelous speech
- symbolic speech.
- right to assemble.

**42. What important precedent did the United States Constitution establish for other countries?**

- A two-party system
- A bicameral legislature
- A written framework of government
- A confederal system of government

**43. In what case did the Supreme Court establish its power of judicial review?**

- McCulloch v. Maryland
- Marbury v. Madison
- Gibbons v. Ogden
- Dred Scott v. Sandford

**44. A constitutional government always includes:**

- a limitation of powers.
- a strong executive.
- a written constitution.
- judicial review

**45. What action could be taken if the Supreme Court overturns a state law?**

- A state court could reverse the Supreme Court's decision.
- A state legislature could re-pass the same law.
- The people could directly vote on the law.
- The Constitution could be amended.

**46. One important job of the U.S. Department of State is to:**

- enforce national laws at the local level.
- manage our relations with other countries.
- propose amendments to the Constitution.
- appoint judges to the Supreme Court

**47. The number of electoral votes each state is allotted is based on the state's:**

- physical/geographic size.
- representation in Congress.
- average income.
- number of years as a state.

**48. Under the law, United States citizens may work to change government policy by doing all of the following, EXCEPT:**

- making public speeches.
- writing letters of protest.
- persuading legislators to change laws.
- boycotting taxes.

**49. What is the major purpose of the United Nations?**

- Safeguarding trade between countries.
- Maintaining peace and security among countries.
- Deciding where countries' boundaries should be.
- Keeping criminals from escaping to other countries.

**PART II. CITIZENS' RESPONSIBILITIES**

**50. There are differing opinions about the responsibilities of citizens in a democracy. Please indicate on the scale below how important you think each of the following responsibilities is, from "Definitely Important" to "Definitely Not Important"**

	Definitely Important	Important	Somewhat Important	Somewhat Unimportant	Not Important	Definitely Not Important
a. To vote in elections	<input type="checkbox"/>					
b. To attend community meetings or other local political events	<input type="checkbox"/>					
c. To work on campaigns to elect candidates for public office	<input type="checkbox"/>					
d. To join a group that supports one's views on important political issues	<input type="checkbox"/>					
e. To protest peacefully against laws one thinks are unjust	<input type="checkbox"/>					

**PART III. ATTITUDES ABOUT YOU**

**51. People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:**

	<b>Very Good</b>	<b>Pretty Good</b>	<b>Not Very Good</b>	<b>Not Good At All</b>
a. Learning about problems in our society and what causes them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaking about an issue in front of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Researching sources that give different opinions on a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Critically analyzing news reports and current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Logically arguing with and persuading others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Coming to consensus or agreement with a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Working as a team to achieve a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for taking our survey!!**