

Answer Key

Background Essay: Rights, Equality, and Citizenship

1. Locke and Adams argued that people's lives belonged to God, and if humans could not own themselves, it followed that they could not own other people.
2. The Declaration of Independence asserts that all men are created equal; they are endowed by their Creator with certain inalienable rights; that to secure these rights governments are instituted among men; that when government repeatedly abuses the rights of the people, the people have the power to alter or abolish that government and set up a new one.
3. A natural right is a right with which people are born; it inheres in human nature and does not require action on anyone else's part to exercise.
4. Some may say voting is a right since voting is an important responsibility of citizenship an adult is presumed to have. Others may say voting is a privilege, since it is extended on the basis of age (18+) and it can be revoked (for example, felons may not vote.)
5. Accept reasoned answers. Help students understand that an action does not become good simply because someone consents to it (for example, letting someone take answers off your paper during an exam is wrong even if you allow it.)
6. The notion that natural rights do not exist denies human dignity. All human beings have the same natural rights, though many have suffered under despotic rulers or majorities. If natural rights were given to individuals by government, some people could have more rights than others, and no one could say that there was anything wrong with that. It is only through a claim that natural rights come from God or from human nature that one can say that all human beings are equal, or argue that slavery is wrong.
7. Accept reasoned answers.
8. Principles:
 - Equality: The Declaration of Independence states at the outset that all men (or all human beings) have an equality of natural rights given by a Creator.
 - Republican/representative government: The Constitution requires the national government to ensure all states have a republican form of government; Congress is made up of representatives of the people (and of the states, prior to the Seventeenth Amendment)
 - Popular sovereignty: The Constitution names the people as the source of the power given to the national government.
 - Federalism: The national government was given only those specific powers the Founders believed necessary for a government over all the states. The states, who were closer to the people, kept broader, more indefinite powers, as did the people themselves.

- **Inalienable rights:** The Declaration states that governments exist to protect inalienable rights. The Constitution is written to provide a framework for ensuring that the peoples' rights, safety, and happiness are protected.

Virtues: any virtue may be selected here, with the reason related to the responsibilities and opportunities of individual citizens to pursue happiness while respecting the equal natural rights of others.

Handout A: What Kind of Right?

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| 1. Natural | 7. Privilege (For example, Lawyers can remove potential jurors for various reasons; felons cannot serve on juries.) | 11. Privilege (for example, the U.S. constitution gives age limits for certain offices). |
| 2. Natural | | |
| 3. Natural | | 12. Neither |
| 4. Privilege (For example, the state can issue or revoke driver's licenses, or put limits on certain drivers) | 8. Natural | 13. Natural |
| | 9. Privilege (For example, the state can require a permit to hold a parade.) | 14. Natural |
| 5. Natural | | 15. Neither |
| 6. Neither | 10. Natural | |

Handout B: Equality Quotes

Accept reasoned responses regarding whether the quote supports equality of inalienable rights for men and women. Suggested responses are shown below.

Sources:

1. Yes; Mary Wollstonecraft, 1792
2. Unsure; Judge Daniel Cady, father of Elizabeth Cady Stanton, 1826
3. Yes; Angelina Grimké, 1837
4. No; U.S. Congressman Benjamin Howard, (Maryland) 1838; from a speech by John Quincy Adams
5. Yes; William Lloyd Garrison, 1853
6. Yes; Thomas Wentworth Higginson, 1854
7. No; U.S. Senator Theodore Frelinghuysen of New Jersey, 1867
8. Yes; Elizabeth Cady Stanton and Susan B. Anthony, 1873
9. Yes; U.S. Senator Henry W. Blair of New Hampshire, 1886
10. No; U. S. Senator George G. Vest of Missouri, 1887

11. Yes; Frederick Douglass, 1888
12. No; Josephine Dodge, President of the National Association Opposed to Women Suffrage, 1914
13. Yes; Carrie Chapman Catt, 1917

Comprehension and reflection questions:

1. Mary Wollstonecraft, Angelina Grimké, Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt. These arguments reflected the constitutional principles of equality, inalienable rights, and the significance of consent of the governed.
2. William Lloyd Garrison, Thomas Wentworth Higginson, Henry W. Blair, Frederick Douglass. These arguments, like those of the women quoted, center on the constitutional principles of equality, inalienable rights, and the significance of consent of the governed.
3. Josephine Dodge. Mrs. Dodge's position emphasized that women's roles and responsibilities (sometimes called "women's sphere") are, and in her view are ordained by nature to be, different from those of men.
4. Benjamin Howard, Theodore Frelinghuysen, George G. Vest. These arguments, like those of Mrs. Dodge, emphasize the different societal expectation imposed on women, compared to those imposed on men.
5. The teacher may wish to share this biographical information with students. Judge Daniel Cady made this statement to Elizabeth shortly after the death of his only son who had survived childhood, Eleazar Cady. Judge Cady and his wife, Margaret Livingston Cady had 11 children, but only five of their daughters survived to live long lives. Elizabeth was 11 when her brother Eleazar died at age 20, just before graduating from college. Judge Cady may have wished Elizabeth was a boy because of his grief at having lost all his male heirs, or because he believed boys had greater opportunities in the world, or because he believed boys are more capable. His sorrowful statement may have simply been an acknowledgement of the lack of opportunity for women in an imperfect social system, not indicating approval of that system. Elizabeth showed great academic interest and talent, and Judge Cady encouraged her to study subject matter at home that was not usually taught to girls in school.
6. Accept reasoned responses. Students may point to the long period of time elapsed, indicating that change in a constitutional order requires commitment and perseverance. They may note the similar themes expressed by each side in the controversy, indicating that successful social change tends to center on a few fundamental ideas that are important to a large group of people.