HEROES & VILLAINS
Answer Key

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.
   • Justice – Justice.
   • 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.
and diamond stick pin became well-known in Nast cartoons of the day, emphasizing Tweed’s greed and arrogance.

c. Figures mauled by the tiger include Republic, Justice, and Commerce. Their deaths, along with the devastated symbols representing Law and American identity and virtue, indicate that Nast believed the Tweed Ring and the avarice it demonstrated were destroying self-government and civil society.


a. The figures’ pointing to one another indicates that the answer to the question, “Who stole the people’s money?” is, “T was him.”

b. The labeling on the jackets of people facing away from the reader, along with the recognizable caricatures of others, leaves no doubt regarding exactly who individuals are who have stolen from the people. Just to make the point doubly clear, Nast labels the whole circle, “Tammany Ring.” None of them takes responsibility for their greed and theft.

**Alice Paul and Perseverance: Discussion Guide (p. 164)**

1. Alice Paul was working toward the cause of gaining women the right to vote.

2. Students may infer that Paul had experienced, and survived, nasogastric feeding and that, while she found it unpleasant, she was willing to encounter it again for the sake of her cause.

3. The events reveal a great deal of determination and steadfastness on the part of Alice Paul.

4. Some students may believe that Paul should have deferred to, and trusted, the president. Others may believe that, based on her previous experiences, she had little reason to believe that voting rights for women would ever be given serious consideration without drastic measures and extreme persistence.

5. Student responses may vary. Accept responses that are reasonably based on appropriate knowledge of the relevant history, as well as a reasonable understanding of the First Amendment.

6. Some students may believe that Wilson admired the demonstrators for their persistence and had a change of heart. Others may believe it was a matter of political expedience. If time allows, consider having students research the political and economic climate at the time to weigh other factors that may have influenced the decision.

7. Although the change for which she was working did not come immediately, Paul’s perseverance helped to rally many others to her cause, and eventually did play a part in a major societal change—winning women the right to vote.

8. Accept reasonable responses that are based on an appropriate level of knowledge about Paul and U.S. history, as well as incorporating some level of understanding about the value of perseverance.

9. Students’ additional examples of perseverance will vary. Accept responses that demonstrate an understanding of perseverance and the effect a person’s perseverance can have on society as a whole. When society has a number of people who are willing to take the more difficult path in the cause of justice or other principles that are part of the U.S. Constitution, it strengthens the republic by ensuring that society holds to its ideals.

**Joseph McCarthy and Demagoguery: Discussion Guide (p. 174)**

1. The Soviet Union was imposing its communist system by force in Eastern Europe and trying to spread to other countries by subverting and winning elections. The Soviets also ended the American nuclear monopoly when they
exploded an atomic bomb with the help of knowledge acquired from spies. Finally, Communism spread to the largest country in the world, China.

2. As the cases of Klaus Fuchs, the Rosenbergs, and Alger Hiss demonstrated, Americans in high positions of government were in fact spying for the Soviets and turning over dangerous secrets. Congress and the executive branch of government, however, could have investigated the treasonous activities while preserving the constitutional principles of due process and trial by jury.

3. Both Congress, several presidents (Franklin Roosevelt, Harry Truman, and Dwight Eisenhower), and both the Democratic and Republican parties were responsible for the climate of fear during the red scare. While the rule of law was often maintained as individuals were investigated, tried, and executed, it was not at other times. The freedom of speech, freedom of thought, and freedom of association all seemed endangered or were actually endangered.

4. Answers may vary. Joseph McCarthy contributed significantly to the climate of fear that cost Americans their jobs due to suspicion and malicious accusation. On the other hand, many others contributed through their actions and words to the red scare, and therefore Joseph McCarthy was not the only person responsible. His name has become a label for the entire red scare and view of the red scare as irresponsible even if there was a legitimate and lawful search for communist spies and subversives in government.

5. Answers may vary. Joseph McCarthy seemed to be a demagogue who made false accusations to increase his own political career. He changed the number of people he thought were spies. He ruined the lives of people who legally asserted their constitutional right to remain silent. He went after people who were clearly not communist spies. But, he wanted the media attention and popularity among the American people and voters. His recklessness probably damaged the legitimate and lawful attempt to prevent communist subversion in the American government.

6. Members of Congress, President Eisenhower, the FBI and CIA, the military, and the media turned against McCarthy and helped to bring about his downfall. McCarthy's fall was gradual, and also self-imposed due to its recklessness, which some historians interpret as a lack of courage on the part of his opponents who were themselves scared of being labelled communists. On the other hand, the evidence seems to support the idea that they consistently refuted his charges and attacked his false charges. His opponents generally supported the rule of law, constitutional principles, and a healthier civil society of trust in American government and institutions. They also agreed with McCarthy's attempt to root out communist subversives even as they were disgusted by his methods.

Joseph McCarthy: Analyzing Primary Source Documents (p. 179)

1. McCarthy argues that while the Soviet Union and worldwide communism is a threat, the greatest danger is internal subversion by Americans who are betraying their country.

2. The characteristics of those who are betraying America include an upper middle-class or wealthy background, an elite education, highbrow manners, and important government positions. McCarthy is making a populist appeal to ordinary Americans against the wealthy and powerbrokers in important positions. He probably intended to become popular among a broad base of the American people and voters in his state.

3. McCarthy argues that the American people were not responsible for the communist subversion because they were tricked and lulled by
the subversives whom they trusted. However, they needed to be awakened from their moral slumber and be alerted to the dangers.

4. McCarthy saw the Cold War as a war between different ideologies which included his view of a struggle between atheistic communism and Christian democracy. McCarthy uses religious and biblical imagery to explain the betrayal of the subversives and also how they appeal falsely to religion to justify their betrayal.

5. McCarthy implies that the accused are guilty of treason. He is using old information that may be out of date, and he does not openly enumerate the persons accused. McCarthy's speech divides Americans along class lines and makes them fearful and suspicious. It is a provocative speech that seems targeted at getting attention rather than calling for the investigation of a potentially real and serious problem.

**Joseph McCarthy: Warm-Up Activity (p. 169)**

The possible dangers of demagoguery to American self-government include subverting and manipulating the will of the people who are sovereign and the foundation of a republic. A tyrannical government violating the inalienable rights of the people and limited government could result. The danger to a healthy civil society would be the predominance of self-interest over the common good, divisions among the people, and the majority allowing the violation of rights of the minority because they are persuade by the demagogue. The various forms of media celebrate famous people and create stars. They could use their fame, popularity, and image to manipulate the people into following them and they vision. Answers will vary in terms of examples from the present-day and from popular culture.

**Courage: Analyzing Primary Source Documents (p. 183)**

1. Close-reading of photograph:
   a. A dense gathering of men.
   b. All are facing in the same direction, standing up straight and with faces raised toward someone or something in front of them. Almost all of them have their right arm raised, hand flat and facing downward. This indicates that they are gathered for a common purpose, and that whatever is in front of them is the focus of their attention and purpose.
   c. The clothing and hats indicate the late 1930s or early 1940s.
   d. Given the insignias on some of the hats, the right hands raised in a Nazi salute, and the time period, students should deduce that the photograph was taken in Germany or a German-occupied region.
   e. Students should determine that the photograph was taken during (or immediately prior to) World War II, after Adolf Hitler had assumed dictatorial political control of Germany.

2. Student responses will vary; use responses to gauge background knowledge.

3. One man, in the top right quadrant of the photograph, is not raising his right hand in salute.

4. He may be making a statement about his disagreement with the ideas and principles of the regime to which others are saluting.

5. This man is risking arrest, imprisonment, and the life of himself and his family. His action requires him to have made a judgment about the regime that is requiring the salute. Student opinions about the judgment he made may vary; accept reasoned responses based on an adequate close-reading of the photograph and an appropriate understanding of history.

6. Students may comment on the highly public setting and say that it was a small risk requiring little courage since he could be “lost in the crowd.” Others may say that various officials must have been present and could have seen,