

Virtue in Action

Trace how citizens and leaders placed public rights above personal interests.

SS.8.CG.2.3 "Analyze the role of civic virtue in the lives of citizens and leaders from the Colonial period through Reconstruction."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each action that shows civic virtue. Circle the words that explain why the action mattered for government or citizens' rights.

Citizenship Across Change

- ① During the Colonial period, many residents treated public problems as shared responsibilities. In 1765, groups in several colonies protested the Stamp Act through meetings, petitions, and boycotts. They believed Parliament had imposed a tax without their elected representatives' consent. These actions showed civic virtue, the habit of putting the community's political rights ahead of private convenience. Yet civic virtue also required restraint. Some protests became destructive, while petitioning and organized boycotts allowed people to challenge power without abandoning their goal of self-government.
- ② During the Revolution, General George Washington asked soldiers and civilians to support the struggle, but he also modeled limits on personal power. After the war, he resigned his military command to the Continental Congress in 1783 instead of using the army to rule. His decision strengthened the idea that leaders should serve constitutional government, not themselves. Civic virtue was not limited to famous leaders. Patriots who served in local militias, paid taxes, or supplied armies accepted burdens because they believed independence required cooperation.
- ③ After the Civil War, civic virtue included defending equal citizenship as the nation rebuilt. Black Americans organized conventions, joined political groups, attended public meetings, and voted where federal law protected their rights. Hiram Revels of Mississippi entered the U.S. Senate in 1870 and argued for public education and fair treatment. At the same time, white supremacist violence and intimidation tried to block Black citizens from voting or holding office. Reconstruction showed that civic virtue demands participation, but it also depends on laws and leaders protecting citizens' rights.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did meetings, petitions, and boycotts show civic virtue during the Colonial period?

2 What did Washington's resignation of his military command show about the civic duty of leaders?

3 Name two burdens ordinary Patriots accepted and explain why they accepted them.

4 Why does the passage say civic virtue during Reconstruction depended on both participation and protection of rights?

3 YOUR TURN _____ Your own words

Choose a citizen or leader from the Colonial period through Reconstruction who is not named in the passage. Write 4 sentences that describe one specific action, identify the civic virtue it showed, and explain how the action supported community rights or government.

PART 1 • READ AND MARK

Underline each action that shows civic virtue. Circle the words that explain why the action mattered for government or citizens' rights. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did meetings, petitions, and boycotts show civic virtue during the Colonial period?	They let colonists challenge taxation without elected consent and work for self-government through organized public action rather than private convenience.
2	What did Washington's resignation of his military command show about the civic duty of leaders?	It showed that leaders should give up personal power and serve constitutional government rather than rule through the army.
3	Name two burdens ordinary Patriots accepted and explain why they accepted them.	They served in local militias, paid taxes, or supplied armies because they believed independence required cooperation.
4	Why does the passage say civic virtue during Reconstruction depended on both participation and protection of rights?	Black Americans participated through conventions, political groups, meetings, voting, and officeholding, but violence and intimidation could block that participation unless laws and leaders protected their rights.

PART 3 • YOUR TURN (SAMPLE ANSWER)

During the Civil War, Frederick Douglass recruited Black men to join the Union Army. He used speeches and meetings to argue that their service could help defeat slavery and strengthen claims to citizenship. His civic virtue appeared in his willingness to work for equal rights and the larger cause of preserving the Union. The recruits helped the Union war effort and pressed the nation to recognize Black Americans' rights.

Accept equivalent explanations that connect public-minded action to self-government, constitutional limits, cooperation, equal citizenship, or protection of rights. For the open response, accept accurate people and events from the Colonial period through Reconstruction that are not named in the passage.