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.
thus making this quite courageous. Some may also note that under the Nazi regime, the state-controlled police fostered fear and distrust among citizens; no one knew who, among the people around them, was an informant.

August Landmesser's Courageous Refusal: Discussion Guide (p. 185)
1. Some students may identify themselves as being more like Landmesser. Others may identify themselves as part of the majority in the crowd. Use the question to probe students' understanding of human nature and why the majority of people did not defy the Hitler regime.
2. Student responses may vary. Use the question to explore and to discuss why humans often do not make virtuous choices when the circumstances make it difficult or dangerous to do so.
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.

Irma Grese and Self-Deception: Discussion Guide (p. 195)
1. Answers may vary. Irma was young and susceptible to propaganda and indoctrination.
2. The Nazi ideology was championed by a charismatic leader and appealed to an ideology of racial superiority of the German people and extreme nationalism.
3. Irma's mother committed suicide when she was only 13 and she was frustrated and bored with her schooling.
4. Answers may vary. Students should explore whether an individual is responsible for his actions when those actions are part of a larger collective movement.
5. Irma saw the prisoners as less than human and her actions reflected this belief.
6. Irma was indoctrinated into believing in the racial superiority of the German people and that the Jewish people were “sub-human” and likened to parasites.
7. Answers may vary. Due to intense indoctrination, Irma likely believed in what she was doing. Students should explain whether her moral culpability is diminished due to her beliefs.
8. Answers may vary. Students should explore the extent to which we are responsible for the people we grow to be. If Irma is merely a product of indoctrination, can she be faulted for the choices she made as child to join the League of German Women?
9. Answers may vary. If Irma was merely a product of indoctrination, students should explore how this affects her culpability as an adult. Can she be held fully responsible for actions she believed were right?
10. Answers may vary. Students should explain the level to which they believe Irma is culpable and whether or not they believe any or all of her actions are forgivable in light of her culpability.
11. Answers may vary. Students should explain how they believe we ought to view Irma Grese and her actions after considering her circumstances and culpability.
12. Answers may vary. Was she in denial about her actions or was she fully indoctrinated into believing she had not done anything wrong?
13. Answers may vary. Students should explain how they view culpability in light of indoctrination.