Defining Civic Virtue (p. v)
1. Answers will vary. Some students may say that when they encounter the term “civic virtue,” they assume it refers to religious morality, or some sort of general morality. Others may be more specific, saying that it refers to personal conduct that affects society in a positive way.
3. Sample responses: Because human beings are imperfect, no one person should have too much power—hence, separation of powers. Because no one group should have too much power—limited government.

Clarifying Civic Virtue (p. x)
1. Students’ responses should expand on their previous answers and incorporate historical and philosophical context, perhaps including Aristotle and indicating that it may include, but does not require, religious belief. Some students should also note that it involves a balance between extremes, action rather than just ideals, regular habits, and must be related to just purposes.
2. If student response did change, response should be a reasoned explanation of what points in the reading contributed to this change. If the student response did not change, response should provide a reasoned explanation for why, based on the text, it did not.
3. Student responses should have expanded beyond their first response and make a direct connection between the U.S. constitution and a constitutional republic, as well as to the ideas about human nature and the constitutional republic as addressed in the reading.

Identifying and Defining Civic Virtue (p. xi)
Student responses will vary; accept answers that make a reasonable connection among the civic virtue, the person or character, and the justification based on the definition.

Benjamin Franklin and Civic Virtue - Questions to Consider (p. xix)
1. Franklin understood virtue to be habits or traits that would reflect good conduct (“rectitude of conduct”) and bring a person closer to moral perfection. He refined his understanding as he concluded that moral perfection was not possible, but that the ambition and attempt toward it made him a better and a happier person.
2. Franklin ordered the virtues because he thought that working on all of them at the same time would be distracting and that focusing on one at a time would be a more effective way to work on them. He put them in an order so that virtues he acquired earlier might help him to develop others that were later on his list.
3. “Contrary Habits” or “Inclination” led him to keep slipping into habits that were not virtuous.
4. Given how frequently Franklin refers “habit” as a part of his attempt to become more “morally
perfect,” and the system he devised in order to increase his practice of virtues, he appears to have agreed with Aristotle that virtue was, indeed, a habit.

5. Franklin intended to master one virtue at a time, focusing on each one for a week and marking in his book the number of times he failed at that virtue. His goal was to keep each week clear of marks indicating when he had failed.

6. Franklin has difficulty living as virtuously as was his goal. He had difficulty keeping his weekly lines “marked clear of spots.” He did, however, see his faults diminish.

Moral perfection: Student responses will vary, but should be reasonable and related to the student’s overall beliefs and understandings. Challenge students to identify the bases of their motivations to act virtuously.

7. Franklin’s words are based on assumptions that right and wrong are universal and absolute, even while moral perfection may not be humanly impossible.

8. Franklin did not accomplish his initial goal of moral perfection because he never did rid himself of the faults he sought to eliminate because he found himself “so much fuller of Faults” than he had imagined.

9. He did eventually begin to see his faults diminish, and he did become a happier person than he would have been if he had not made the attempt, and he believes he was made better for having tried.

10. Student responses will vary, but should be based on the text.

11. Similarities students may find are:
   - Contribution – Industry.
   - Integrity – Sincerity.
   - Perseverance – Industry.
   - Respect – Chastity.

Students may find several differences, including that some of Franklin’s virtues may not seem to correlate to those in the “Identifying and Defining Civic Virtue” list. Students may also identify differences in the definition of virtues that may otherwise seem similar.


Tanks in the Square (p. 3)

1. Students may be somewhat familiar with this scene, including the fact that it is often referred to as “Tank Man” and that it took place in China. Some may know the decade or year it took place. Some may also know something about the political context and its place in history. Use responses to inform instruction.

2. Student responses will vary. Use responses to inform instruction throughout the rest of the activity. Provide answers to students’ additional questions, or provide a means for them to research them in class.

3. Accept reasoned responses that are based on what can be observed in the photograph. Students should spot the man standing in front of the tank.

4. Students should identify the man standing in front of the tank on the left side of the photo. In the context of the size of the Square, and the size and number of the tanks, he appears quite small—and could almost be missed by someone not looking closely.

Students may say that he is making a statement about his determination in his protest, about his lack of fear of the tanks and troops, or of his willingness to sacrifice for what he is demanding.
3. Accept and discuss reasoned responses.

4. Student responses will vary; guide students toward a connection between the ideas in the text and their own life experiences.

5. In a society founded on democratic principles, tyranny of the majority can occur. When it does, it is important that citizens have the courage to speak their conscience and stand up for people with little or no voice.

**Benedict Arnold’s Treason: Discussion Guide (p. 82)**

1. He led a difficult American invasion of Canada (it failed); he helped to turn back a British invasion from Canada; he played an important role in the British surrender at Saratoga.

2. His compatriots became apathetic and abandoned (or seemed to abandon) the cause.

3. Answers may vary; accept reasoned responses based on appropriate understanding of relevant historical facts.

4. List of betrayals: fellow Americans left the fighting to a small minority; they failed to financially support the army; he did not receive the commission he thought was owed to him. Some of these may have been either imagined or exaggerated in his mind or influenced by grudges that he held.

   Answers will vary regarding whether Arnold was correct, or whether the U.S. had lost its virtue.

5. Accept reasoned responses.

6. Answers may include self-deception, self-pity, impatience, or pride. Accept additional responses that are reasonable and based on the text.

7. In both cases, acknowledgement is given that a general played an important role there, but does not offer him honor by attaching his name.

8. By looking at the flip side of a virtue, we have the opportunity to consider the consequences when people fail to embody those virtues, as well as to better understand the importance of that virtue in a person’s development, in his or her relationship to other people, and in society as a whole.

9. Arnold may very well have convinced himself that he was acting in the best interests of Americans. Other answers may vary; accept reasoned responses.

**Close-Reading Washington in Houdon’s Art (p. 89–90)**

1. Washington is standing in a relaxed posture, with his left leg stepping forward and knee bent.

2. His left hand rests atop his cloak, which is draped atop a fasces, and his right hand leans on a cane. His right foot is planted, and his left foot is stepping slightly outward. The clock beneath his left hand is a military cloak, referencing his military career. His right hand holds a cane, referencing his identity as a farmer. The emphasis is on his military and farming vocations. (The statue was begun prior to Washington’s presidency and sculpted between 1785 and 1791.)

3. Answers may vary. Some students may say that his forward-moving foot indicates action and vision; others may note that his planted foot is on the side with the cane and infer an emphasis on farming.

4. His facial expression appears relaxed, yet firm. His chin is slightly raised, and his gaze is directed upward and forward. The sculptor may have been indicating firmness, decisiveness, and a focus on the future.

5. Washington’s choice of clothing may indicate a desire to be portrayed as a man of his time.
rather than having mythic or god-like status. It may also indicate that he wanted to be identified with his fellow citizens.

6. The fasces, sword, cloak, and military garb all convey Washington's power. The hand that rests on the fasces rests lightly.

7. The plow and the cane convey Washington's identity as a farmer. The hand holding the cane is grasping it tightly, while the hand on the fasces is resting more lightly. This could be seen, by some students, to communicate a value for both his military service and farming, but a stronger identification with the latter.

8. Cincinnatus was known for his leadership, civic virtue, and modesty, and famously left his plow when his country needed him to lead—and then gave up power and returned to his farm as soon as he was no longer needed in that position. The strong visual references to Cincinnatus are drawing clear parallels between the two men.

9. Responses may vary. Students may say that both military and farm life require hard work and self-discipline, and that both contribute to society in substantive ways.

3. One of Washington's hands is holding his sword; the other holds a piece of paper, the commission that he is resigning. The position of his feet, squarely facing the direction of the president of the Continental Congress, Thomas Mifflin, the person to whom he is handing his commission. The artist is highlighting Washington's action (resigning his commission, an act of leadership, humility, and willingness to give up power) and conveys a certainty of purpose.

4. The faces of all the people in the room are directed toward him. No one is looking elsewhere. This could indicate deference and respect.

5. Washington's facial expression appears relaxed and still. His eyes are directed at the person receiving his commission. Trumbull was highlighting the significance of Washington's act.

6. Trumbull may have been indicating Washington's humility and self-restraint in giving up power. This is a statement about Washington's willingness to give up power, and his self-restraint in doing so.

**Close-Reading Washington in Trumbull's Art (p. 91–92)**

1. Washington is standing straight, in a somewhat relaxed posture, with one foot pointing forward in the same direction in which his right hand is reaching. All the other people in the room are standing so that they are facing in his direction.

2. Trumbull (the artist) used light to highlight Washington as the center of the painting. The rays of light form an inverted triangle that points directly at Washington, and while all other colors are earthy or muted, the single bright color is the golden yellow that highlights Washington, who is the painting's focal point.

**George Washington and Self-Governance: Discussion Questions (p. 95)**

1. Based on a letter that was circulating through the camp at Newburgh, some of the troops may have been considering a military coup.

2. Accept reasoned responses.

3. Some students may say that Washington may simply have needed his glasses in order to see his notes for his remarks. Others may say that he did it for effect, as the crowd was on edge, and in order to emphasize his seniority and his physical frailty after his long service to those soldiers and their countrymen.
4. Washington did not cancel the meeting of those who were disgruntled, but called a substitute gathering at the “Temple of Virtue.” He acknowledged the agitation among the troops, the reasons for it, and the sacrifices they were making. He referred to talk of a coup as “insidious” and “sowing the seeds of discord and separation” and showed his own weakness (with the glasses and reference to his age).

5. Washington moderated his own desires and put the public good ahead of his own interests by being willing to serve the public in military and political capacities when called upon to do so. When he had served his military purpose, he gave up power. When he was a private citizen, he worked hard to be a productive farmer and entrepreneur. He was faithful to his duties in all these areas.

6. Washington remained faithful to the principles of limited power, consent of the governed, and civic virtue. Accept other reasoned answers.

7. The people had been fighting long and hard, and they and their families were sacrificing a great deal, for self-government—for the principles of consent of the governed, limited government power, and individual liberty. By demonstrating willingness to give up power, leaving it in the hands of the people, he showed trust in those ideals and in their judgment as citizens. His act reinforced the causes for which they were fighting, which affirmed their sacrifices and engendered their trust.

8. Accept responses that demonstrate an appropriate understanding of when or how voluntary relinquishing power can demonstrate leadership.

9. Washington may have been concerned that if were to die in office, he would not have had the opportunity to voluntarily give up power. It is doing this that would set him apart from others rulers in history and seal his legacy.

10. A society based, in part, on consent of the governed requires citizens who understand both their rights and their obligation. In addition, in a political system based on consent of the governed, citizens should exercise self-government over both themselves and those they elect to positions of political power.

11. Accept reasoned responses and use them to facilitate further discussion.

Class Activity – Washington’s Farewell Address: Critical Thinking Questions (p. 100)

1. Accept reasoned answers based on the text.

2. Accept reasoned answers that identify a civic virtue and make a reasonable connection to the text.

3. Responses will vary. Sample answers:
   - Self-governance on the part of elected officials ensures that they will abide by the principle of limited government or separation of powers, and not seek more power than is constitutional.
   - Responsibility is important among citizens in a society based on individual liberty because it restrains conduct harmful to society.
   - Consent of the governed means citizens must ensure limited government by holding their government accountable for their use of power.
   - Humility means knowing that no single person or small group of people has all the answers, and helps both citizens and elected officials help to value a system of federalism.
   - Humility means knowing that no single person or agency has all the answers or should have all the power, thus ensuring that our system of checks and balances is kept in place.