

Delaware Recommended Curriculum Teaching Civics with Primary Sources Grant Project

Development of this lesson is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Regional Program, coordinated by Waynesburg University.

"...I often wonder whether we don't rest our hopes too much upon constitutions, upon laws and courts. These are false hopes, believe me, these are false hopes. Liberty lies in the hearts of men, when it dies there, no constitution, no law, no court can save it..."

Justice Learned Hand (1941)

Lesson Title: Liberty and Civility: Rules for Citizens in a Democratic Society

Designed by:

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Content Area: Civics

Grade Level: 4–5 (Tested in Grade 4)

Summary of Lesson

Students examine George Washington's Rules of Civility in preparation for learning how and why citizens in a free society are expected to exercise personal civility. Students will then apply their understanding by analyzing and addressing examples of incivility humorously illustrated in a comic strip by a character named "Ricky Rude."

Estimated Time to Complete: Four to five days, including assessment.

- Activity 1 (Warm-Up) 5 minutes
- Activity 2 8 minutes
- Activity 3 15 minutes
- Activity 4 15–20 minutes
- Activity 5 25 minutes
- Activity 6 20–25 minutes (5–7 minutes per cartoon station)

Resources Needed:

- Class copies of Resources 1 to 8.

- Four copies each of Adventures of Ricky Rude Cartoons (pp. 25-32).
- Poster paper, tape, markers or crayons, and small pieces of paper or large index cards (see Activity 5).
- Class copies of Summative Assessment & Response Sheet (pp. 5–6).
- Copies of Checks for Understanding Response Sheets (pp. 33–35).

Vocabulary

Civility

Incivility

Authority

Courtesy

Politeness

Stage 1 – Desired Results

What students will know, do, and understand.

Delaware Content Standards

Civics Standard 2b, Grades 4–5: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

Big Ideas

- Civility

Lesson Enduring Understandings

- The principles and ideals underlying American democracy are designed to promote the freedom of the American people.
 - Freedom can become extremely unpleasant if citizens do not practice civility.
 - If freedom leads to unruliness, authorities are likely to impose more restrictions on individual freedom.
 - A society based on the ideal of individual liberty requires a commitment to the principles of personal civility.

Relevant Passage from Civitas

“Dispositions of the citizen conducive to the healthy functioning of the American constitutional democracy include the following:

1. Civility: In its civic context, civility has the following characteristics.
 - a. Respect. Civility includes treating others with respect and individuals inherently worthy of regard whether or not one agrees with their positions.
 - b. Civil Discourse. Civility includes a disposition to take part in public debate and in doing so to adhere to commonly accepted standards of discourse such as:
 - i. Addressing the issue. Debate should be based on the substance of opponents’ arguments or positions on the issues and not on personal attacks on their character.
 - ii. Respecting the right of others to be heard. Disruptive tactics that undermine debate in a public forum should be avoided...”

Source: Center for Civic Education (1991). *Civitas: A Framework for Civic Education*. National Council for the Social Studies Bulletin No. 86. Calabasas, CA. p. 13.

Clarification Document Statement

"Politeness and respect for others are required of people who live in a society based on the ideal of individual liberty because such a society aims toward maximizing the people's happiness. Individual liberty requires a balancing of rights that involve the freedom to do certain things (e.g., express opinions) as well the right to be free *from* certain things (e.g., harassment, degradation). Personal civility is required so that members of a free society might be free *from* things that lower their chances of being safe, secure, and happy. Free expression of opinion is balanced by a responsibility to be 'civil,' as inoffensive as possible in expressing one's view while still getting a point across."

Lesson Essential Questions

How can people who live in a free society help to secure, or protect, their own freedom?

Knowledge and Skills

Students will know...

- a. The definitions of civility and incivility.

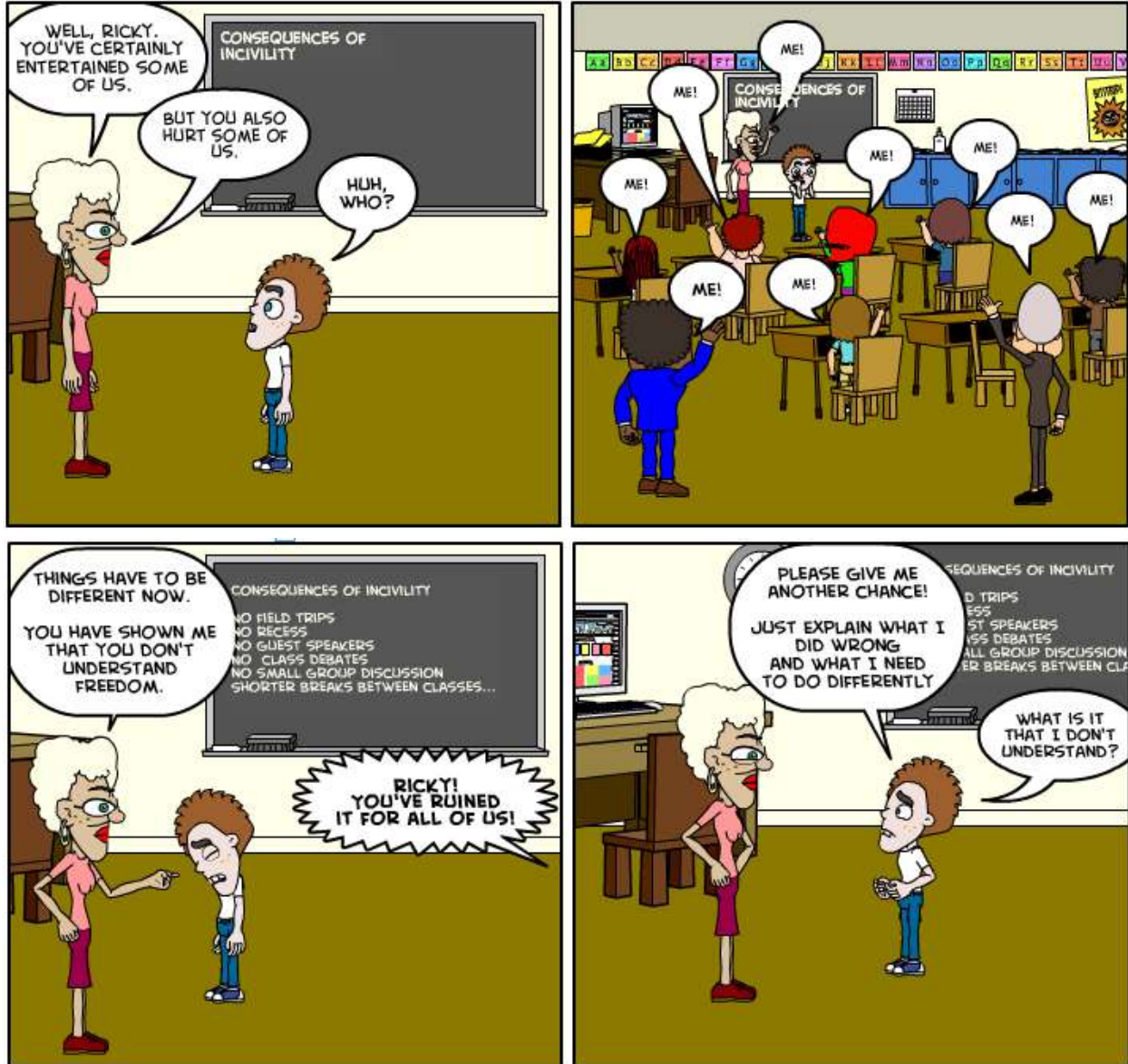
Students will be able to...

- a. Distinguish between "freedom to" and "freedom from."
- b. Identify any acts of civility and incivility.
- c. Create and describe rules of civility.
- d. Explain why personal civility is required in a free society.
- e. Explain how people living in a free society can secure their own freedom by practicing personal civility.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved.

Summative Assessment



Think about what you have learned and all of the Ricky Rude cartoons that you have analyzed in this lesson. Recall what Ricky said and did in the cartoons. Ricky's teacher and classmates are now upset. Ricky does not understand why. The teacher knows what to say, but she wants a student to explain things to Ricky. Pretend that you are one of Ricky's classmates and explain to him who was hurt by his actions and what he needs to understand about his actions. Be sure to include terms and ideas that you learned in this lesson in your answers.

Summative Assessment Response Sheet



What answers should the student give in response to Ricky's questions?

Rubric

| | Below Standard | Approaching the Standard | Meets the Standard |
|---|--|--|--|
| Civics Understanding Introduced | The idea that people living in free societies should exercise civility is undeveloped or underdeveloped as is the explanation. | Develops the idea that people living in free societies should exercise civility in a general manner without effectively explaining why. | Effectively develops the main idea that people living in free societies should exercise civility and why. |
| Civics Understanding Developed | Few if any facts, details, quotations, or other information drawn from texts presented in the lesson to support the main idea. | Adequate use of appropriate facts, details, quotations, or other information drawn from multiple texts presented in the lesson to support the main idea. | Highly effective use of appropriate facts, details, quotations, or other information drawn from multiple texts presented in the lesson to support the main idea. |
| Language Use | Little, if any, academic vocabulary from the lesson is used to explain what Ricky does not understand. | Some academic vocabulary from the lesson is used appropriately to explain what Ricky does not understand. | Most academic vocabulary from the lesson is used appropriately to explain what Ricky does not understand. |
| Production and Distribution of Writing | Response is largely unclear and/or incoherent; development and organization are inappropriate to task, purpose, and audience. | Response is mostly clear and coherent; development and organization are appropriate to task, purpose, and audience. | Response is entirely clear and coherent; development and organization are appropriate to task, purpose, and audience. |

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations.

Lesson

Essential Question

How can people who live in a free society help to secure, or protect, their own freedom?

Instructional Strategies

Phase I: Gathering Information

Activity 1: Warm-Up: Project a copy of **Resource #1: Lesson Warm-Up** and distribute copies to students. (Text print appears small on most screens, so copies may be necessary.) You may have to guide students in terms of directionality. The cartoon has four frames that are numbered to help students understand the direction in which the frames should be read. Still, some students may need more guidance. Give the students time to read the cartoon, then ask them to respond to the following cartoon-based question in writing:

Is Ricky free to swing his arms? Explain your answer.

Give students time to complete the warm-up, and then ask volunteers to share their responses.

Note to teacher: The dialogue in the cartoon is based on an oft-quoted story that has appeared in many forms over the years and is intended to communicate the understanding that rights and freedoms have limits. You may have heard the following version: "Your right to throw a punch ends where the next person's nose begins." Quoteinvestigator.com suggests that the origin of the quote dates back to 1882 when John B. Lynch (Chairman, Prohibition National Committee) stated, "...your right to swing your arm leaves off where my right not to have my nose struck begins."

Activity 2: Mini-Lecture: "Freedom to..." Versus "Freedom from..."

The Delaware standards clarification document states that "Individual liberty requires a balancing of rights that involve the freedom **to** do certain things (e.g., express opinions) as well the right to be free **from** certain things (e.g., harassment, degradation).

Explain to students that freedom has at least two components or parts. Most people only think about the “freedom to” aspect of freedom.

Develop a T-Chart with columns labeled “Freedom to” and “Freedom from” on the board. Then, explain that on the one hand, freedom implies that people are free **to** do things (e.g., express their opinions). Conversely, freedom implies that people also have rights to be free **from** certain things.

Ask students:

1. Who in the warm-up cartoon is suggesting that he or she is *free to* do something?
2. What is he or she claiming to be *free to* do? Write “swing his arms” under “freedom to” on the board.
3. Who in the cartoon expects to be *free from* something?
4. What is he or she expecting to be *free from*? Write “being hit” under “freedom from” on the board.

Explain that a *freedom to* do something (e.g., swing arms) sometimes comes in conflict with a *freedom from* (e.g., injury) something. As a result, citizens in a free society constantly have to be thinking about when their freedom *to* ends, and when someone else’s freedom *from* begins. The big idea is that a person’s “freedom to...” do things is not unlimited.

Discuss at least one more example of a *freedom to/freedom from* to make sure students understand the two dimensions of freedom. Consider the following example:

- One person has a **freedom to** take a photograph.
- A second person should enjoy **freedom from** having his or her photograph taken without permission.

Add new examples to the T-Chart.

Check for Understanding (see Response Sheets on p. 33 below)

Use the spaces in the chart below to describe one new example of a “**freedom to**” and one new example of a “**freedom from.**”

| | New Example |
|--|--------------------|
| A new example of a freedom to is... | |
| A new example of a freedom from is... | |

Activity 3: Reading

Set a purpose: Tell students that they are now going to engage a reading that explains the concept of civility and why it is important in a free society. After reading the text, they should be able to define civility and explain the main idea of the text.

Distribute copies of **Resource #2: Freedom Depends on Civility**. Have them read the passage and then answer the questions at the bottom of the page.

Discuss responses.

Activity 4: Vocabulary Development – OC Strategy

The purpose of the VOC Strategy is to develop student vocabulary. The focus here will be on the word **civility**. Distribute copies of **Resource #3: Student VOC Strategy**. Have students work with a partner to complete the handout and then share and review responses with the whole class.

Field Test Note: Prompt #3 on Resource #3 asks students to “Write the word in a sentence of your own.” Many students simply defined the term. Be sure to explain that the prompt is asking them to use the word “civility” in a sentence.

Once students demonstrate understanding of the word *civility*, introduce the term *incivility* (rude or impolite speech or actions) as the opposite of civility. Revisit the lesson’s warm-up activity (Resource #1) and ask students to identify examples of incivility in the cartoon.

Think-Pair-Share: Ask students to think of other examples of civility and incivility, discuss their examples with a partner, then share out and discuss whole class.

Check for Understanding (see Response Sheets on p. 34 below)

Define the word **civility** and give one example of it.

Define the word **incivility** and give one example of it.

Rubric

4 = Accurate definitions of civility and incivility with relevant examples of each.

3 = Accurate definitions with only one relevant example.

2 = Either two accurate definitions or one accurate definition with a relevant example

1 = Only one accurate definition, no accurate examples.

0 = No accurate definitions or examples.

Field Testing Note: Quite a few students defined incivility simply as “the opposite of civility” without providing evidence of understanding the meaning of the term. You may want to steer them away from oppositional “definitions.”

Activity 5: Conduct and Analyze Surveys

Survey 1

- Tell student that you are going to conduct an informal survey. Ask them to think quietly about the following before collecting data: Do you think that our country has a problem with incivility?
- Collect class data: Invite students to put their heads down and hold a thumb up or down to signal their agreement or disagreement with the following statement: *our country has a problem with incivility*. (The purpose behind heads down is to help to avoid “groupthink” where the students follow the lead of the majority.)
- Tabulate results: Convert data into percentages.

[Optional Alternative] Continuum Activity: Post “Agree” on one side of the room and “Disagree” on the other side. Tell students to think of the space in between as a continuum. Have them stand on the continuum where their thoughts are about our country having a problem with incivility. Ask individual students at different points in the continuum to explain reasons (or cite evidence) for their conclusions. Allow students to change their positions on the continuum if others convince them with their reasons (or evidence).

Field Testing Note: Twenty-four out of the 25 students in the field test indicated that they believed that the country had a problem with incivility. Notably, some students cited the unrest in Baltimore following Freddie Grey’s death as their evidence. Field testing took place during those protests.

Survey 2

- Project a copy of **Resource #4: Civility in America 2014 Survey data**. The organization that conducts the Civility in America survey annually (Weber Shandwick) asked people from four generations or age groups if they believed incivility is a problem in America. Give students a few moments to analyze the survey results, and then ask them to discuss what the data is suggesting. (Over 90% of each generation said “Yes.”) Invite volunteers to share out in whole group.

Reading Follow-Up: Ask students, “What impact might the rise in incivility in America have on our freedom?” [Government or other authorities may pass laws or laws that eat away at our freedoms, may lead to tension and conflict among citizens, life may become increasingly more unpleasant, etc.]

Check for Understanding (see response sheets on p. 33 below)

Error Correction: Place a check next to the statement that is incorrect and then rewrite the statement so that it is true.

| Statement | Place a check (✓) next to any statement that is incorrect. |
|--|--|
| Civility is showing politeness, good manners, and respect in speech and actions. | |
| Surveys show that most Americans believe that there is a problem with incivility in our country. | |
| The more incivility there is, the more freedom we are likely to be given. | |

Rubric

- 2 = Incorrect statement is identified and is corrected.
- 1 = Incorrect statement is identified but not corrected.
- 0 = Incorrect statement is not identified.

Field Testing Note: Approximately 20% of the students involved in field testing checked more than one statement. Note that the last statement is the only one that is incorrect. Make sure that you review each statement and its accuracy before moving on.

Phase II: Extending and Refining

Activity 6: Formulating Rules of Personal Civility

Project a copy of **Resource #5: Washington’s Rules of Civility**. Tell students that when he was approximately 16 years old, our first President George Washington took pen in hand and wrote down 110 “Rules of Civility.” The budding President may have been practicing his penmanship as he wrote down his list. Some historians also think that Washington tried to follow the rules throughout his life in the hope of becoming a better person.

Visit the following links to learn and read more about Washington’s Rules of Civility at:

- Library of Congress at <http://memory.loc.gov/cgi-bin/ampage?collId=mgw1&fileName=mgw1a/gwpage001.db&recNum=0>
- Mount Vernon at <http://www.mountvernon.org/research-collections/digital-encyclopedia/article/the-rules-of-civility-and-decent-behaviour/>

See **Resource #6: Sample of Washington’s Rules of Civility**. More than a few people think that some of President Washington’s rules are still quite useful in helping to maintain a civil society and secure or protect freedom. Tell students that you are going to give them a sample of our first President’s rules of civility. The language that people used over 200 years ago was quite different from the

language we used today. Therefore, each rule appears as young George Washington wrote it, but there is also a modern translation for those who need it.

Cut **Resource #6** into individual rule strips. Place students in groups of three, and give each group one rule. Ask students to work with the other students in their groups to determine their rule's meaning.

Task: Working in groups of three, the triads are to create posters (one per triad) that promote adherence to their assigned rule. Distribute a piece of poster paper, markers or crayons, tape, and two smaller pieces of paper (e.g., one reddish and one greenish). Students in each group may choose from among the following responsibilities:

1. Write George Washington's Rule of Civility (original and/or modern wording) across the top of the poster paper, leaving room for the two smaller pieces of paper described in Tasks 2 and 3 below.
2. Create a drawing with text that illustrates what the rule looks like when it is followed (perhaps on greenish-colored paper).
3. Create a drawing with text that illustrates what the rule looks like when it is NOT followed (perhaps on reddish-colored paper). Students completing Tasks 2 and 3 can tape their drawings to the bottom of the poster paper, under their group's rule.

Have triads make a brief presentation in which they explain their posters and then address the following questions:

- Is the rule a good one?
- Should we (the American people or students in our school) follow the rule? Why or why not?
- If people followed the rule, would our school be better off? Explain.
- If people followed the rule, would our country be better off? Explain.

Display posters around the class or school.

Phase III: Application

Activity 6: Cartoon Case Studies

Students will analyze cartoons in which a fictional character named Ricky Rude engages in acts of incivility. The students' tasks are to analyze the cartoons to identify the acts of incivility, explain any "freedom to" and "freedom from" situations found in the texts, and craft one or more rules of civility that citizens in a free society ought to follow in order to secure or protect their own freedom.

Model: Project a copy of Ricky Rude Adventure 1 cartoon (p. 25) onto a screen or board. Read the bubble text to students while pointing to the frame from which the

text is being read. Ask the class to answer each of the questions that appear at the bottom of the cartoon.

Set up learning stations around the room and place students in small groups. Make copies of the remaining seven *Adventures of Ricky Rude* cartoons found on pages 26 to 32 below. Review the four questions at the bottom of the cartoons, making sure that students understand their tasks. Have students rotate through three of the stations with the response sheets provided on **Resource #7**. Check for understanding. If students demonstrate understanding after analyzing three cartoons, move on to the sharing-out phase of this activity. If they fail to demonstrate understanding, have them go through one to two more stations.

Alternatively, you can have students work in groups at their desks and pass the cartoons from one group to the next.

Consider playing excerpts from the recent hit song "Rude" by MAGIC!

(♪ "Why you gotta be so rude? Don't you know I'm human too..." ♪) to signal when students should move from station to station).

Groups Share Out: Groups should share their responses to the questions for the last cartoon they analyze. Project each group's cartoon on the screen as they make their presentations. Presenters may need to read the bubble text for their cartoon if some students have not read it.

Field Testing Note: Some students thought that the examples of incivility in each cartoon were similar, if not identical, in that Ricky Rude is constantly interrupting others. The cartoons were intended to draw attention to different forms of incivility that are described below:

Adventure (Cartoon) #1: Speaking while others are speaking.

Adventure #2: Trying to get the speaker and audience off topic.

Adventure #3: Interrupting a speaker.

Adventure #4: Saying unkind things about someone who is not present.

Adventure #5: Sleeping during someone's presentation.

Adventure #6: Laughing at someone else's ideas.

Adventure #7: Degrading or embarrassing someone.

Adventure #8: Harassing someone.

Debrief

- What are the two types of freedom that people have a right to expect?
- What is civility?
- Why is civility especially important in free societies?
- Pose the lesson's essential question to students: How can people who live in a free society help to secure, or protect, their own freedom?

- Recall George Washington’s Rules of Civility. Do you think our school or country would be better off if we all followed rules of civility? Explain why or why not.

Discuss and address any misunderstandings.

Important: Review the following points.

1. Most people only think about their “**freedom to**” do things, but freedom also involves “**freedom from**” things that can hurt others.
2. Freedom is much more enjoyable if people practice civility.
3. If people do not practice civility, they are likely to lose some freedoms.

Administer the Summative Assessment (pp. 5–6). Students will need copies of the cartoon on page 6 unless you can increase the image size via a projector.

Lesson Extensions

Teaching with the Library of Congress *George Washington: Living the “Rules of Civility”* lesson by Stacie Moats at <http://blogs.loc.gov/teachers/2012/05/george-washington-living-the-rules-of-civility/>

Sources/Resources Used

- Bitstrips Comic Maker: <https://www.bitstrips.com/create/comic/>
- Civility in American Survey: <http://www.webershandwick.com/news/article/civility>
- Washington’s Rules of Civility and Decent Behavior in Company and Conversation at <http://www.loc.gov/exhibits/treasures/tr11a.html#obj49>

Common Core State Standards

[CCSS.ELA-Literacy.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

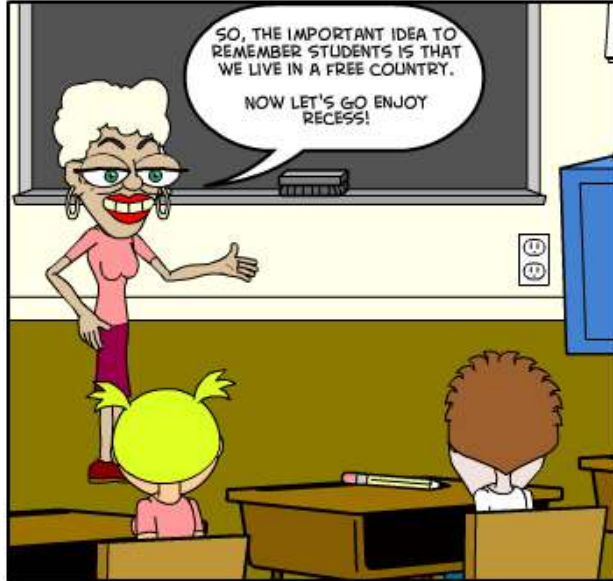
[CCSS.ELA-Literacy.RI.4.9](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Resource #1: Lesson Warm-Up

Directions: Read the cartoon then answer the question that follows.

1



2



3



4



Warm-Up Question: Is Ricky free to swing his arms? Explain your answer.

Resource #2: Freedom Depends on Civility

While our country is not perfect, it is a pretty special place. One reason is that we are given a LOT of freedom. We can't do anything we want, but we certainly enjoy a lot of freedom.

You may ask, "Why can't we be totally free to do whatever we want?" The reason is that when some people are given unlimited freedom, they behave badly. When this happens, our lives can become very unpleasant.

For example, imagine that your teacher walked into class one day and said, "You are free to do whatever you want." You might decide to read a book that you really enjoy and learn from. Someone else in class may decide to exercise their freedom by throwing balls across the room. Bam! You get hit in the face. Another person, who has a terrible voice, might start singing at the top of his lungs. Ooooo, you get a headache! A third person might start pushing people around. Boom! Somebody comes flying into you. Then, a really rude person might start bullying people, saying "Give me your snack or you'll end up on your back." This is what total freedom can be like. Why? Because people sometimes behave badly.

So, how can the leaders of our country offer its citizens a lot of freedom but in a way that does not make life unpleasant for most of us? One way is to pass and enforce laws that punish people for abusing their freedom. The problem with this solution is that the more laws government or any authority passes (e.g., parents, guardians, teachers, coaches), the less freedom we have. For example, if government passed a law making it illegal to throw balls, that law reduces our freedom.

Another way a country can offer a lot of freedom is if its citizens learn to control themselves by practicing civility. Civility is being respectful, polite, well mannered, and courteous to others.

An important point to remember is that the amount of freedom we are given is based to a large extent on each person's willingness to control their own behavior in ways that are respectful of others. When we demonstrate civility, those in authority (e.g., lawmakers, teachers, parents) are much more likely to let us keep and enjoy a lot of freedom.

Check for Understanding

1. What is the main idea of this text?
2. Highlight the sentence where you found the main idea.
3. What are people in authority likely to do if we do not demonstrate civility?

Resource #3

Modified VOC Strategy

Vocabulary Word: **Civility**

1. Write the sentence where the word is defined in the reading (Resource #2).
2. Define the word civility in your own words without looking at the definition in the text.
3. Write the word civility in a sentence of your own.
4. Choose one of the following ways to help you remember the word's meaning: draw a picture; create a movement; or connect the word to a story, song, or news report you've heard. Explain how you are going to remember this word using one of these strategies.
5. Explain why you chose this method to remember the word.

Resource #4

Civility in America 2014 Survey Data

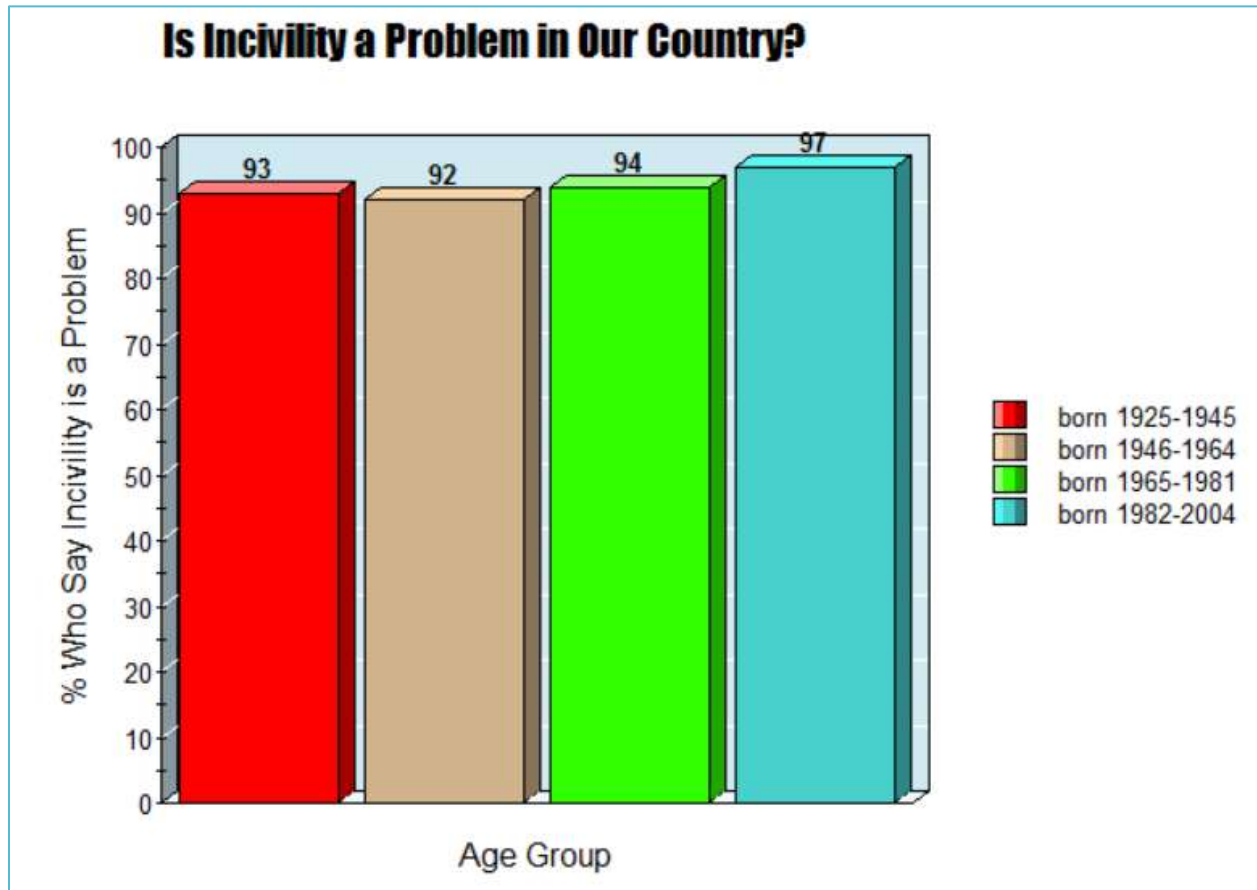
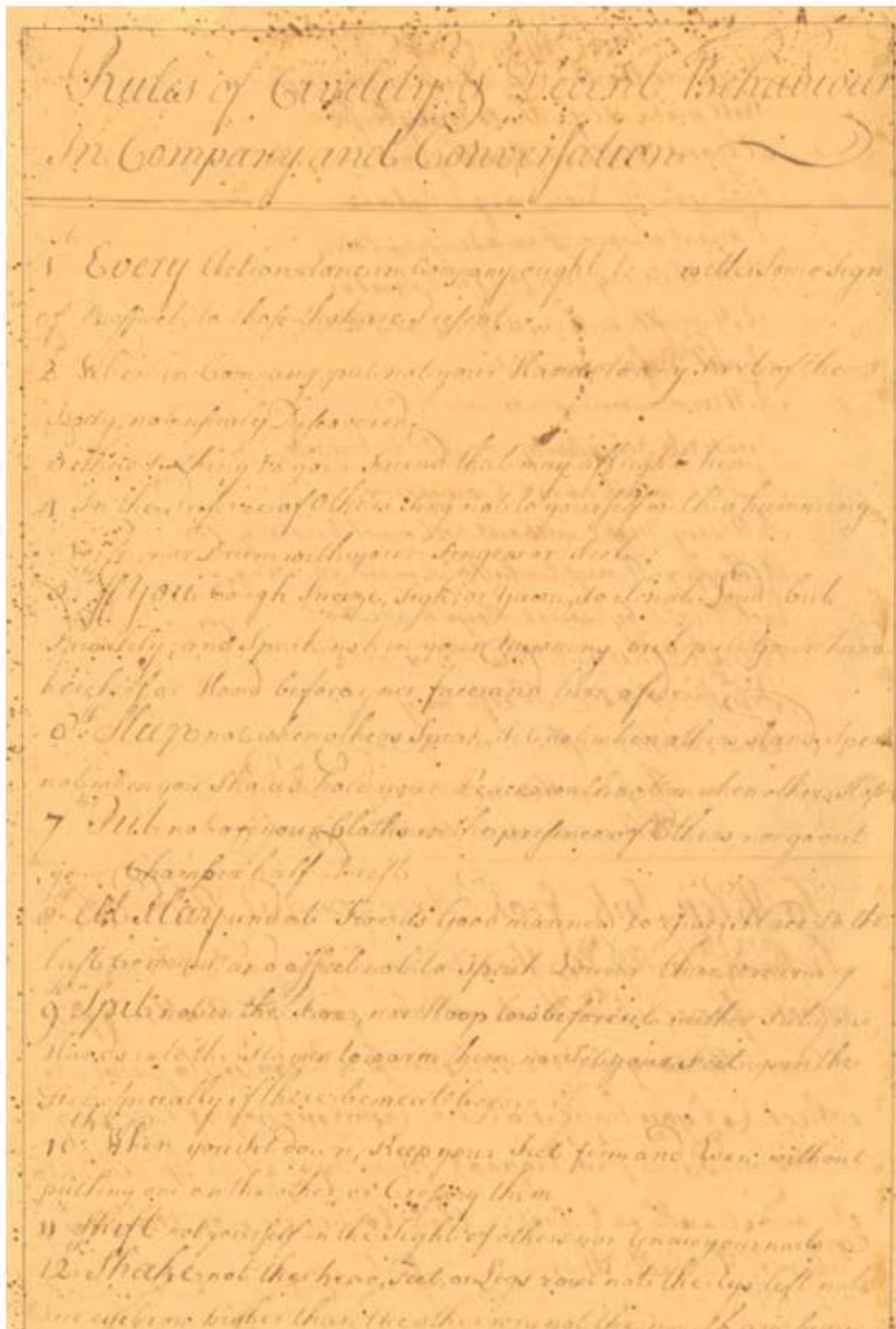


Figure 1: Percent surveyed who said that incivility in America is a problem.

Source: Excerpted from <http://www.webershandwick.com/news/article/civility>

Resource #5 George Washington's Rules of Civility

<http://www.loc.gov/exhibits/treasures/tr11a.html#obj49>



Resource #6: Sample – George Washington’s Rules of Civility

Rule #1. Every action done in company ought to be with some sign of respect to those that are present.

Modern Translation: Everything you do when you are with other people should be done with respect.

Rule #6. Sleep not when others speak, ...speak not when you should hold your peace...

Modern Translation: Do not speak when others are speaking, and do not say anything when you are not supposed to speak.

Rule #14. Turn not your back to others, especially in speaking...

Modern Translation: Do not turn your back to people when you are speaking to them or when they are speaking to you.

Rule #39. In writing or speaking, give to every person his due title according to his degree and the custom of the place.

Modern Translation: When you are writing or speaking to someone who has a title (e.g., Mr., Ms., Doctor, Mayor, President), be sure to use the title when you refer to that person.

Rule #49. Use no reproachful language against any one; neither curse nor revile.

Modern Translation: Do not use words that make it sound as if you are disapproving of or disappointed in someone.

Rule #50. Be not hasty to believe flying reports to the disparagement of any.

Modern Translation: Do not be quick to believe gossip that belittles, or puts down, another person.

Rule #58. Let your conversation be without malice or envy, for 'tis a sign of a tractable and commendable nature, and in all causes of passion permit reason to govern.

Modern Translation: Do not be mean or jealous when you speak to others.

Rule #65. Speak not injurious words neither in jest nor earnest; scoff at none although they give occasion.

Modern Translation: Do not say things that hurt others when you are serious or joking even though they may have given you a good reason to do so.

Rule #74. *When another speaks, be attentive yourself and disturb not the audience...Interrupt him not, nor answer him till his speech be ended.*

Modern Translation: When someone else is speaking, pay attention and do not disturb the speaker or the audience that is trying to listen.

Rule #76. While you are talking, point not with your finger at him of whom you discourse, nor approach too near him to whom you talk, especially to his face.

Modern Translation: Do not point at others when you are speaking with someone and do not get in that person's face.

Rule #77. ...whisper not in the company of others.

Modern Translation: Do not whisper when you are around other people.

Rule #79. Be not apt to relate news if you know not the truth thereof...

Modern Translation: Do not spread news if you are not positive that it is true.

Rule #89. Speak not evil of the absent, for it is unjust.

Modern Translation: Do not say bad things about people who are not around.

Resource #7: Response Sheet
Ricky Rude: Adventures in Incivility Cartoons

Name _____

Adventure #___: Ricky Rude Cartoon

1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?

2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the character who acted out each.

3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.

4. What might happen if people do not follow your rule?

Adventure #___: Ricky Rude Cartoon

1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?

2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the character who acted out each.

3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.

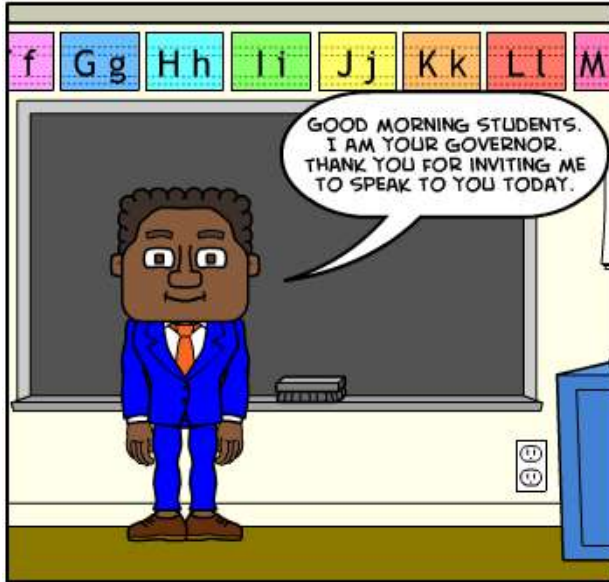
4. What might happen if people do not follow your rule?

Ricky Rude: Adventures in Incivility

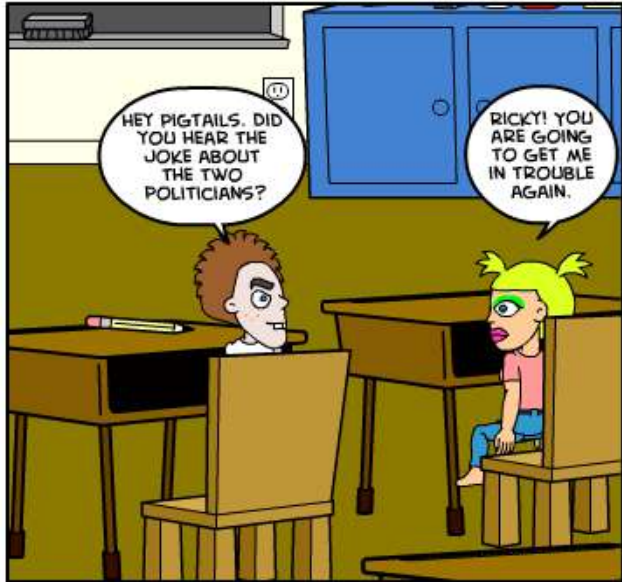
Adventure 1: Guest Speaker Day

By
Fran O'Malley

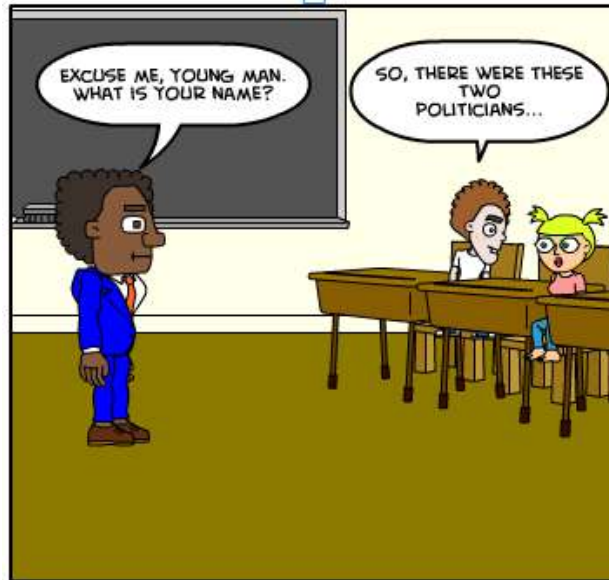
1



2



3



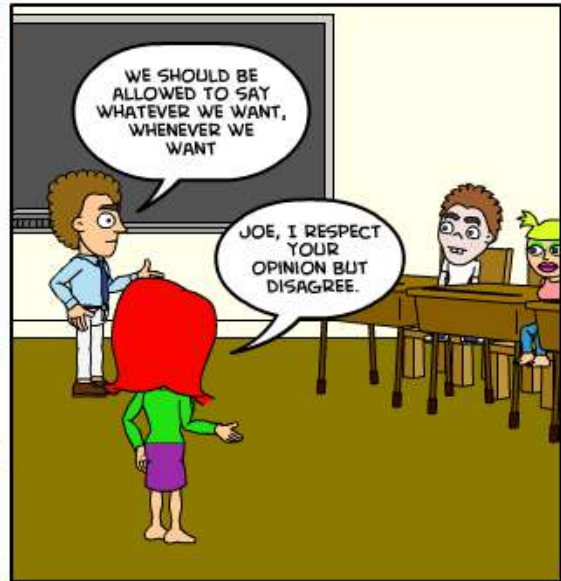
Ricky Rude: Adventures in Incivility Adventure 2: Debate Day

By
Fran O'Malley

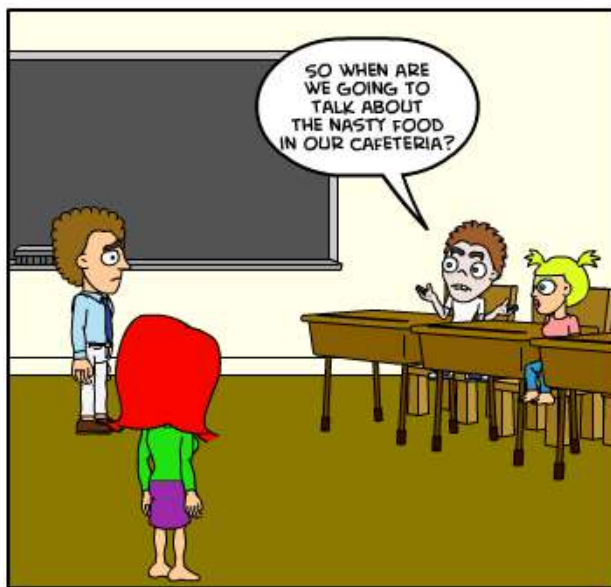
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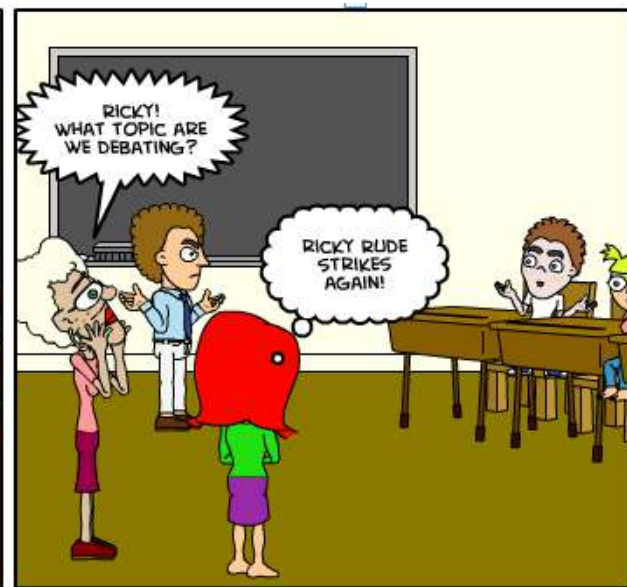
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4



1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

Ricky Rude: Adventures in Incivility

Adventure 3: The Small Group Discussion

By
Fran O'Malley

1



2



3



4



1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

Ricky Rude: Adventures in Incivility

Adventure 4: Between Classes

By
Fran O'Malley

1



2



3



4



1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

Ricky Rude: Adventures in Incivility

Adventure 5: Library Time

By
Fran O'Malley

1



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1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

Ricky Rude: Adventures in Incivility

Adventure 6: The Election Debate

By
Fran O'Malley

1



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4



1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

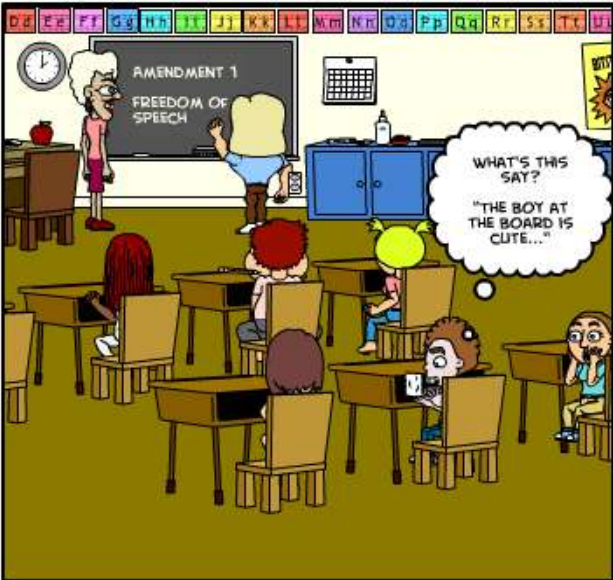
Ricky Rude: Adventures in Incivility Adventure 7: Ricky Learns a Secret

By Fran O'Malley

1



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1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

Ricky Rude: Adventures in Incivility Adventure 8: Ricky Goes After Votes

By Fran O'Malley

1



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4



1. Identify one act of incivility in the cartoon. In which frame do we read about the act of incivility?
2. Identify one "freedom to" and one "freedom from" that is illustrated in the cartoon and the person or people who illustrate each.
3. Create one rule based on the cartoon that, if people followed it, would improve civility in our country.
4. What might happen if people do not follow your rule?

Resource 8

Checks for Understanding Response Sheets

Name _____

Activity 2

Check for Understanding

Use the spaces in the chart below to describe one new example of a "freedom to" and one new example of a "freedom from."

| | New Example |
|--|-------------|
| A new example of a freedom to is... | |
| A new example of a freedom from is... | |

Name _____

Activity 2

Check for Understanding

Use the spaces in the chart below to describe one new example of a "freedom to" and one new example of a "freedom from."

| | New Example |
|--|-------------|
| A new example of a freedom to is... | |
| A new example of a freedom from is... | |

Name _____

Activity 2

Check for Understanding

Use the spaces in the chart below to describe one new example of a "freedom to" and one new example of a "freedom from."

| | New Example |
|--|-------------|
| A new example of a freedom to is... | |
| A new example of a freedom from is... | |

Name _____

Activity 4

Check for Understanding

1. Define the word **civility** and give one example of it.

2. Define the word **incivility** and give one example of it.

Name _____

Activity 4

Check for Understanding

1. Define the word **civility** and give one example of it.

2. Define the word **incivility** and give one example of it.

Name _____

Activity 5

Check for Understanding

Error Correction: Place a check next to the statement that is false and then **rewrite the statement so that it is true.**

| Statement | Place a check (✓) next to any statement that is not true. |
|--|---|
| Civility is showing politeness, good manners, and respect in speech and actions. | |
| Surveys show that most Americans believe that there is a problem with incivility in our country. | |
| The more incivility there is, the more freedom we are likely to be given. | |

Name _____

Activity 5

Check for Understanding

Error Correction: Place a check next to the statement that is false and then **rewrite the statement so that it is true.**

| Statement | Place a check (✓) next to any statement that is not true. |
|--|---|
| Civility is showing politeness, good manners, and respect in speech and actions. | |
| Surveys show that most Americans believe that there is a problem with incivility in our country. | |
| The more incivility there is, the more freedom we are likely to be given. | |