We the People: The Citizen & the Constitution, Level 1
Changes between the third edition (2011) and the fourth edition (2020)

Note: Page numbers refer to the old, third edition (2011)

Introduction

The bulleted list in the text box was replaced by a new bulleted list and paragraph.

Unit 1

A new paragraph was added to the Unit 1 introduction.

Lesson 1

Throughout the text, “Purpose of the lesson” was changed to “Lesson purpose.”

In every lesson, lesson objectives have been added. This is a new feature of this edition. The lesson objectives are typically formed from the last paragraph of the Lesson Purpose; in some cases, objectives have been added or removed.

Page 10: Ideas to Discuss was changed to What Do You Think?

Throughout the text, “Reviewing the Lesson” has been changed to “Reviewing and Using the Lesson” and “Activities to Do” has been changed to “Activities.”

Lesson 2

Page 14: The Ideas to Discuss activity was changed to a Critical Thinking Exercise. In Question 2, this additional question was added to the end: “What responsibilities come with each of these rights?”

Page 17: The Ideas to Discuss activity was changed to a Critical Thinking Exercise.

Lesson 3

The Lesson Purpose was rewritten.

Page 23, in the “How can the people rule themselves?” section, the first and second paragraphs were combined. The third paragraph was revised to include the concept of representative democracy. Here are the new first two paragraphs of this section:
How can the people rule themselves?

Direct democracy means that the people themselves decide what laws they need. In many of the American colonies, people lived in small towns. If there was a problem in the community, the leaders called a town meeting. The people of the town came to the meeting. They talked about the problem and decided what was best for their town. A town meeting is a form of direct democracy. As communities grow larger, it becomes harder for everyone to get together to make decisions in town meetings.

In a representative democracy, all the people in a country over a certain age, such as eighteen, have the right to elect representatives to make laws for them. They also have the right to try to be elected as a representative or other leader in government, such as a president or governor of a state. Elected representatives are responsible for making and carrying out laws that protect everyone’s rights and help everyone, not just a few people.

Page 23, the "Why did the Founders like the idea of a republican government?" section was retitled "How did the Founders use some of the ideas from the Roman Republic?" The first paragraph was expanded, and now reads as follows:

The Founders were influenced by some of the ideas they learned from the Roman Republic when they created our government. They thought it was a good way to govern a large country like the United States. But they changed some of the ideas to make them better for America. The following is how they used those ideas.

Page 24, a new section was added, titled "How did our country change from a republic to a democratic republic?":

When our country began, just like in ancient Athens and Rome, only some of the people living in the country were citizens with the right to vote. Women, Native Americans, and slaves were not citizens and not allowed to vote or run for public office. Only white men with a certain amount of property could vote and run for office.

Over more than 150 years of our history, other people struggled to get the same rights as white men with property. Because almost everyone over the age of eighteen now has the right to vote and run for public office, the United States has become a representative democracy, which is also known as a democratic republic.

Page 26, the Ideas to Discuss activity was changed to a Critical Thinking Exercise.

The Problems to Solve activity on pages 26-27 was changed to a What Do You Think? exercise.

On page 26, the sentence “They were burning and looting the countryside” was changed to “They were burning people’s homes and stealing their property.”
Lesson 4

The Problems to Solve activity on page 30 was changed to a Critical Thinking Exercise. In the same exercise, sentence 6, “A person must be sixteen to get a driver’s license” was changed to “Everyone eighteen years old and older has the right to vote.”

Page 33, the Participating in a Class Activity exercise was changed to a Critical Thinking Exercise.

Lesson 5

Page 45, the Ideas to Discuss activity was changed to a Critical Thinking Exercise.

Lesson 6

Page 51, the Ideas to Discuss activity was changed to a What Do You Think? exercise.

Lesson 7

The first section has been completely rewritten: “What kind of national government did the Founders create under the Articles of Confederation?”

A new section was added: “How did the Articles of Confederation organize the first national government?” This new section combines some elements of the first section; in particular, it includes the text from the old first section that begins “The Founders faced two main problems...”

Lesson 8

Page 64, the Ideas to Discuss activity was changed to a What Do You Think? exercise.

Lesson 9

Page 73, the Problems to Solve activity was changed to a Critical Thinking Exercise.

Lesson 10

No changes were made to this lesson.

Lesson 11
Page 88, the Ideas to Discuss activity was changed to a What Do You Think? exercise. The title of the exercise was changed to “What should be the purposes of government?”

Page 90, the Problems to Solve was changed to a Critical Thinking Exercise.

**Lesson 12**

Page 94, the Ideas to Discuss was changed to a Critical Thinking Exercise.

Page 97, a paragraph and bullets about federalism were added to the end of this page.

Page 98, this question was added as Question 5: What are some of the powers your state government has?

**Lesson 13**

Page 100, the number of people represented by each member in the House was updated in this sentence: “Currently, each member of the House represents about 710,000 people.”

Also on page 100, the date was updated to 2016 in this sentence: “In 2016, California had the most people.”

Page 102, the final sentence in the last paragraph on this page was changed to the following (changes are in bold): “The bill can still become a law if two-thirds of all the members of each house of Congress votes to pass it over the president’s veto.”

Page 104, the Participating in a Class Activity was changed to a Critical Thinking Exercise.

**Lesson 14**

Page 110, Terms to Know: popular vote was removed as a Term to Know. We use the term *majority* instead, although this is not a Term to Know.

Page 111, first column, first paragraph: The final sentence was changed to the following: “For example, Wyoming has two senators and one representative. So it has three votes in the Electoral College. California has two senators and fifty-three representatives. So, it has fifty-five votes in the Electoral College.”

Page 111, second column: The first and second paragraphs have been changed to read as follows:

> Because of the way the Electoral College is organized, there have been five times in our history when the candidate with the most votes for president did not win the election.
If no candidate gets a majority of votes in the Electoral College, the House of Representatives selects the president by majority vote. Each state, no matter how many people it has, is allowed one vote.

Please note that we have removed the term *popular vote* and instead use the formulation, “the votes of the majority of the people.” Also note that in the election of 1824, Andrew Jackson won a plurality of votes, but not a majority, and is thus not included in our count.

Page 112, the Ideas to Discuss exercise was changed to a What Do You Think? exercise.

Page 113, second-to-last bullet, final sentence: “The budget goes to Congress for approval” was replaced with “The president sends the budget to Congress for its approval.”

**Lesson 15**

Page 119, the Ideas to Discuss exercise was changed to a What Do You Think? exercise.

Page 122, the Problems to Solve exercise was changed to a What Do You Think? Exercise.

**Lesson 16**

Page 127, the Ideas to Discuss exercise was changed to a What Do You Think? Exercise.

**Lesson 17**

Page 139, first column: The final paragraph was changed to the following:

> John Peter Zenger was a newspaperman in New York. In 1735, he published an article saying that the government was dishonest. At that time it was against the law to criticize the government. The governor had Zenger arrested and thrown in jail. After a long trial, Zenger was set free even though he had broken the law. The jury decided that what Zenger had said was true. They decided he should not be punished for telling the truth even though it was against the law to do so.

Page 140, second column: The paragraph labeled “libel” was changed to “defamation”; the new paragraph is as follows:

- **Defamation** To *defame* someone is to purposely say or write false information about a person or group that seriously injures their reputation. Government may make laws punishing people for defaming other people or groups.

Page 141, the Ideas to Discuss exercise was changed to a What Do You Think? exercise.

Pages 142-143, the Problems to Solve exercise was changed to a Critical Thinking Exercise.
Lesson 18

Page 147, second column, first paragraph: This sentence was changed, with one’s being replaced by your: “To be tolerant means being willing to let other people hold opinions that are different from your own.”

Page 148, first column, first paragraph: This sentence was changed, with some people being replaced with them: “To discriminate against people means to treat them unfairly.”

Page 151: The Ideas to Discuss exercise was changed to a What Do You Think? exercise.

Lesson 19

Page 154: A new Term to Know was added: Voting Rights Act.

Page 155, second column, second-to-last paragraph: The words to buildings were added to the end of this sentence: “Other laws required separate seats on trains and separate entrances to buildings.”

Page 158, first column: A new paragraph and new term was added to the end of this section. The paragraph is as follows:

The Civil Rights Act made it against the law to segregate people in public places. It did not stop African Americans and other minorities from being unfairly discriminated against when they tried to vote in elections. So, in 1965 Congress passed the Voting Rights Act. It is one of the most important acts ever passed by Congress. It protects the right to vote for members of minority groups that had been discriminated against unfairly since the nation was founded.

Page 160, Reviewing and Using the Lesson: a new question was added as Question 7: “Why was the Voting Rights Act of 1965 important?”

Lesson 20

Page 162, first column, first two paragraphs: The first sentence of the second paragraph was moved to become the first sentence of the first paragraph. The first paragraph now reads as follows:

The right to due process of law is the right to be treated fairly by your government. It means that members of government must use fair methods or procedures when doing their jobs. They must use fair procedures when they gather information. They must use fair procedures when they use information they have gathered to make decisions.

Page 162, second column, final paragraph: The sentence “The right to due process means the right to be treated fairly in your dealings with all levels of government” was replaced with “It also means that government must treat you fairly when it enforces the law and settles disagreements about the law in courts.”
Page 163: The Ideas to Discuss exercise was changed to a What Do You Think? exercise.

Pages 164-165: The Problems to Solve exercise was changed to a Critical Thinking Exercise.

Lesson 21

Page 169, Terms to Know: The term Voting Rights Act was changed to Voting Rights Act of 1965.

Page 173: The final paragraph on the page was replaced with this paragraph:

The protection of the right of all citizens to vote is now much better than in the past. However, there are still controversies about some state laws that people claim unfairly limit the right to vote of some citizens.

Lesson 22

Page 178, first column, first paragraph, first sentence: The phrase “started in” was replaced with “came from.”

Page 178, first column, first paragraph, third sentence: The phrase “the countries of” was added before “ancient Greece and Rome.”

Page 181, second column, number 3, second sentence: The word “counts” was replaced with “should count.”

Page 183, The Ideas to Discuss exercise was changed to a What Do You Think? Exercise.

Lesson 23

Pages 188-191, The Ideas to Discuss exercise was changed to a Critical Thinking Exercise.

Lesson 24

Pages 195-197, The Problems to Solve exercise was changed to a Critical Thinking Exercise.

Glossary

Page 228, this definition has been added:

**defamation** Purposely saying or writing false information about a person or group in a way that seriously injures their reputation.