

EDUCATING FOR AMERICAN ★ DEMOCRACY

STAKEHOLDER BRIEF FOR CLASSROOM TEACHERS

This brief is meant for **classroom teachers** of K–12 history and/or civics. You may teach history and civics as a course or as part of an interdisciplinary team that incorporates civics content and approaches. If you are in this role, this brief is meant to solicit your advocacy and your commitment to educating young people for constitutional democracy by integrating content and instructional practices that reflect the *EAD Roadmap* and its *Pedagogy Companion*.

ADVOCATING FOR CHANGE

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VISIT

www.educatingforamericandemocracy.org
to download a copy of the Roadmap.

For more specific information about what you can do, click on “Take Action,” and look for the stakeholder brief that best matches your role. For comments or questions, please contact us at EAD@iCivics.org.

MAKING THE CASE FOR INTEGRATED HISTORY AND CIVIC EDUCATION

When talking to colleagues, such as fellow teachers or school leaders, you may consider making these points, which are presented and justified in greater detail in the Roadmap:

- ▶ **Strengthening** history and civic education is a strategy for preserving and improving America’s constitutional democracy and for addressing specific deficits in our public life, such as hyper-partisanship and false information.
- ▶ **History** and civic education have been badly neglected.
- ▶ **Despite** deep disagreements in our society as a whole, the *EAD Roadmap* demonstrates that a consensus exists about the core topics and issues to study in history and civics. That consensus includes an agreement about the deep and worthy disagreements that young Americans should understand and learn to navigate.
- ▶ **All young people** deserve an excellent education in history and civics and a curriculum that resonates with their own backgrounds and experiences.

We the People

SHIFTING PRACTICE

In addition to your advocacy, the long-term success of EAD requires you to continue doing what you do best—facilitating student learning opportunities that build a supportive and resilient classroom community strengthened through rigorous and courageous inquiries and actions related to our history and civic life. As you do so, it is important that you consult the *Roadmap* and its *Pedagogy Companion*, continuously assessing if each lesson’s design aligns with the content themes and design challenges of the Roadmap and reflect the recommended pedagogical practices for history and civics. In the end, we hope that your classroom instruction will model a robust inquiry approach to learning for all students, that provides opportunities for discussions, debates, and democratic experiences within the classroom as well as outside in the community.



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