

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.
2. Answers will vary. Encourage open and thoughtful discussion of responses.
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.

- Responsibility – Resolution. Responsibility – Frugality. Responsibility – Temperance.
- Self-Governance – Silence. Self-Governance – Order. Self-Governance – Moderation.

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.

12. Accept reasoned student responses.

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.

5. The man in front of the tank is risking his safety, or even his life and that of his family.

Rebels, Courage, and Tanks on the Square: Discussion Guide (p. 5)

1. Some students may say he was a hero because he was courageously risking his life for a just cause. Others may believe he was reckless because the risk was so high and because he may have put others in danger. Encourage thoughtful discussion of student responses.
2. Student responses will vary. Accept reasoned answers.
3. Some Chinese government officials may have wanted to be tolerant of the action, whether out of compassion or for political reasons. Other officials would have seen it as treasonous.

Students may have varied responses as to whether individuals in the PLA who may have been awarded medals for bravery would or would not have deserved them. Their responses should be informed by some understanding of whether to be virtuous, an action must be done in pursuit of justice (see the *Virtue Teaching Tool* in the first section of the book).

4. Student responses may vary. Ask for explanations for the answers they provide.
5. Some students may believe he and the other demonstrators did experience fear, but that they acted in spite of it because they were so sure their cause was just. Others may believe that the strength of their convictions helped them to not actually experience any fear.

If students share personal anecdotes about times they acted courageously, respond with affirmation and encourage thoughtful discussion.

6. Student responses may vary. Accept reasoned responses and invite a safe environment for students to share their opinions while

encouraging an understanding of the First Amendment and not only the costs, but the benefits of free speech. Introduce the idea of not causing direct harm to other people or to their property in the process of expressing oneself.

7. Ask questions that will encourage further deliberation and discussion about the relationship between free speech, personal responsibility, and a constitutional republic. Use your own classroom discussions as an example of the significance of civil dialogue that includes disparate ideas and opinions.
8. Examples of courage that students may identify might include trying out for a play, a musical group, or a team, or running for student government. It could also include enrolling in a challenging class serving the community in an unfamiliar setting. Affirm specific responses that help students to transfer their understanding from the purely academic to personal application.

Close-Reading Thomas Jefferson (p. 13–14)

Student responses will vary, but should be reasonably based on an understanding of the elements of art and of sculpture in particular. Sample answers are provided.

1. Jefferson is depicted as standing erect, with a straight back.
2. His right hand is closed, though not tightly or in a fist. It is somewhat relaxed. This can indicate an easy confidence and openness or honesty. His left hand holds a scrolled document. *Note: This is believed to be the Declaration of Independence.* This could indicate its significance to him while keeping him closely associated with it and its ideals.
3. The feet are planted, possibly indicating determination and confidence as he looks toward what is ahead of him (note his gaze). His left knee is slightly bent, possibly indicating

either a relaxed posture or that he was in a slow forward motion. Altogether, the placement and position of his feet could indicate confidence, deliberate action, and a vision for what could be ahead.

4. His face is slightly animated, with what could almost be interpreted as a smile. The muscles indicate not tension, but appear relaxed. He looks straight ahead, showing confidence. In the context of the Memorial, his gaze also happens to be directed toward the White House, across the Tidal Basin. Perhaps the sculptor was indicating that Jefferson was forward-looking and confident in what he had participated in creating.
5. He is dressed in a long, casual overcoat. Its fur collar indicates that it is informal, outdoor attire. It is not the formal clothing typically shown on portraits and sculptures of people of his position in society. The fact that the coat is unbuttoned depicts informality and openness. He appears a man of thoughtful action, not overly concerned about appearances.
6. He is depicted as confident but without formal clothing, not particularly concerned with appearances. His open coat and relaxed hands, and the open stance of his legs, indicates an openness, or a certain humility with regard to the people and situations around him.
7. To the extent that the statue indicates openness and ease, it shows humility in his lack of regard for how he appeared (not in formal attire), and in his easy way of interacting with the people and places around him. He appears more concerned with ideas and action than with how the world sees him.
8. His leadership may have been based on a sense of subservience to ideals and to the people he believed he was serving, rather than to his own reputation. It could be said that to the extent

that he saw himself as a servant of others, or of society, he was a leader.

9. Accept reasoned responses, based on what students should know and understand about Jefferson, and based on a thoughtful close-reading of the sculpture.

Thomas Jefferson and the Rewards of Humility: Discussion Guide (p. 17)

1. Student answers may vary. Accept reasoned responses based on what students should know and understand about Jefferson.
2. Students may describe Jefferson as confident, studious, detailed, hard-working. Students may or may not use the words “bold” or “humble” to describe him. Whether they do or do not, ask for a reasoned explanation for why or why not (based on the text, on the sculpture if you used that activity, and on what your students should reasonably know about Jefferson).
3. Accept reasoned responses based on the text, discussion, and an appropriate understanding of the text and discussion.

Students should transfer their understanding of Thomas Jefferson to themselves.

Students should begin to see an integral relationship between humility and effective governance, or “servant-leadership.”

4. Some students may say that if he gained politically, then his intentions may not have been pure, thus making his humility less admirable. Others may say it does not matter whether he gained by it, or that he could not control how he may or may not have gained politically. Still others may say that regardless of the political outcome, it set a virtuous example and was thus admirable. Accept reasoned responses and encourage thoughtful discussion.

5. Franklin did appear to see a difference between being humble and appearing humble. In applying the question to themselves, accept reasoned responses and follow up with questions that encourage further, honest self-examination.
6. Franklin saw social benefits in appearing humble. His conversations with people became more pleasant, and people were less apt to contradict him.

Student responses to the additional questions will vary. Encourage a transfer of understandings beyond Franklin and to themselves and their own actions.

Frederick Douglass and Responsibility: Discussion Guide (p. 25)

1. Historically, enslaved were prevented from learning to read because literacy was the domain of free people, and because of a concern that if slaves were exposed to the ideas of philosophy and politics, they could revolt.
2. When Douglass was eight years old, his master's wife began to teach him the alphabet and basic reading skills.
3. Douglass found time to spend with peers who helped him by showing him how to read in exchange for his bread. He also challenged boys to writing contests, and when the other boys wrote letters he didn't know, even though he lost, it was his way of learning more letters.
4. Students may reason that Douglass's actions were virtuous because they were done in the pursuit of justice. Others may say that breaking the law is never virtuous. Some may note that the law he was breaking was unjust, thus making his act virtuous. Some may also refer to the statement "Virtue require a just end," from the **What is Virtue?** handout in the Virtue Teaching Tool chapter.
5. Responses will vary; accept reasoned responses that address his key points.
6. Accept reasoned answers that are based on the texts.
7. Accept reasoned answers that address Shaw's quotation.
8. Student responses may vary, but should include references to other texts that they have studied, and to an appropriate understanding of the Constitution and republic.
9. Students should state a connection between freedom and responsibility. They may, in addition, note principles such as checks and balances, separation of powers, and limited government, and note a relationship between human nature and those checks on power that are intended to curb lack of virtue.
10. Some students may mention part-time jobs, household chores, community service, or extracurricular responsibilities. (Ideally, someone will mention homework!) In five years, they may be responsible for increased work responsibility, college or graduate school studies, or volunteer responsibilities. Some students may also mention family responsibilities, car ownership, or having to provide for their own food and home.
11. Answers will vary; accept reasoned responses.

Jourdan Anderson and Justice: Discussion Guide (p. 32)

1. Responses will vary, but may include confident, honest, straightforward, just.
2. It was written in August 1865, in response to a letter he had received from his former master (Col. Anderson) asking him to come back to work for him as a paid servant. Students may identify a sarcastic or derisive tone and infer that he aimed to remind Col. Anderson of the injustice of his enslavement.