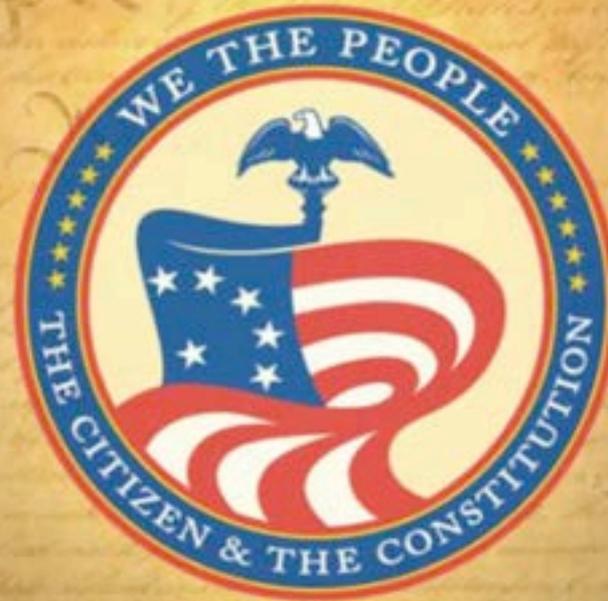




Center for Civic Education



Enhanced eBook Walkthrough Guide



Welcome to the Walkthrough Guide for the Enhanced eBook version of *We the People:* *The Citizen and the Constitution*

This step-by-step guide will get you on your way to exploring the nation's most respected civics textbook, now accessible from nearly any device, anywhere. All of the trusted content of the acclaimed print textbook with an innovative array of interactive tools designed to promote 21st-century skills.

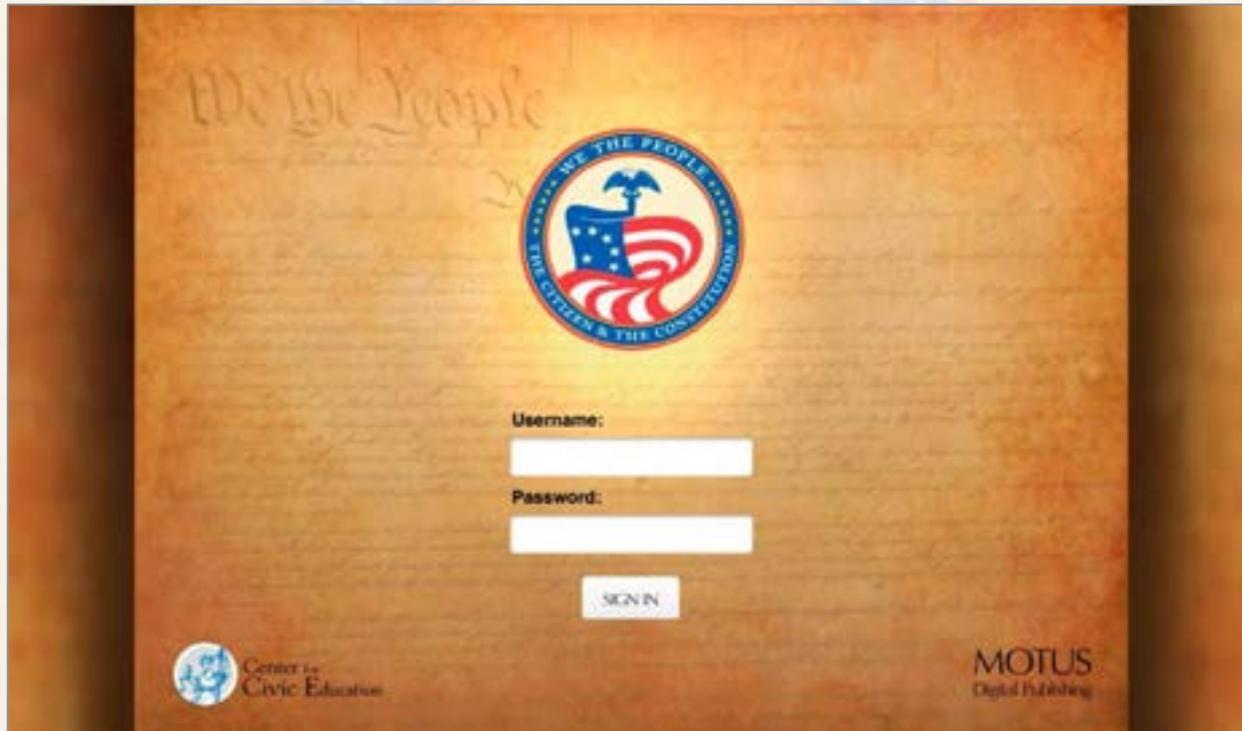
Learning by trial and error:

Because the Enhanced eBook for *We the People* was created with a simple, intuitive interface, some users may want to learn by simply experimenting with the material. Mistakes won't harm the program or your device, so please feel free to explore!



Signing On

Go to www.motuspublishing.com/wethepeople. When the program first loads, you will be asked to sign on using the appropriate credentials. Click the SIGN IN button to get started.



Username:

Password:

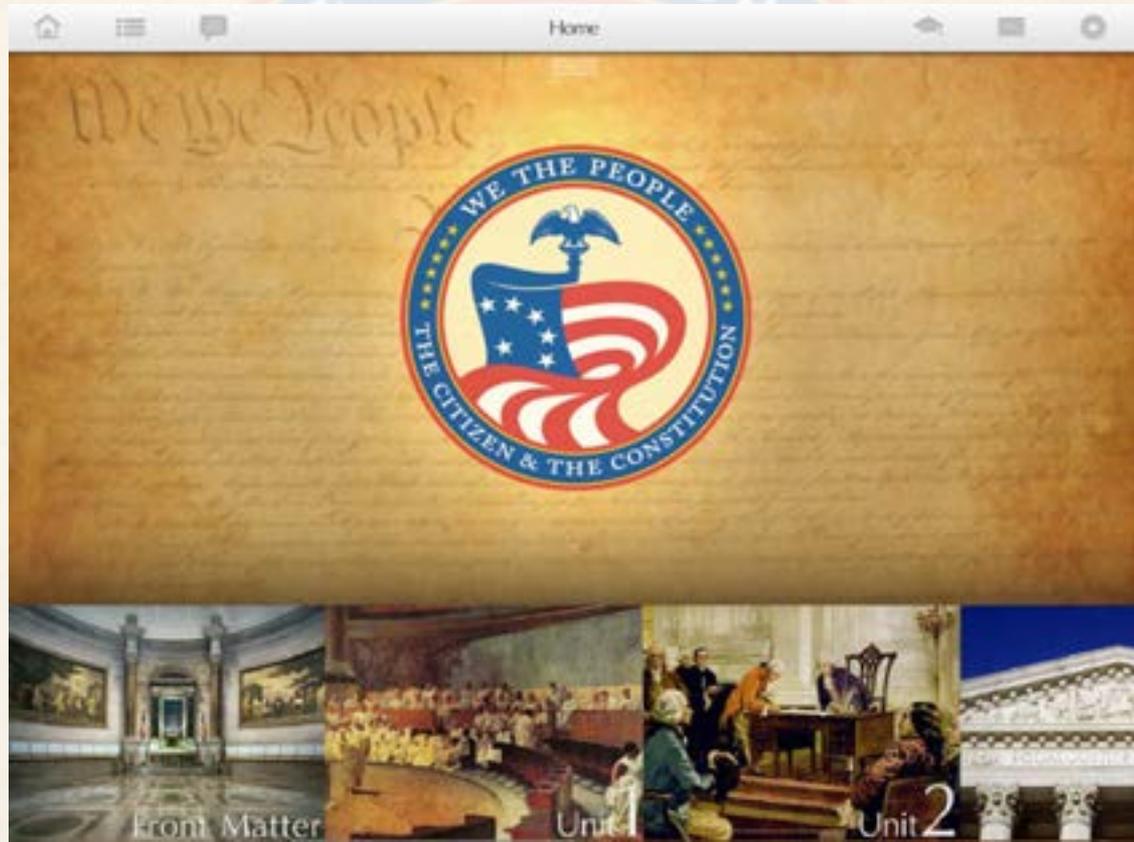
SIGN IN

Center for Civic Education

MOTUS
Digital Publishing

Navigating through the material:

When you have signed in and opened the program you will find a screen with the *We the People* logo on top and the major sections of the text in a strip on the bottom.



Navigating through the material:

If you are using a device with a touch screen you can swipe on the strip on the bottom to navigate (one of many ways) through the major sections of the text, or swipe in the middle of the screen to advance page by page. If you are using a device without a touch screen just click your cursor on the arrow on the right or left side of the screen to advance page-by-page, or drag the cursor through the strip on the bottom to navigate through the major sections.



Navigating through the material:

To go to a unit of the text, locate the desired unit on the bottom strip and tap or click on the appropriate title picture. The picture will move to the top of the screen and the lessons in the unit will appear in a strip at the bottom.



Navigating through the material:

To open a particular lesson, locate it within the bottom strip and click or tap on it. The title picture introducing it will move to the top of the screen and the pages of the lesson will appear at the bottom.



Navigating through the material:

When you click on the lesson title picture (or any of the pages in the lesson) in the strip on the bottom of the screen, the pages in the lesson will become full screen. You can then move through them and try all of the interactive features.

What Important Founders Did Not Attend the Convention?

Several important political leaders did not attend the Constitutional Convention. **Thomas Jefferson** was in Paris as U.S. minister to France. **John Adams (1735–1826)**, a principal architect of the Massachusetts constitution of 1780 and the author of *Defence of the Constitutions of Government of the United States of America*, was serving as U.S. ambassador to Great Britain. **Patrick Henry (1736–1799)**, the Revolutionary leader, refused to attend the convention, supposedly saying "I smell a rat." He opposed the development of a strong national government and was suspicious of what might happen at the convention. Other leaders who did not attend the Philadelphia Convention included **John Hancock**, **Samuel Adams**, and **Richard Henry Lee**.



Besides these prominent individuals, one state refused to send delegates. Rhode Island's legislature did not want a stronger national government. The Articles of Confederation required the approval of all thirteen states to make amendments. The convention had been appointed to recommend amendments, not to scrap the Articles in favor of a new national constitution. Rhode Island believed that it could exercise veto power over whatever was proposed by simply refusing to participate.

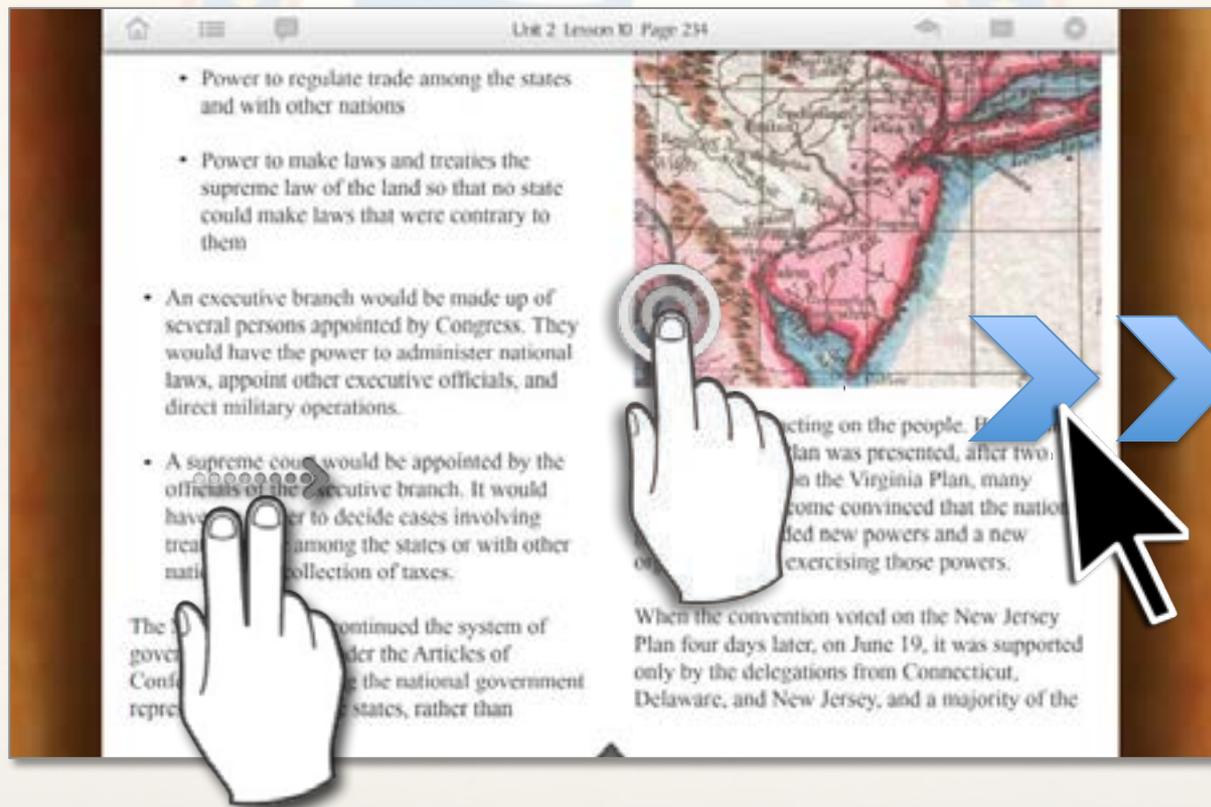
[Section 1 Exercise](#)



Navigating through the material:

To move back and forth through the pages of the lesson, swipe them or place your cursor in the middle of the right or left edges and an arrow will appear. Click on the arrow and you can move through the pages. You can navigate through the material by section or unit, by lesson, and by pages in lessons by swiping on the material on the top or bottom strip of the pages.

By clicking or double clicking or tapping on any screen you can cycle through the various levels of the materials.



Teacher/Guide:

When you navigate to the pages in the lessons you will see a woman in a red blouse who serves as an optional guide. When you click or tap on her picture she will introduce the lessons, the various parts within them, the exercises in each lesson, and the tests at the end of each unit.

A woman with dark hair, wearing a red short-sleeved blouse, is shown from the waist up. Overlaid on her chest are two interactive icons: a white hand with a black outline pointing to a circular play button icon, and a black mouse cursor arrow pointing to the right.

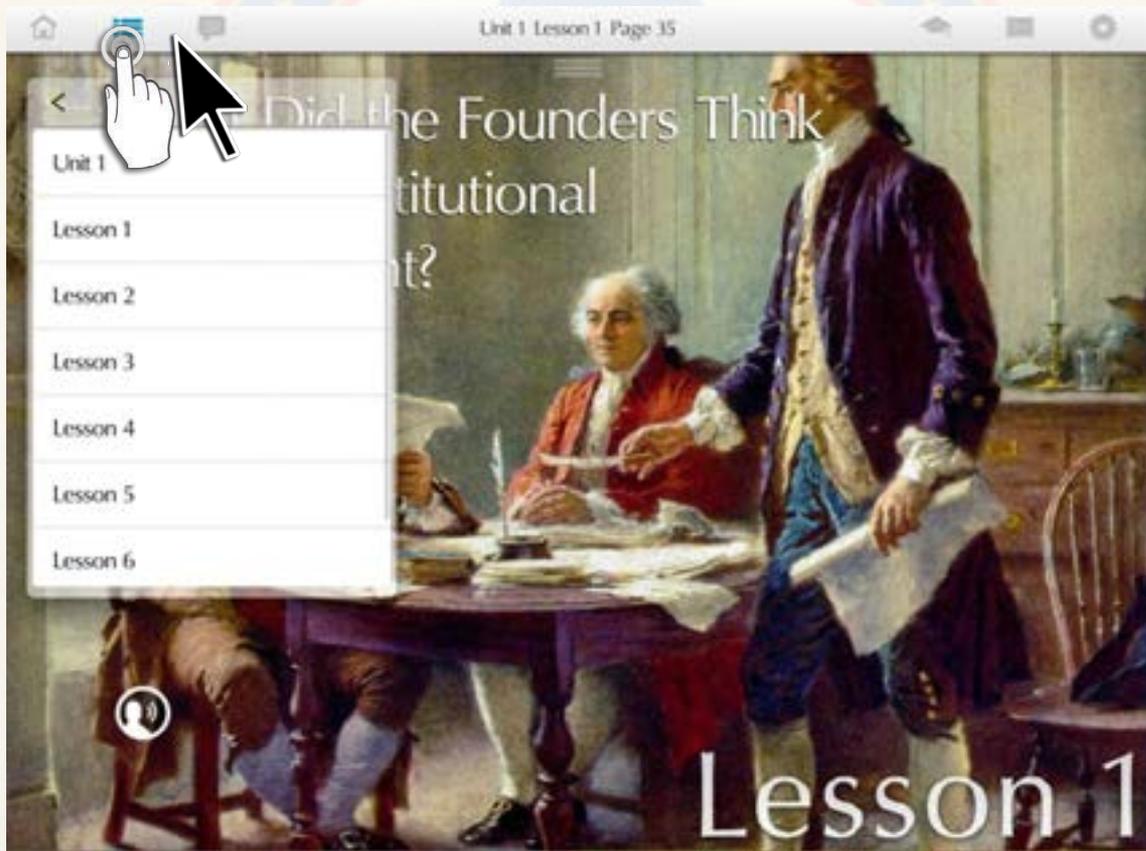
What Rules Did the Delegates Adopt for the Convention?

On Friday, May 25, 1787, eleven days after the convention was scheduled to begin, delegations from a majority of the states were present in Philadelphia. After electing George Washington president of the convention, the delegates appointed a committee to draw up the rules for the meeting. The next Monday and Tuesday the delegates adopted the following key rules to govern their debates:

- Delegates from at least seven states had to be present for the convention to do business each day.
- If a delegate's absence would leave a state without representation, then he had to get permission to be absent.

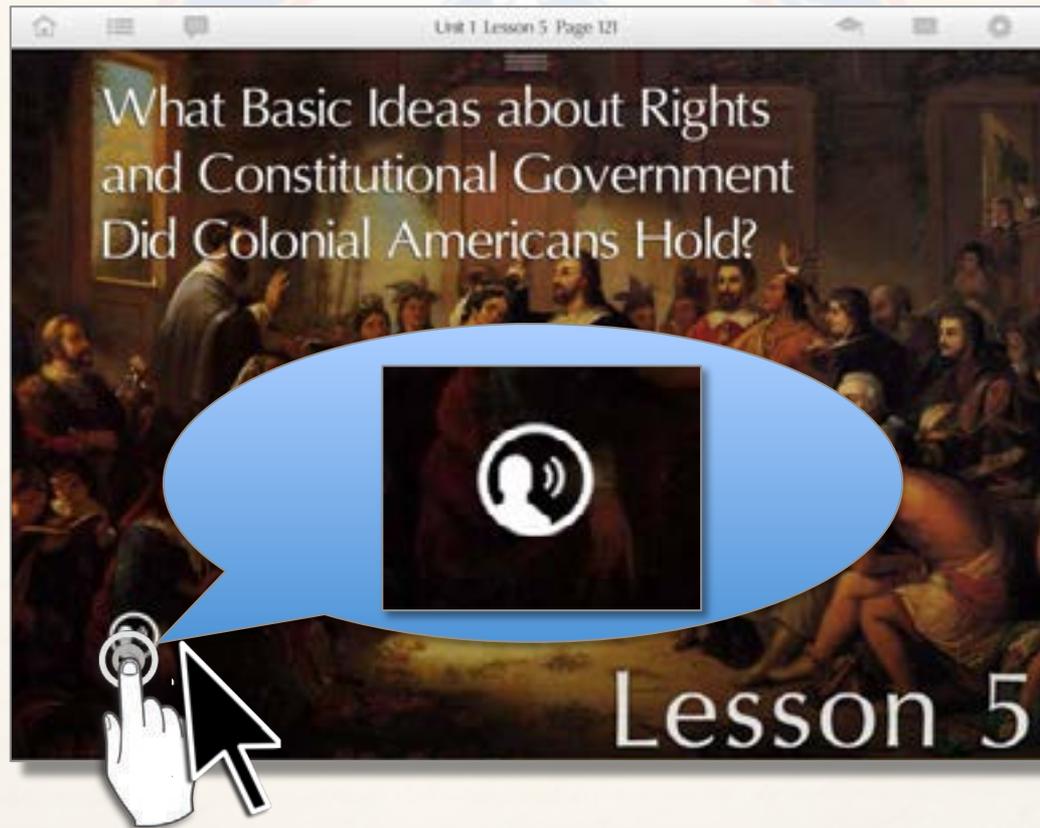
Narration:

In addition to the teacher/guide, there is a narration feature with an audio version of the text. To try the narration feature, go to the top tool bar and click or tap on the second icon from the left margin. A drop down menu of the units in the text will appear.



Narration:

Click or tap on the speaker icon on the left margin. The text of the lesson will appear and a narrator will read it aloud. Click to advance the pages to read them along with the narrator. To stop the narrator, you have to go back to the title page of the lesson and click on the pause icon. *



*At present, the program does not have the capacity to pause or scroll through the narration which, once started, will continue through an entire lesson. Pause and scrolling features will be added automatically for all users of the eBookwithin several months.

Content, exercises, and tests:

You will find the content in each lesson broken into "bite-sized-chunks" with either forced choice or open-ended exercises following each portion of the lesson. These exercises can be done by students alone or collaboratively and monitored by teachers (See Teacher's Tools below.)



The American tradition of local self-government also encouraged people to join voluntary associations to solve problems without depending on government. Lesson 34 examines the ongoing importance of voluntary associations in America.

Like the Founders, Tocqueville realized that the civic virtue of the ancients was not practical in the United States and that self-interest is a powerful motivator. However, Tocqueville argued that self-interest could be used to bridge the gap between the individual and the natural

rights self-interest. Americans, he argued, demonstrated that

an enlightened regard for themselves constantly prompts them to assist each other, and inclines them willingly to sacrifice a portion of their time and property to the welfare of the state.

The realization that one can fulfill private ambitions only if one also contributes to the common good is known as **enlightened self-interest**. To this day Americans are willing to devote themselves to public ends because they realize that the success of their private ambitions depends in large part on the success of American democracy.

- ✓ Section 1 Exercise A
- ✓ Section 1 Exercise B
- ✓ Section 1 Exercise C

Lesson 34, Section 1 Exercise: Voluntary Associations

Progress: Opened

Mark each of the following statements as either *true* or *false*.

1. Alexis de Tocqueville observed greater inequality of opportunity and condition in the United States than in any of the countries of Europe.

A. True

B. False

2. Tocqueville noted that Americans tended to form voluntary associations to solve community problems and take care of one another.

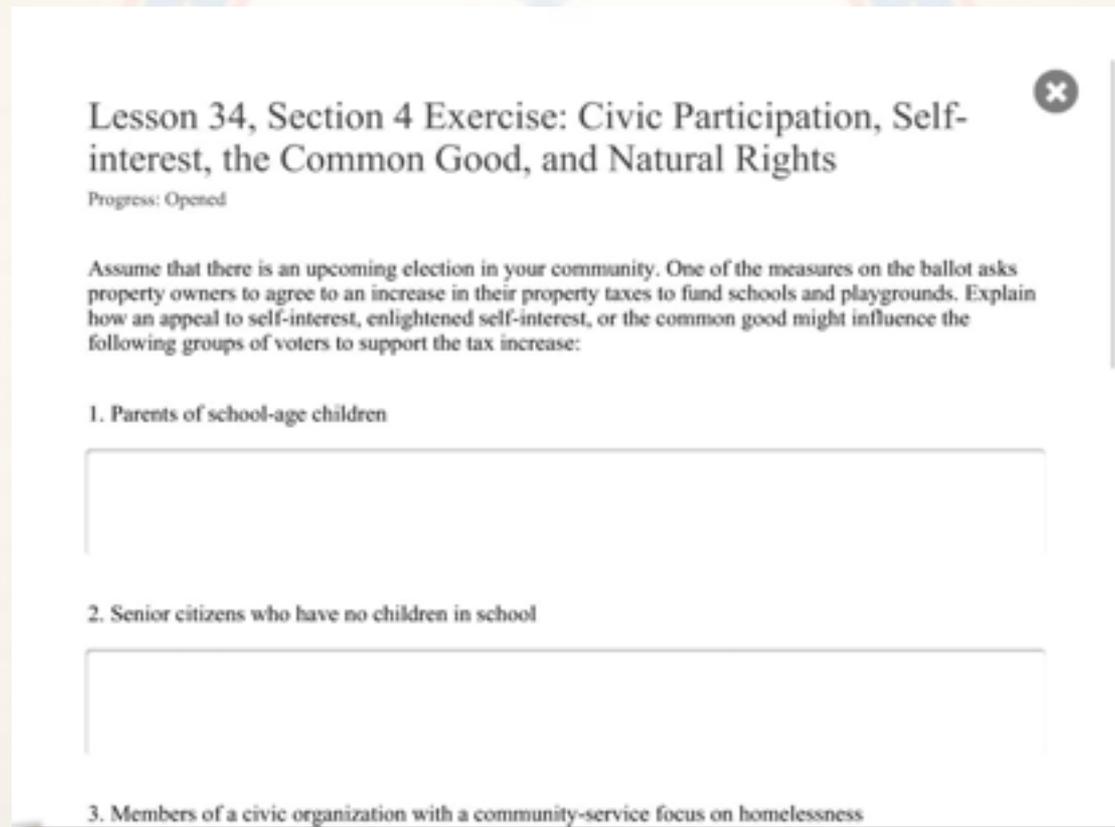
A. True

B. False

3. Religious organizations have played a major role in advancing civil rights in the United States.

Content, exercises, and tests:

At the end of each unit there are objective tests drawn from the lessons and essay questions that are focused on central themes of the units. There are also three overarching, open-ended questions and sub-questions addressing major themes of the unit. These questions can be answered individually or collaboratively and used in simulated congressional hearings as a competitive or non-competitive culminating activity. Teachers will also have the capacity to add their own exercises, tests, and assignments. (See Teacher's Tools below.)



The screenshot shows a digital interface for a lesson exercise. At the top right, there is a close button (an 'x' in a circle). The main title is 'Lesson 34, Section 4 Exercise: Civic Participation, Self-interest, the Common Good, and Natural Rights'. Below the title, it says 'Progress: Opened'. The exercise text reads: 'Assume that there is an upcoming election in your community. One of the measures on the ballot asks property owners to agree to an increase in their property taxes to fund schools and playgrounds. Explain how an appeal to self-interest, enlightened self-interest, or the common good might influence the following groups of voters to support the tax increase:'. There are three numbered items, each with a corresponding empty text box for an answer:

1. Parents of school-age children
2. Senior citizens who have no children in school
3. Members of a civic organization with a community-service focus on homelessness

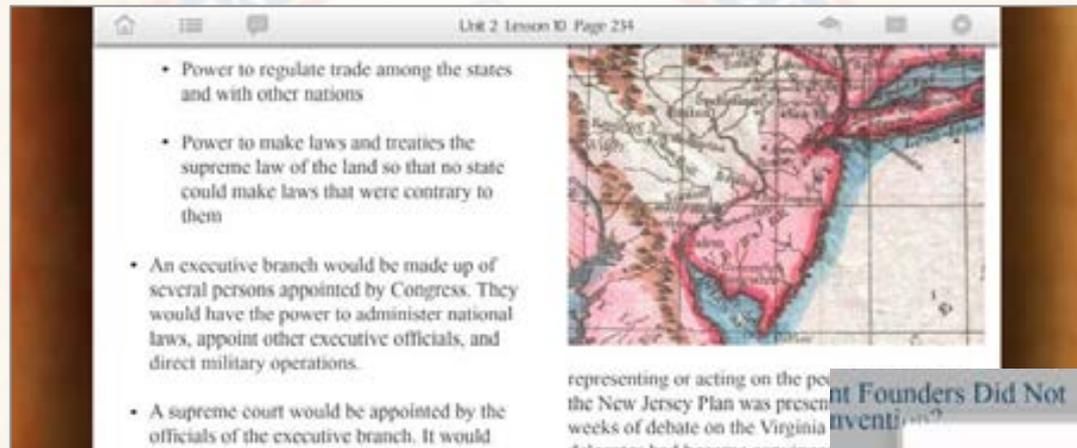
Portfolios:

All student responses to exercises and tests and other student work will be stored in an online portfolio accessible to their teachers. Work may be done individually or collaboratively. Portfolios can be found under the mortar board icon on the top tool bar. Teachers will have access to student portfolios, they can leave comments on them, grade them, and include exercises and tests of their own making.



Tool bars and features:

There are tool bars hidden at the top and bottom of the screen that can be reached by tapping or clicking on the three bars at the top center of the screen or tapping or clicking on the middle of the bottom of the screen. Bottom tool bar icons provide access to highlighting, marking, and marginal notes features.



From the classical perspective citizenship should emphasize duties, not rights. Most ancient republics did recognize what today we would call political rights, such as the right to vote, to express opinions about government, and to serve in public office. But most placed limits on the exercise of individual freedoms. For example, there was little concern about protecting an individual's

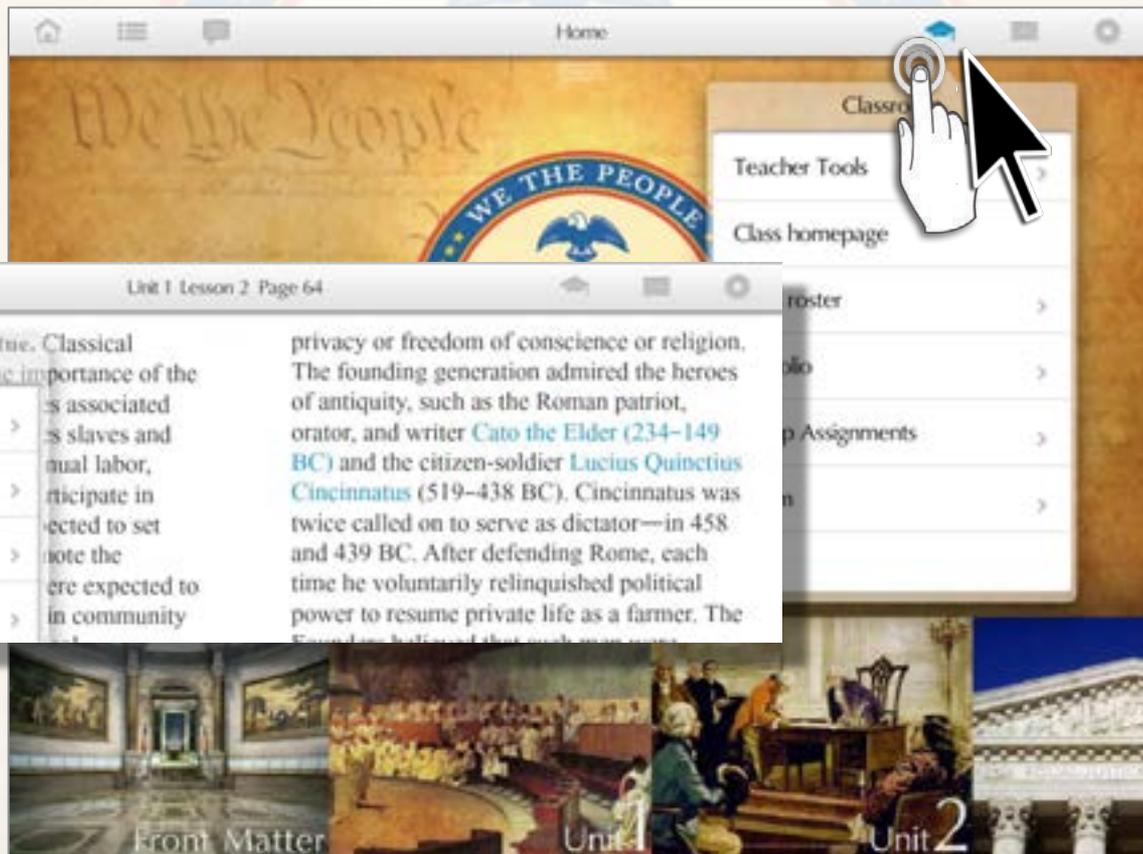
because he sacrificed his private p... lead the nation in war and peace. He voluntarily relinquished the presid... two terms in office, though some w... made him an American monarch. I... Americans believed that Washingto... example of the civic virtue that sho... motivate all citizens.

nt Founders Did Not invent!

VIEW: HELP CLASH SAVE

Tool bars and features:

Top tool bar icons and drop down menus provide links to navigation, audio narration, and a means of accessing all marginal notes. In the teacher's e-book they also provide access to teacher tools, a class homepage, a portfolio for storing student responses to exercises, a forum, messaging features, and settings.



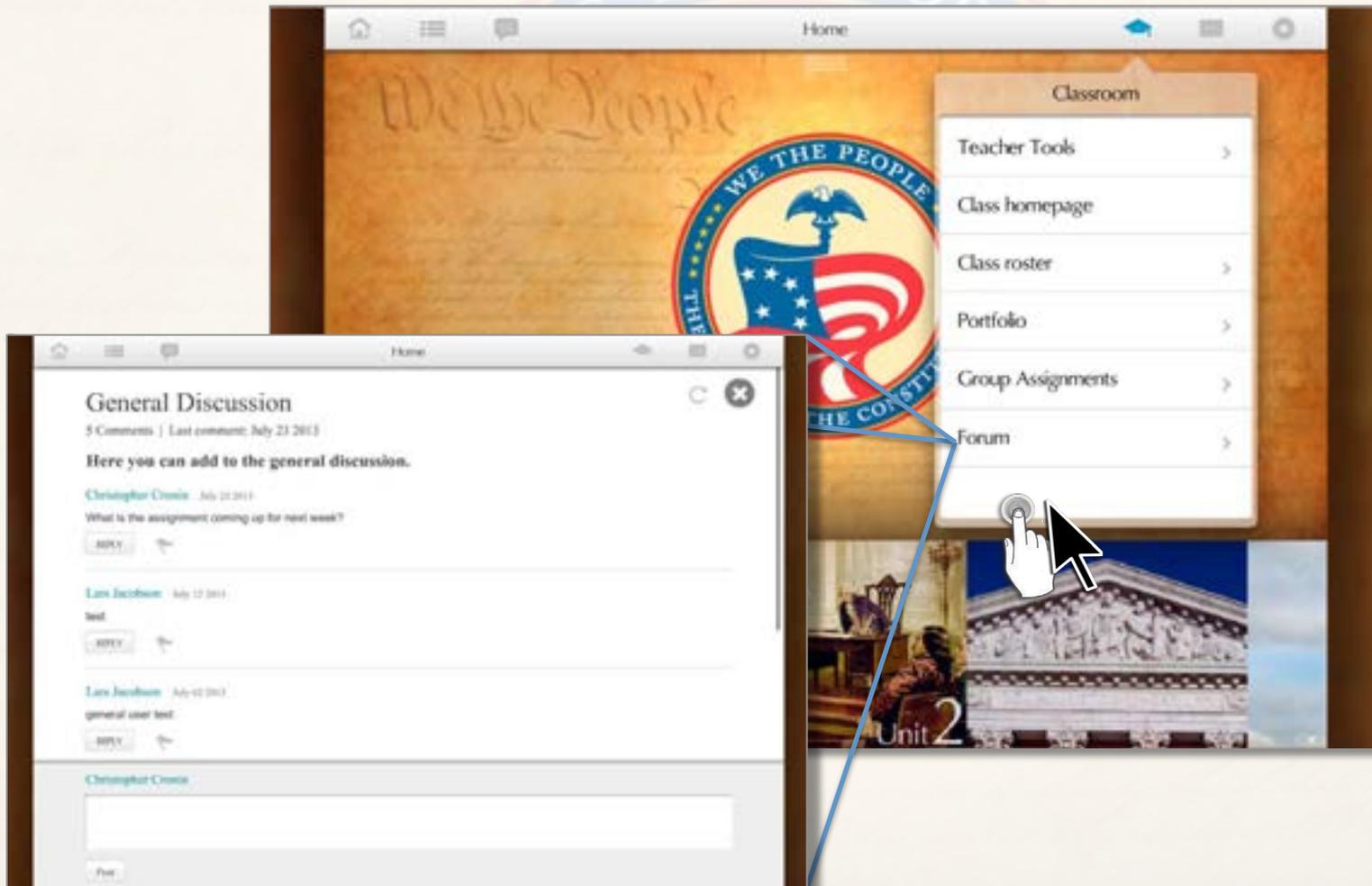
Teachers' tools:

If you click on the mortar board icon on the right side of the top tool bar, a drop down menu will appear including a link to "Teacher's Tools." These tools include the capacity to create class lists, make individual and class assignments, review and comment upon work in student portfolios, and monitor and control student interaction in the forum and student networking features of the site.

The image displays a collage of screenshots from an educational platform. The central screenshot shows a 'Classroom' dropdown menu with the following options: Teacher Tools (selected), Class homepage, Class roster, and Portfolio. To the left, a 'Portfolio' view shows a list of units (Unit 1 to Unit 5) with progress bars. Below it, a 'Unit 3' review page lists lessons 5 through 9, with Lesson 7 highlighted. To the right, a 'Lesson 17' page is shown, titled 'Lesson 17, Section 3 Exercise: Constitutional Issues Provoked by the Civil War'. The exercise asks: '1. Which of Lincoln's actions during the Civil War raised questions about whether or not they exceeded the powers of the president set forth in the Constitution? Select all that apply.' The options are: A. Lincoln expanded the regular army when Congress was not in session; B. Lincoln suspended the writ of habeas corpus; C. Lincoln acted to defend the Constitution and preserve the Union even if it meant allowing slavery to continue; D. Lincoln defied a decision by Chief Justice Taney of the Supreme Court that said the Constitution did not give him the power to suspend the writ of habeas corpus; E. Lincoln was responsible for thirteen thousand civilians being held under military arrest without judicial hearings during the war; F. Lincoln authorized military trials for Union civilians in friendly territory.

Student networking:

The drop down menu under the mortar board icon also includes a link to the student forum feature which enables students to collaborate in inquiry into matters related to the text, the completion of assignments, and accomplishment of joint projects.



Student networking:

The envelope icon on the top tool bar provides a bulletin board feature upon which students and teachers can send and receive messages.



Hypertext links:

Links throughout the eBook give access to definitions of terms and additional resources related to the content of each lesson. A resource section concludes the material.



This excerpt from the Declaration of Independence explains why so many Americans felt justified in separating from Great Britain. It also includes some of the most important philosophical ideas underlying our government. These ideas were familiar to most of the intellectual leaders in the American colonies long

and civil war in Europe, in an attempt to repudiate the theory of divine right of kings. Divine right was the idea that monarchs derive their authority from God. Thus to disobey them or to attempt to replace them or limit their powers is contrary to the will of God. Contrary to divine right, the belief became prominent that self-government is required to lay the foundations for social peace and a just society.

The theory of government set forth in the second paragraph of the Declaration of Independence is from [natural rights philosophy](#). This philosophy begins by asking what life would be like in a state of nature. A state of nature is any situation in which there is no government—that is, no recognized authority to create and enforce rules and manage

Thinking about what life would be like in a state of nature is a useful way to explore some of the most basic questions of political philosophy.

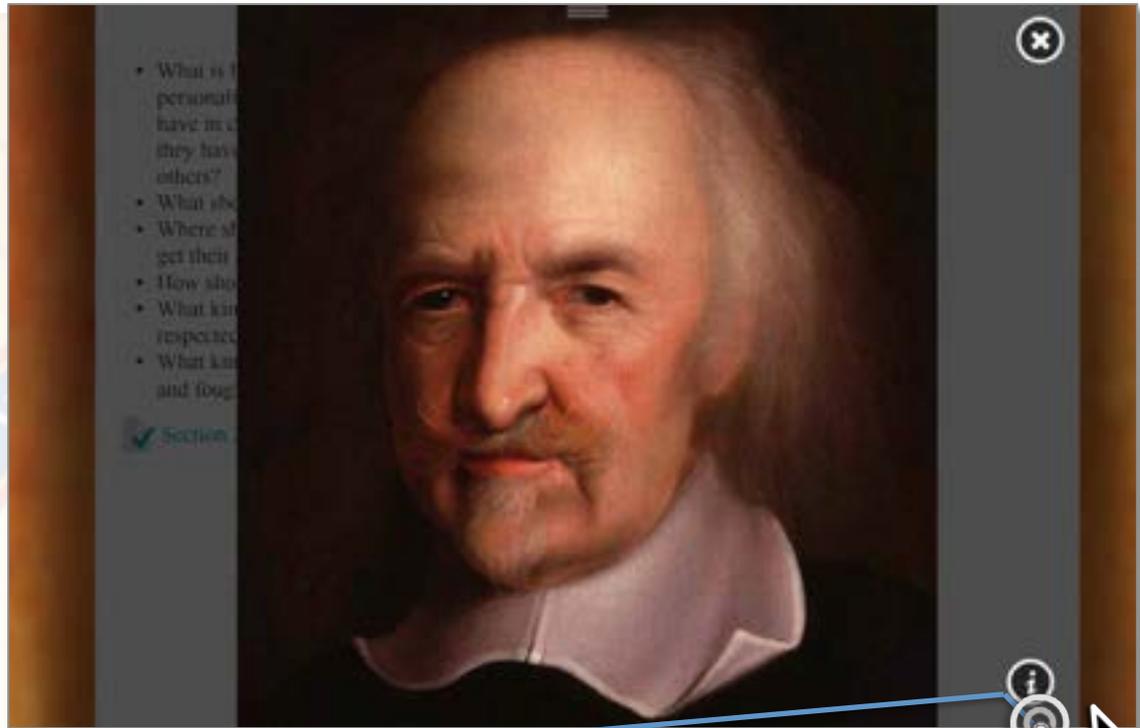
Such questions include

natural rights philosophy

One of the principal sets of ideas that influenced America's Founders. According to the natural rights philosophy, people always retain their basic rights, but provisionally entrust or "delegate" certain powers to their government for certain, limited purposes. In the natural rights philosophy, "higher law" means that natural law and divine law are superior to laws made by human beings. In philosophy, laws of nature have often referred to the rules that would prevail in the absence of man-made law. Natural law is a set of moral rules found out by correctly applied reason, telling persons what they may and may not do in various circumstances. Natural law is conceived to contain standards of justice that apply to all people.

Photo gallery:

When you click on any image or video in the text it will take over the full screen. An "i" will appear in the lower right corner of the screen. Click or tap on it and you will find information and a topical question related to the image.



Would life in a state of nature be, as Hobbes claimed, "solitary, poor, nasty, brutish, and short"?

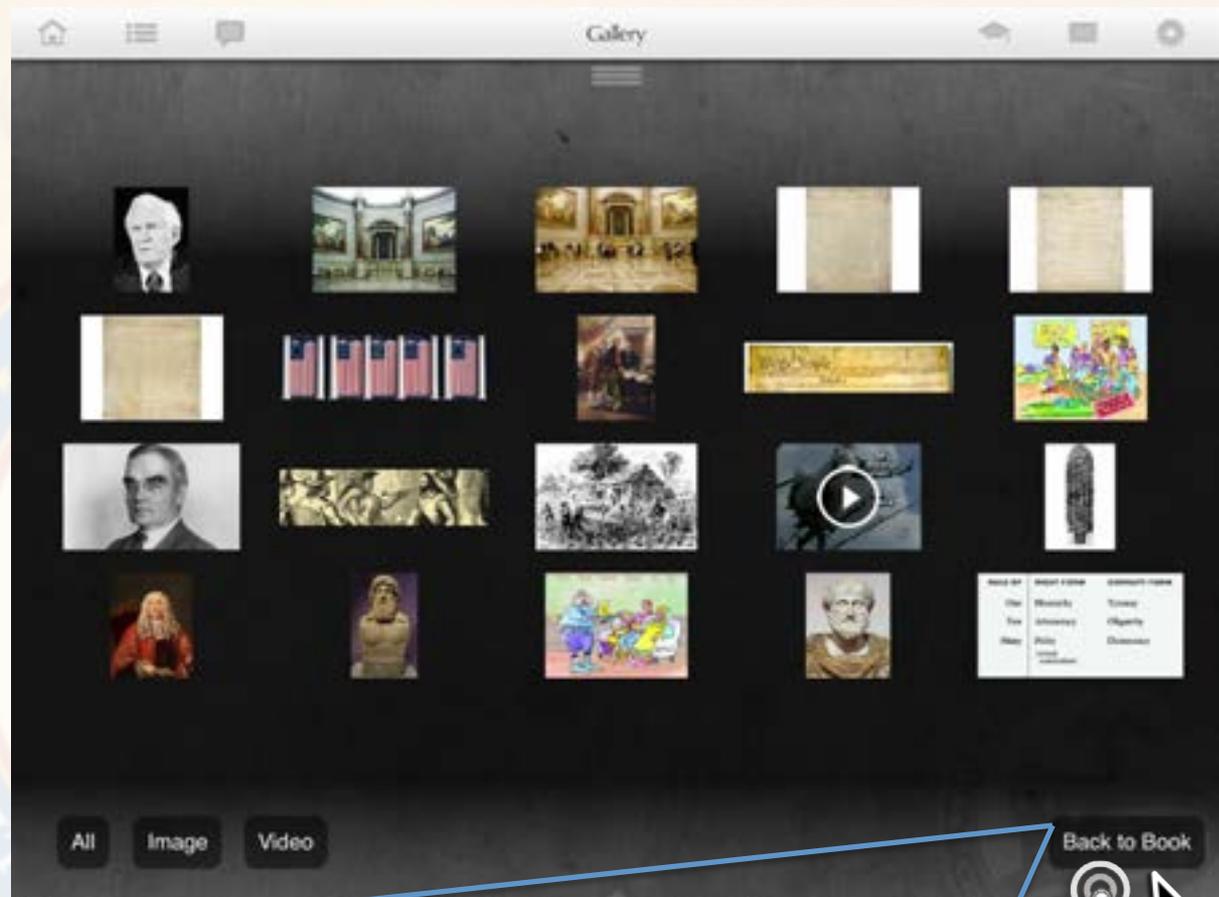
The writings of the British philosopher Thomas Hobbes strongly influenced many of the Founders.

Gallery 

Photo gallery:

In the lower right hand corner of this screen you will find an icon that will take you to a photo gallery containing all of the images in the lesson.

You can click or tap on an image to bring it to the full screen. The "Back to Book" feature on the bottom right hand corner of the screen will take you back to the page from which you started.



Back to Book



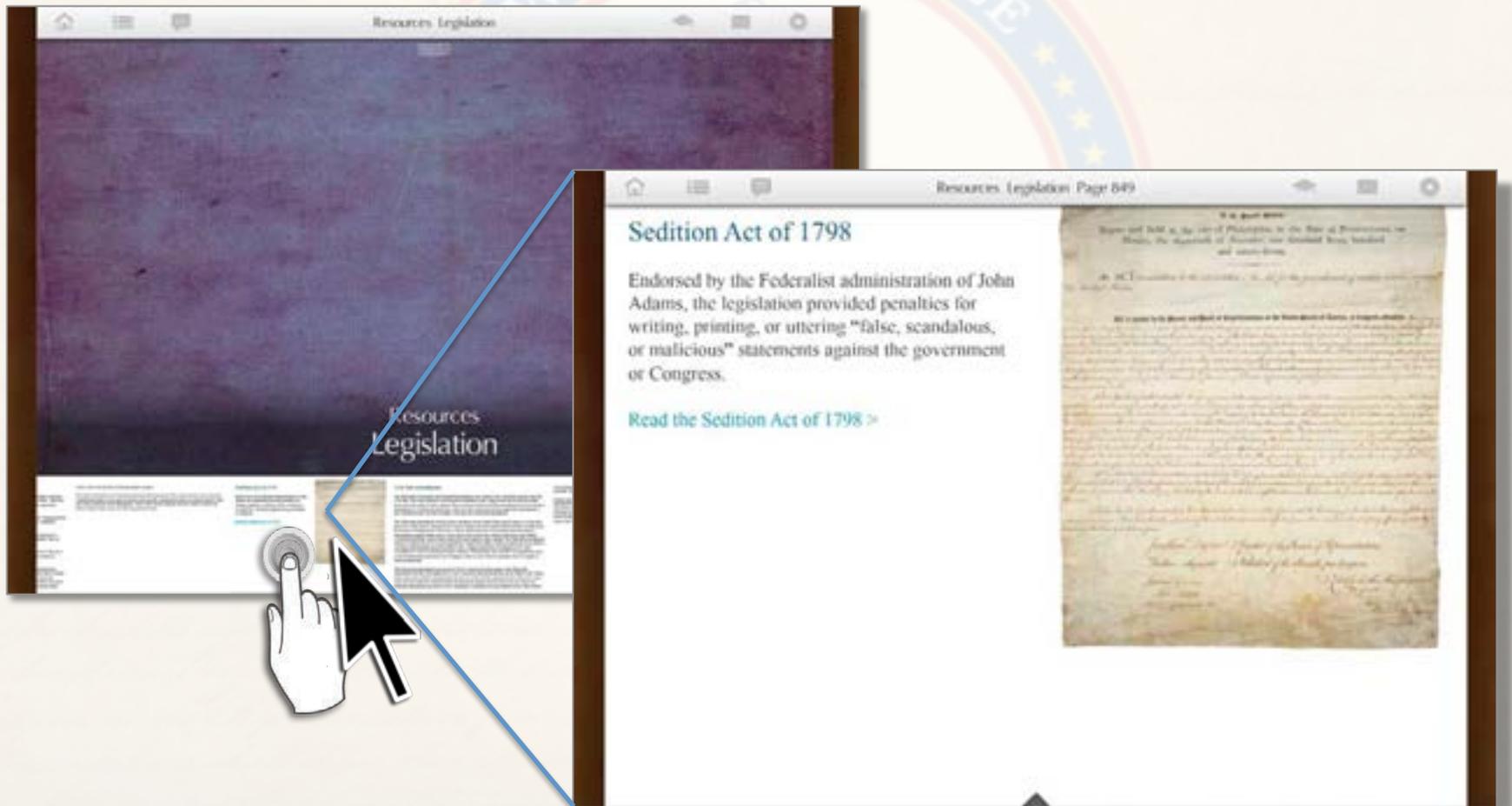
Resources section:

The Resources section includes information referenced in the e-book as well as related materials.



Resources section:

Subsections include Fundamental documents, Legislation, Executive orders and regulations, court cases, Original works, a Glossary, Biographies, Historical events, Institutions and organizations, and a Bibliography. Periodic updates will bring additional resources into this section.



Updates and improvements:

One of the best features of the program is the ease with which changes can be made that will appear immediately on the screens of all users when they next sign on. When any significant updates, improvements, or new features are added to the material a notice regarding them will appear after signing on.

