

Power and Principle

Evaluate civic virtue through the choices of early American leaders.

8.20.A "evaluate the contributions of the Founding Fathers as models of civic virtue; and"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one action each person took for the public good. Circle words or phrases that show a limit, sacrifice, or challenge connected to that action, then use your marks to evaluate the person's civic virtue.

Civic Virtue in Action

- ① During the American Revolution, George Washington accepted command of the Continental Army even though its soldiers lacked supplies and training. He stayed with the army through dangerous winters and reported to the Continental Congress, the civilian body that directed the war. After victory, Washington resigned his military commission and returned home. This choice mattered because he gave up power rather than using the army to rule. His service and restraint can be evaluated as civic virtue, putting the new nation's needs above personal control.
- ② Abigail Adams used letters, especially those to her husband John Adams, to urge leaders to remember women when creating laws. She could not vote or hold office under laws of her time, yet she made her views known through writing about fair treatment and education. Her letters did not immediately change voting rights, but they show civic virtue through informed participation and a willingness to challenge unequal rules. Evaluating her contribution includes recognizing both the courage of her voice and the limits that remained.
- ③ James Madison prepared carefully for the Constitutional Convention and kept detailed notes about its debates. He argued that a stronger national government needed limits, including separate branches that could check one another. His work helped shape the Constitution, although people later debated whether it protected every group equally. Madison's contribution models civic virtue because he studied public problems and worked within debate and compromise. A fair evaluation also notes that the Constitution originally left many people, including enslaved people and women, without equal political rights.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does Washington's resignation make his contribution a model of civic virtue? Use one detail from the passage.

2 What does Adams's experience show about both civic participation and unequal rights?

3 Evaluate Madison's contribution. What did he do that served the public good, and what limitation must a fair evaluation include?

4 How are Washington's and Adams's contributions alike as examples of civic virtue? Give one different action each person took.

3 YOUR TURN _____ Your own words

Describe a school or community problem. Choose one person's example from the passage and propose an action inspired by that person's civic virtue. Explain how your action would put the public good ahead of personal convenience.

PART 1 • READ AND MARK

Underline one action each person took for the public good. Circle words or phrases that show a limit, sacrifice, or challenge connected to that action, then use your marks to evaluate the person's civic virtue. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Washington's resignation make his contribution a model of civic virtue? Use one detail from the passage.	Washington gave up his military power after the war instead of using the army to rule. This showed restraint and placed the new nation's needs above his personal control.
2	What does Adams's experience show about both civic participation and unequal rights?	Adams participated by writing to leaders about fair treatment and education. However, she could not vote or hold office, and her letters did not immediately change voting rights.
3	Evaluate Madison's contribution. What did he do that served the public good, and what limitation must a fair evaluation include?	Madison studied public problems, debated, compromised, and argued for limited government with separate branches. A fair evaluation must note that the original Constitution did not give equal political rights to many people, including enslaved people and women.
4	How are Washington's and Adams's contributions alike as examples of civic virtue? Give one different action each person took.	Both acted for the public good rather than only for personal benefit. Washington served the nation and gave up military power, while Adams used writing to challenge unequal rules and call for fair treatment.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our cafeteria throws away food after lunch. Inspired by Washington's service, I would survey students and present a plan for smaller portion choices and composting. Collecting survey results would take time, but the plan could reduce waste for the whole school.

Accept responses that identify a realistic problem, connect an action to Washington, Adams, or Madison, and explain a benefit to the wider community. The action and explanation may differ from the sample.