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.
3. Religion is needed to teach virtue, and virtue is required for the liberty of republican society.
4. Citizens must actively participate in republican government, which is not the case in monarchies.
5. History, commerce, and economics should be taught.
6. In addition to regular female education subjects, women should learn about government. As wives and mothers, they are men’s support systems, and they mold young children into republican citizens.
7. Religion, liberty, and learning are inseparable, and have immeasurable positive effects on the happiness of society.

Handout D—Analysis: Contrasting Ideas of Education
Suggested answers for goals of education in Rush’s time: a homogeneous society; creating citizens who can participate in republican government; instilling virtue; teaching history, commerce, and economics; preparing girls for the roles as wives and mothers; mixing religion and learning; creating a happy society.

George Washington
Handout A—George Washington (1732–1799)
1. Washington’s great character was respected by all. He looked the part of a warrior, standing well over six feet tall and possessing a martial demeanor. He was a Virginian, and his appointment to command an army made up largely of New Englanders rallied southerners to the Patriot cause. Also, as a legislator, he had the confidence of the Congress, who knew that he would ensure military obedience to civilian authority.
2. Washington admired Cato and Cincinnatus. Cato was a Roman who died resisting the tyranny of Julius Caesar. Washington also emulated the legendary Cincinnatus. He was a Roman farmer who was called upon to take command of the republic’s armies and repel Rome’s enemies. After helping to secure victory, Cincinnatus put down his sword and became a farmer once more.
3. Mount Vernon was a crossroads for political discussion during the 1780s. Prominent guests, such as James Madison and Gouverneur Morris, spent hours in conversation with Washington about the state of the young nation. During these talks, Washington became convinced that the Articles of Confederation needed revision.
4. Students might mention the following events: the Newburgh Conspiracy, Washington’s leadership of the Continental Army, his attendance at the Constitutional Convention, his acceptance of the presidency.
5. Lee meant that Washington was always a leader. Washington commanded the Continental Army during the Revolutionary War and was primarily responsible for the success of the cause. He also led Americans in peace, presiding at the Constitutional Convention and serving as the nation’s first president. Washington was certainly “first in the hearts of his countrymen,” beloved by nearly all Americans.

Handout B—Vocabulary and Context Questions
1. Vocabulary
   a. purposefully designed
   b. effective
   c. freely made
   d. passive compliance
   e. tasked
   f. required
   g. assume beforehand
   h. broad
   i. strength
   j. absolutely necessary