3. Otis’s main idea is that slavery is an obvious and terrible violation of Africans’ natural rights. Locke’s main idea is that all men are created equal and there can be no natural subordination of one people to another. Otis may have been influenced by the idea that all men have equal claim to natural rights.

4. Otis’s main idea is that men are by nature free, and that property rights are essential to freedom. Locke’s main idea is that property (lives, liberties, and estates) and liberty are interdependent. Otis may have been influenced by the idea that all property rights are essential to freedom.

THOMAS PAINE
Handout A—Thomas Paine (1737–1809)

1. Paine condemned slavery as a “savage practice.” He pointed out the irony by which Americans held Africans as slaves and at the same time complained of attempts by the British government to enslave the colonies.

2. He rejected the idea that Britain was America’s mother country. British policies violated American liberty and hindered the country’s economic prospects. Paine called for the colonists to fight for their independence. He also argued “government even in its best state is but a necessary evil.” He also denounced custom as no more than “a long habit of not thinking a thing wrong.” Paine also saw the American cause as a part of worldwide uprising against tyranny.

3. The Rights of Man’s critique of monarchy was so radical that the British government (a monarchy) attempted to arrest Paine for inciting resistance to government. Even more radically, he called for social programs to help the poor. In The Age of Reason, Paine strongly condemned all organized religion, and in particular Christianity, as a series of “fabulous inventions.” He claimed the only true religion was Deism.

4. Some students may say that Paine did deserve the negative reaction he received. His condemnation of organized religion was offensive to many, and his open, hostile letter to the very popular George Washington created enemies. Others may say that he did not deserve the negative reaction he received. He acknowledged freedom of belief in The Age of Reason, and freedom of belief and non-belief is a cherished American liberty. They may say that while his letter to Washington might have offended many, Paine maintained his right to express his opinions and the letter should not have affected his reputation.

5. Thomas Paine’s commitment to republican government remained constant through his career. His work inspired the Continental Army to persevere when they felt neglected by the Congress. His words also summoned support for independence in the many who read Common Sense. His belief that the people have the right to do away with a government that does not protect their rights, and replace it with a just one, was essential to the American Revolution.

Handout B—Vocabulary and Context Questions

1. Vocabulary
   a. oppressive power
   b. beaten
   c. comfort
   d. value
   e. difficulty or expense
   f. heavenly
   g. disrespectful
   h. God’s care
   i. comfort
   j. trickery
2. Context
   a. Thomas Paine wrote this document.
   b. This document was written in 1776.
   c. The audience of this document was the Continental Army and all of the American people.
   d. This document was written to inspire the troops, raise morale, and increase support for the revolutionary cause.

Handout D—Analysis: Paine and Civic Values
2. If you get something too easily, you don’t appreciate it. Hard work, industry, and gratitude
3. I am asking everyone to join together in this fight. Unity, loyalty, and unselfishness
4. Don’t depend upon God’s intervention, but act yourself. Integrity and honesty
5. It is silly to think that an unjust army will show kindness. Circumspection and wisdom
6. It is as bad to lie as it is to physically harm. Courage, wisdom, and perseverance

Benjamin Rush
Handout A—Benjamin Rush (1745–1813)
1. Rush served as a delegate to the Continental Congress and was a signer of the Declaration of Independence. He was also a delegate to the Pennsylvania ratifying convention.
2. Rush encouraged (1) the abolition of slavery, (2) free education for all, (3) education for women, (4) treatment of alcoholism and tobacco addiction as diseases, (5) humane treatment of the mentally ill.
3. President John Adams appointed Rush as Treasurer of the U.S. Mint.

4. Students may cite his academic achievements, his early advocacy for revolution and abolition of slavery, his interest in public education for all, and advancements made in medical treatments.
5. Students may say that challenging accepted ideas is the only real way to bring about change. Progress depends on people being willing to take on the status quo. Disadvantages to advancing novel ideas might include being labeled as a “radical” or earning a controversial reputation.

Handout B—Vocabulary and Context Questions
1. Vocabulary
   a. attitudes
   b. nurturers
   c. uniform
   d. understandable
   e. effective
   f. taught by repetition
   g. approval
   h. mutual

2. Context
   a. This document was written in 1798.
   b. Benjamin Rush wrote this document.
   c. This is a persuasive essay.
   d. This document’s purpose was to express the need for—and to define—a new, national mode of education for the newly created republic.

Handout C—In His Own Words: Benjamin Rush on Education
1. The new American government requires a new form of education to prepare children for their duties as citizens.
2. Because the people of Pennsylvania come from such diverse backgrounds, a uniform system of education will make people more alike, and therefore better able to live under a uniform and peaceful government.