

Grades 1–3

Community
Studies

Main Street

Understanding Goods and Services



Main Street

Understanding Goods and Services

by Margit E. McGuire, PhD

Professor of Teacher Education, Seattle University

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STORYPATH®

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—Margit E. McGuire

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that students learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about students and learning:

- The world is complex and presents many layers of information. Students know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When students build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because students construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When students are engaged in problem solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for students to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *The Toy Company*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading and writing to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

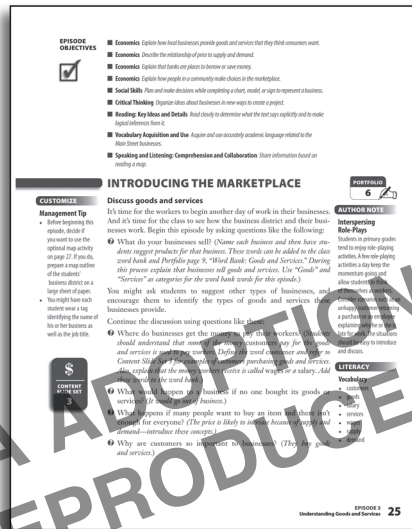
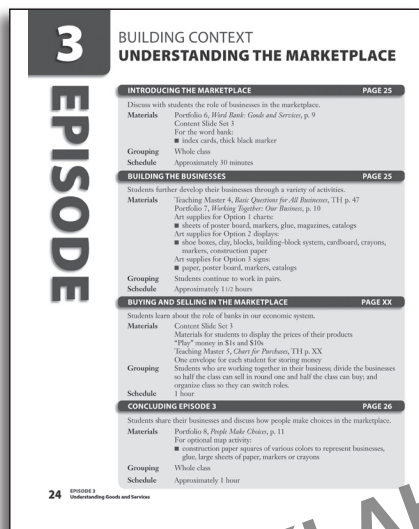
Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

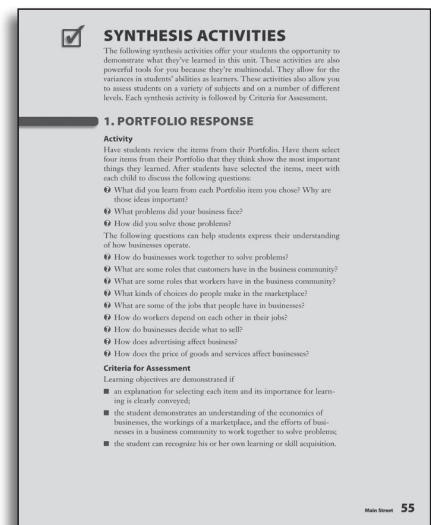
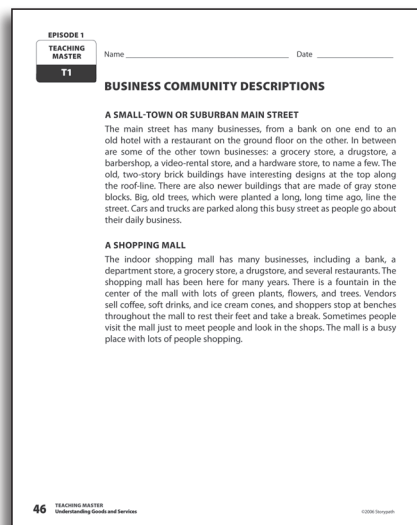


Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.



STUDENT PORTFOLIO

Students use the Portfolio to read, write, build vocabulary, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit, and when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 4
PORTFOLIO
11

DATE _____

SELF-ASSESSMENT: PRESENTING OUR ADVERTISEMENT
 How did you do?

Not often/never Sometimes Always

- We told the audience what products we sell.
- We told why people should buy our products.
- We answered questions.
- We spoke clearly and loudly.
- We looked at the audience.
- We stood tall.

EPISODE 5
PORTFOLIO
12

DATE _____

TRADE-OFFS
 In our business district we decided to use our space for _____
 That means we couldn't use the space for something else. What was another idea for the space?

 Why was our choice the best choice? How does this effect the environment?

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 Understanding Goods and Services

15 **PORTFOLIO**
 Understanding Goods and Services

CONTENT SLIDE SETS

Each unit includes sets of Content Slides that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides in each set provide focused nonfiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs, or small groups.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is to make the slides available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A Reading Tips chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce Reading Tips for each student or group.

Note that the slides are conveniently available in a printable format on the CD.



LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets present opportunities for students to engage in focused content reading. Students can use the slides to engage in shared reading or listen as a teacher or another student reads.

How do banks help people in the community?

SET 3
Slide 7

Banks are places where people can save their money. Both businesses and families use banks to keep their money safe. Sometimes businesses borrow money from banks to help them expand or support their businesses. Families use banks to save money and sometimes borrow money. When families borrow money, they often want to buy a home or a car.

▲ Mobile Banking.

▲ Rendering of a bank office.

Why do you think businesses might want to use the bank in our community? (making connections)

Comprehension

Discussion questions on Content Slides help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Main Street Understanding Goods and Services		
Reading Tips		
Reading strategy	When do readers use the strategy?	How do I use it?
Main idea/ supporting details	Readers use it to find the big idea. Then they pick out facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Think about what you already know. 3. Read the text and think: "What is the big idea here?" 4. Look for information that seems important to the big idea. Some information is interesting but not important.
Comparing and contrasting	Readers use it to find information that tells how two or more ideas are alike and different.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about the first event or idea. 4. For each item on the list, look for information about how the other idea is the same or different.
Connecting	Readers use it to understand new information by making connections with what they already know.	<ol style="list-style-type: none"> 1. When you come across new information that you want to remember, think about what you already know. 2. Look for connections between the new information and what you already know from experience or reading. 3. Think to yourself, "This is like . . ."
Understanding visuals	Readers use it to find important information presented in visual form, such as maps, diagrams, and photographs.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Think about what you already know. 3. Look for information that explains the visual. For example, look at labels, captions, or map keys. 4. Search for the specific information you want.

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

EPISODE 7

PORTFOLIO

15

DATE _____

WRITING: DRAFT AN INVITATION

What kind of celebration will we have?

What is the date of the celebration? _____

What time is the celebration? _____

Where will we have the celebration? _____

Who is hosting the celebration? _____

Use this information to draft an invitation. Use your word banks to help you write the invitation.

Edit your draft. Copy the final invitation onto a separate sheet of paper.

Assignment: The invitation provides the necessary information, tells about why people should come to the event, and is carefully written.

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PORTFOLIO
Book Format

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Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

[illegible]

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

EPIQUE A
PORTFOLIO

9

DATE _____

WORD BANK: ADVERTISING

List words that you can use for advertising your business.

Assessment: Words are appropriate for advertising a good or service.

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PORTFOLIO
Page Seven

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Use the Reading Mini-Lesson Framework on p. 66 of the Teacher's Handbook to conduct reading mini-lessons.

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the texts. These Reading Tips cover strategies that are especially effective for reading and understanding expository texts.

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storytyle mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Side Scan suggest applicable strategies that students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Devote the strategy, explaining when and why students use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why students use it.
2. Model the steps to use “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from a similar or text in the Storytyle unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading process become more visible and concrete to developing readers. Language that will help you include the following:
 - “I think about what I already know when . . .”
 - “When I look for the main idea, I . . .”
 - “I clue that will help me . . .”
 - “That means I think . . .”
3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storytyle unit, and begin to use the strategies independently. For example, after you model your own thinking, ask students to try to the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
4. Assess students’ progress. Students’ understanding of the various reading strategies will give you valuable information to assess their growing proficiency with the strategy, as well as their independence of student studies context.

ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them to beginner status simply because they do not have the same background as students born in the United States who learned English as their native language.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: They possess a great deal of prior knowledge and are excited about sharing that knowledge. To provide scaffolding, pre-teach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so pre-teach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting-and-pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and whenever new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.


During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 3

PORTFOLIO

7



DATE _____

WORKING TOGETHER: OUR BUSINESS

1. What does our business sell?

2. What will we make to show the kind of business we have?

3. How will I work with my partner?

☐ I will listen carefully.

☐ I will share the work.

☐ I will be helpful.

☐ I will disagree in a polite way.

☐ I will work with my partner to solve problems.

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PORTFOLIO

RAIN STORM

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[illegible]

Self-Assessment

Students have opportunities to assess their own work, through activities such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

EPISODE 1
 PORTFOLIO
2

DATE _____

SELF-ASSESSMENT: WORKING TOGETHER

	Not often/Never	Sometimes	Always
1. We listened to each other's ideas.			
2. We shared the work.			
3. We helped each other.			
4. We did careful work.			
5. We worked together to solve problems.			

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PORTFOLIO
 Main Street
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Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

EPISODE 5
 TEACHING
 MASTER
T7

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

EPISODE _____

WHAT ARE MY PARTNER AND I WORKING ON RIGHT NOW?

	Not often/Never	Sometimes	Always
1. I listened to other people's ideas.			
2. I did my fair share of the work.			
3. I helped others.			
4. I did careful work.			
5. I worked with others to solve problems.			
6. One thing my partner and I were good at when we worked together was:			
7. One thing that was hard when my partner and I worked together was:			

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End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

UNIT QUESTIONS FOR REVIEW

DISCUSSING THE BUSINESS COMMUNITY
 Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit, too.
 ❑ What are some examples of businesses?
 ❑ How would you explain what a business is?
 ❑ Why are banks important to communities?
 ❑ What are some problems that a business community might have?
 ❑ What are some ways a business community might try to solve each of those problems?
 ❑ What is the purpose of advertising in the marketplace?
 ❑ What is an example of a "trade-off" that a small-business owner might have to make?
 ❑ Why is it important for people to have a say on how land is used in a community?
 ❑ What responsibilities does a business owner have to customers?

REFLECTING ON THE BUSINESS COMMUNITY
 Students need time to reflect on their experiences and progress through this unit. Have students respond to questions like these:
 ■ What have I learned about businesses and business communities?
 ■ What is the best work I did? Why was it good?
 ■ What work could I have done better? How could I have done it better?
 ■ What did I do well when working with others? What do I still need to work on?

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Main Street

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities also allow you to assess students on a variety of subjects and on a number of different levels. Each synthesis activity is followed by Criteria for Assessment.

1. PORTFOLIO RESPONSE
Activity
 Have students review the items from their Portfolio. Have them select four items from their Portfolio that they think show the most important things they learned. After students have selected the items, meet with each child to discuss the following questions:
 ■ What did you learn from each Portfolio item you chose? Why are those ideas important?
 ■ What problems did your business face?
 ■ How did you solve those problems?
 The following questions can help students express their understanding of how businesses operate.
 ■ How do businesses work together to solve problems?
 ■ What are some roles that customers have in the business community?
 ■ What are some roles that workers have in the business community?
 ■ What kinds of choices do people make in the marketplace?
 ■ What are some of the jobs that people have in businesses?
 ■ How do workers depend on each other in their jobs?
 ■ How do businesses decide what to sell?
 ■ How does advertising affect business?
 ■ How does the price of goods and services affect businesses?

Criteria for Assessment
 Learning objectives are demonstrated if
 ■ an explanation for selecting each item and its importance for learning is clearly conveyed;
 ■ the student demonstrates an understanding of the economics of businesses, the workings of a marketplace, and the efforts of businesses in a business community to work together to solve problems;
 ■ the student can recognize his or her own learning or skill acquisition.

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Main Street

PLANNING THE UNIT

UNDERSTANDING GOODS AND SERVICES

MAKE KEY DECISIONS

Make classroom space for the Storypath. You will want to have adequate wall space to make the frieze of the business district as well as space to display the characters inside the classroom. Sometimes teachers are tempted to put the frieze and the characters in the hallway outside of the classroom; however, it is important to display these items inside the classroom where students can easily refer to them throughout the Storypath.

Organize students. It is suggested that students work with a partner to create a business for the story. Thus, the partners will work together throughout much of the unit. You could organize students into small groups, but it is easier for two students, rather than three or four, to negotiate the various decisions that will need to be made throughout the unit.

Arrange for role-plays. In Episode 6, you, another adult, or a teenager will play the role of a teenager who “hangs out” on Main Street. If more than one teenager can participate, that would be great. You will need to brief the person for the role, providing specific information based on how the story has developed.

Use the Student Portfolio to gather evidence of student learning. The Student Portfolio provides evidence of student understanding of goods and services and their role in the marketplace. In the Portfolio, students apply reading and writing skills to demonstrate learning. The Portfolio, along with a pocket folder that will hold additional items, can be saved as documentation of students’ learning.

CUSTOMIZE THE UNIT

Adapt the unit. There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. For example, you may want to describe a business district or shopping mall similar to the one in your own community so that students can draw on their own experiences to deepen their knowledge and understanding of the marketplace. Alternative activities or special arrangements are suggested at various points during the unit to assist you in adapting the unit to meet your unique needs.

Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those special circumstances.

Use current events. There are times in the *Main Street* unit when students will role-play to understand a particular viewpoint. At other times students will reflect on the events of this unit out of role so that situations can be examined and understood from the students' own perspective. These are opportune times to help students connect their experiences to current events in the news. Frequently, similar problems—business districts losing money, teenagers loitering in shopping malls—are in the news, and discussing these problems extends students' understanding to real communities and ultimately makes the Storypath experience more powerful.

Connect to other Storypaths. The *Families in Their Neighborhoods* Storypath can be taught prior to or following this Storypath and will provide students with experiences that build on and relate to each other. Both Storypaths are set in the present and focus on local communities' efforts to work together to solve problems. For more Storypath topics go to www.teachstorypath.com.

INVOLVE OTHERS

Involve families. Students frequently discuss their Storypath experiences at home. They are usually eager to talk about the workers and businesses they have created. Ask family members to participate in discussions regarding owning or working in a business—invite them to your classroom.

In Episode 7, students celebrate the success of the business community. This is an ideal time to invite families. Students can write invitations to their celebration, and families can participate in the event.

Involve the business community. A walk through your local business district could serve as an important extension of the Storypath. Students could interview local businesspeople about their businesses. These activities should be carefully timed, however, and are best conducted at the conclusion of the unit. This allows students to knowledgeably compare and contrast the two experiences and makes for a more powerful learning experience.

Create a learning community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepening their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

CREATING THE SETTING

THE BUSINESS COMMUNITY

INTRODUCING THE BUSINESS COMMUNITY

PAGE 15

Students listen to a description of a business community and discuss it.

Materials Teaching Master 1, *Business Community Descriptions*, TH* p. 46
Content Slide Set 1

Grouping Whole class

Schedule Approximately 30 minutes

CREATING THE BUSINESS COMMUNITY

PAGE 16

Students create a frieze of the business community.

Materials Portfolio 1, *Working Together: The Frieze*, p. 4
Portfolio 2, *Self-Assessment: Working Together*, p. 5
For the frieze:

- bulletin board space approximately 3' high and 6' long covered with white paper and easily within students' reach
- various colors of construction and tissue paper
- colored markers, crayons, glue, scissors, masking tape
- optional: craft materials such as wallpaper scraps, aluminum foil, yarn
- optional: tempera paints, brushes, water cans

Grouping Students work in pairs.

Schedule 2–3 hours. You will probably want to divide this time into two sessions.

CONCLUDING EPISODE 1

PAGE 17

Students reflect on and write about the business community.

Materials Portfolio 3, *Word Bank: The Business Community*, p. 6
Portfolio 4, *Writing: The Business Community*, p. 7
For the word bank: index cards, thick black marker
For the writing activity: lined newsprint, thick black marker
For the Portfolio folders: pocket folders or sturdy paper (one per student)

Grouping Whole class

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **Social Skills** *Use persuasion and compromise to resolve problems.*
- **Social Skills** *Organize, plan, and make decisions while creating a frieze with group members.*
- **Social Skills** *Determine an appropriate course of action to complete a frieze with the group.*
- **Critical Thinking** *Organize ideas from class discussion in new ways and apply those ideas to the frieze.*
- **Reading: Key Ideas and Details** *Read closely to determine what the text says explicitly and to make logical inferences from it.*
- **Writing: Text Types and Purposes** *Write explanatory sentences using descriptive words about the businesses created.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations and collaborations to create the setting.*
- **Language: Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the Main Street businesses.*

*TH = Teacher's Handbook

INTRODUCING THE BUSINESS COMMUNITY

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in conversations and collaborations to create the setting.

TEACHING
MASTER

T1



CONTENT
SLIDE SET

1

Launch the unit

Tell students that they will be creating a story about a group of people who work in businesses in a shopping area. Review and discuss the elements of a story: setting (when and where a story takes place), characters (people in the story), and plot (important events that happen in the story). You may want to use a story the class is familiar with as an example to review these elements. Explain that the setting of this story will be a main street/shopping mall (you decide which) and that the workers in the businesses will be the characters. The story begins with students creating the setting of a business community.

Read about the business community

Teaching Master 1 contains a description of a small-town or suburban business district as well as a description of a shopping mall. Choose the description that is most familiar in the students' own experience. You might want to modify the description you use or write your own if the similarities are not obvious enough. Before reading the description to the class, tell students to listen carefully to the details describing the setting and try to imagine how the business community looks.

Build understanding of the business community

After you've read the description to the students, lead a discussion about the business community. Use questions like the ones that follow to help students visualize the place that has been described. You may also wish to show them Content Slide Set 1 for more questions and ideas. During the discussion, make a list of their responses. Save this list and refer to it as students construct the frieze of their business community.

- ❓ What do you remember about this place? (*Students should be able to recall some specific details from the description; if necessary, ask probing questions to prompt their recall.*)
- ❓ What stores were mentioned in the description? (*Encourage answers drawn from the description, but accept all responses.*)
- ❓ What other businesses might be here that weren't mentioned? (*Accept any answers. Encourage students to use the Storypath description as a starting point. Allow students to add to their list of ideas as they imagine the business community. For example, students may discuss a flower stall or a popcorn wagon even though you did not include them in your description.*)
- ❓ What else might be here besides businesses? (*Guide discussion so that students add more specifics such as stop signs, street lights, waste cans, trees, and whatever else that would be appropriate to the setting.*)

AUTHOR NOTE

Responding to Students' Ideas

Occasionally students will suggest something out of context to the place. For example, a student might suggest a baseball diamond. While a baseball diamond would usually not be found in a business district, a small "pocket park" might be. Encourage discussion, and if an idea is not plausible, set the response aside and move on.

AUTHOR NOTE

Developing the Setting

Starting with the businesses in the setting provides students with a common, concrete point of reference. Students can add more to the frieze as the story unfolds and the setting becomes clearer to them.

AUTHOR NOTE

Constructing vs. Replicating

You may be tempted to show students a picture of a main street or shopping mall to help them make their frieze. If you do this, students may simply replicate the picture and not try to construct their own understanding of the place.

CUSTOMIZE

ELL In whole class discussions such as this one, encourage ELL students to

- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

CREATING THE BUSINESS COMMUNITY

AUTHOR NOTE

Student Groups

I have found that students work best in pairs for these activities. During this Storypath, students will handle multiple pieces of information. If they only have to discuss that information with one other person, the process will move more smoothly.

PORTFOLIO

1



CONNECT

Creative Arts

Demonstrate ways to make features like doors or signs three-dimensional. Provide concrete examples.

AUTHOR NOTE

Pacing

Set a time limit for creating the frieze, otherwise students will most likely want to continue working for a long time. They can add to their settings when extra time permits.

Start the frieze

Organize students to work in pairs. Explain that the class will be making a frieze, or mural, of a business community that will be the setting for the story. Each pair will make one of the businesses for the frieze, so your class may create 13–15 businesses for their frieze. Encourage students to base their ideas on what they've discussed and to add any other features that may occur to them as they create their businesses. The frieze should be made from the perspective of someone standing across the street looking at the main street shops or standing on one side of the mall looking across at the shops. If students make their businesses approximately one foot square, two rows of shops will fit on the frieze.

Organize the work

There are a number of ways students can accomplish their work on the frieze. Here is one method for organizing students' work.

Step 1 In pairs, students choose their business. Then have students read, discuss, and complete the first section of Portfolio page 4, "Working Together: The Frieze."

Step 2 Have pairs work on their businesses at their desks. Each pair of students should decide how they want their business to look. Use these guidelines with students to help them complete their businesses:

- Businesses can be made from construction paper or wallpaper.
- Suggest ways that the students might make their businesses visually interesting. Brainstorm about details that might be included, such as doors, windows, trim, window boxes, or signs.
- Students will probably want to name their businesses.

Step 3 Some pairs of students will finish their businesses before others. When a few businesses are finished, have the whole class focus on the frieze and discuss where all the businesses should be placed. In Episode 5 you will need an empty lot or vacant store for a critical incident relating to "trade-offs." Block off a space for this purpose. Tell students that this is a vacant lot/store and move on. Work with students to block out the locations of the various businesses.

Step 4 As businesses are placed on the frieze, have students add other features from the brainstorming list to the frieze. For example, one pair might decide to make trees, while another pair might put in sidewalks.

Guide student work

As students create the frieze, try to restrict your role to asking questions about students' various tasks. It's critical that students begin to feel ownership for the setting by making decisions about the businesses' names, locations, and other features. The way the businesses and other features are located may create an opportunity for a problem later in the Storypath, so let students control the organization of the setting. To help

CUSTOMIZE

Making a Business Community

Other strategies for creating a business community include making the businesses three-dimensional and placing them on a table. Or, if space permits, you can make the businesses larger on the frieze. The key point is that students need to create a visual representation of the business community.

AUTHOR NOTE

Business Names

You might want to talk about the names of businesses in the students' own community and how businesses are named. (Businesses are often named after people or the product sold, or they may be given a catchy name that attracts attention.)

CONNECT

Creative Arts

Trees can be made by crushing tissue paper, curling strips of construction paper around pencils, or folding the tree down the center to make it appear more three-dimensional. Flowers are easily made by crushing bits of colored tissue paper and gluing them on the frieze. The more variety and texture, the more interesting the setting.



students develop cooperative learning skills, ask them to think about ways to share ideas, take turns, and solve problems together as they negotiate the creation of their businesses. Have students complete Portfolio page 5, “Self-Assessment: Working Together,” to assess their skills.

AUTHOR NOTE

Group Process

Be prepared for disagreements about where different items should be placed. This is a good time to bring the class together to discuss the problem. Negotiating and compromising are important skills that are developed through every Storypath.

CONCLUDING EPISODE 1

Discuss the frieze

Once the frieze is complete, ask students to look at their business community and comment on it. Here are some questions to initiate the discussion:

- ❓ What do you like about this place?
- ❓ Would you like to shop here?
- ❓ What kinds of items can you buy here?
- ❓ Why might people want to come here to shop?
- ❓ What are the benefits of all of us working on the frieze together?

ELL Create a word bank

Have the whole class brainstorm a list of words about the business community. Write the words on index cards and place near the frieze. Then have the whole class copy words from the word bank onto Portfolio page 6, “Word Bank: The Business Community.” Students will sort words in categories of either “Describing words” or “Businesses.” Depending on students’ ability level, they can complete this activity as a whole class, in pairs, or individually. As the unit progresses, students will add more words to the word bank and use them in other writing activities.

ASSESS: Word banks

- include words that relate to the frieze;
- include describing words that accurately describe the businesses.



ASSESSMENT

Write about the business community

Students gain experience in descriptive writing when they create sentences about the business community. Refer them to the word bank to give them ideas. Students can dictate or write the sentences on Portfolio page 7, “Writing: The Business Community,” or on large sheets of paper that can be displayed next to the frieze. You can read the sentences aloud, the class can read them as a choral reading, or students can read for independent practice.

For more advanced students, you can introduce the concept of using details to make the writing more interesting and vivid. Here is one way to help students write with more detail. Make a chart with two columns headed “General” and “Specific.” In the “General” column list words students suggested for the word bank such as *nice*, *pretty*, *fun* and so forth—words that are more general in meaning. Use these words in a sentence such as: “Our shops are nice.” Ask students to picture “nice,” explaining that *nice*

CUSTOMIZE

ELL Vocabulary

Encourage students to illustrate the vocabulary words.

COMMON CORE

Language: Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the Main Street businesses.

Writing: Text Types and Purposes

Write explanatory sentences using descriptive words about the businesses created.



Have the whole class brainstorm a list of words about the business community. Write the words on index cards and place near the frieze. Then have the whole class copy words from the word bank onto Portfolio page 6, “Word Bank: The Business Community.” Students will sort words in categories of either “Describing words” or “Businesses.” Depending on students’ ability level, they can complete this activity as a whole class, in pairs, or individually. As the unit progresses, students will add more words to the word bank and use them in other writing activities.

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doesn't tell much about the business district. Explain that if "specific" words were used from the word bank, they could write a detailed sentence based on the frieze such as: "The colorful old brick buildings made people want to visit the shops."

Have students compare the sentences. Ask which sentence helps create a picture in their minds of the place they have created. Brainstorm specific words that they can add to their word bank. Then use the word bank to write detailed sentences about their business community.



ASSESSMENT

ASSESS: Sentences

- include words from the word bank;
- include accurate information about the business district;
- include details about the business district (advanced).

Create Portfolio folders

When students complete their drawing or sentences, have each of them make a folder with a pocket or distribute ready-made folders with pockets to each student. At the end of the Storypath, the folder pockets can be used to hold students' characters and other important items.

COMMON CORE

Reading: Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

CREATING THE CHARACTERS

WORKERS IN THE BUSINESSES

2

EPISODE

INTRODUCING THE WORKERS

PAGE 20

Students discuss their knowledge of workers.

Materials	Content Slide Set 2 Portfolio 5, <i>Word Bank: Jobs</i> , p. 8
Grouping	Whole class
Schedule	Approximately 15 minutes

CREATING THE WORKERS

PAGE 20

Students create themselves as workers and write about their jobs.

Materials	Option 1: Teaching Master 2, <i>Figure and Callouts</i> , TH p. 47 Teaching Master 3, <i>Job Application</i> , TH p. 48 Portfolio 5, <i>Word Bank: Jobs</i> , p. 8 Content Slide Set 2 For Option 2 worker figures: <ul style="list-style-type: none"> ■ various colors of construction and tissue paper ■ yarn, fabric scraps, paper doilies, ribbon, lace, buttons, cotton balls ■ wallpaper scraps, felt markers, crayons, colored chalk, glue, scissors ■ butcher paper cut in lengths to fit the size of students For the word bank: <ul style="list-style-type: none"> ■ index cards, thick black marker For displaying Option 1 workers: <ul style="list-style-type: none"> ■ large sheets of paper, poster board
Grouping	Whole class, pairs, or individuals, depending on skill level and options chosen
Schedule	1–2 hours. The time can be divided over several days.

CONCLUDING EPISODE 2

PAGE 22

Students introduce themselves as workers to the class.

Materials	None
Grouping	Whole class
Schedule	1–2 hours spread over a few days

EPISODE OBJECTIVES



- **Economics** *Describe jobs that workers have in businesses.*
- **Economics** *Demonstrate how workers are interdependent.*
- **Social Skills** *Plan and make decisions while creating themselves as workers.*
- **Critical Thinking** *Use criteria and consider points of view to make judgments about workers.*
- **Critical Thinking** *Organize ideas from class discussion to create workers.*
- **Reading: Key Ideas and Details** *Read closely to determine what the text says explicitly and to make logical inferences from it.*
- **Writing: Text Types and Purposes** *Write explanatory sentences to describe the workers in the businesses.*
- **Speaking and Listening: Presentation of Knowledge and Ideas** *Present information such that listeners can follow.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the Main Street businesses.*

INTRODUCING THE WORKERS

Launch the episode

Explain to students that now that they have their business community, or the place where their story will happen, the next step is to create the characters for the story. The characters will be the workers in the businesses.

Begin a discussion of workers by asking, “What jobs are there in these businesses?” You may also wish to show Content Slide Set 2.

Focus on each business but make one list of words because some of the same jobs will apply to more than one business. The list might include *salesperson*, *cashier*, *checker*, *janitor*, and *secretary*, as well as positions that are unique to a certain business, such as *teller*, *pharmacist*, *grocer*, *waitress/waiter*, or *doctor*. The words on the list can be written on index cards, added to the word bank, and added to Portfolio page 8, “Word Bank: Jobs.” Students can refer to these words later when they write about themselves as workers and introduce themselves to the class.

AUTHOR NOTE

Asking Probing Questions

If students omit a job I think should be on the list, I don't tell them to add that job. Instead I ask leading questions. For example, I might ask, “Who would you talk to if you wanted to know more about car parts?”

CUSTOMIZE

Management Tip

Before starting the episode, decide how you want students to make the visual representation of themselves as workers. Two options are suggested in this episode, but you may have another one that you prefer to use.

PORTFOLIO

5



CREATING THE WORKERS

Decide on the workers

Working in their pairs from the previous episode, tell students that they will create themselves as workers for the business they've created. To help students begin to imagine themselves in these roles, ask questions such as:

- ❓ How old do people have to be to work in a business? (*This question allows students to consider the range of ages for workers.*)
- ❓ What kind of clothing do people wear for their jobs? (*Students should be able to identify business dress, uniforms, or other clothing appropriate to the jobs listed. Write the ideas next to the jobs.*)

AUTHOR NOTE

Options for Figures

The first option takes less time to create than the second option. Also, the writing activity for Option 2 is more challenging.

CUSTOMIZE

ELL Drawing and art activities allow ELL students an opportunity to express what they know.



CONTENT
SLIDE SET

2

COMMON CORE

Reading: Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it.

Make the figures

Have each student create a figure to represent a worker based on the business that the student has created. Students can follow one of the step-by-step processes suggested here or another method you prefer. The shapes described under Option 1 appear on Teaching Master 2.

OPTION 1 Making Small Full-Length Figures

Step 1 Make the clothing.

Have students draw the clothing they will wear for their jobs on the figure.

Step 2 Add details.

Add details such as facial features, hair, jewelry, and shoes.

(See next section for instructions on completing callouts.)

OPTION 2 Making Life-Size Figures

If you select the life-size figures, you will need lots of display space since the figures should remain displayed throughout the Storypath. Students can work in their pairs from Episode 1 for this activity.

TEACHING
MASTER

T2

Step 1 Make a body outline.

Have one student lie on his or her back on a large sheet of butcher paper while another student traces around the body shape.

Step 2 Draw a face.

Using white chalk or pencil, each student will draw the oval for the face and add facial features, starting with the eyes. Advise students to place the eyes halfway down on the face and to add the mouth halfway between the eyes and chin. Add the nose, eyebrows, and eyelashes.

Step 3 Make clothing.

Before students draw clothing, have them think about what they would wear for the job. Remind them of the different clothing styles discussed earlier and make sketches if necessary. Students can sketch out clothing. Discuss uniforms if appropriate.

Step 4 Add color.

Students can paint or use chalk, crayons, or markers to add color. Fabric or wallpaper scraps can be cut for clothing. Fabric and wallpaper work best for adding details such as ties and belts. Buttons and beads can also be used.

Step 5 Apply finishing touches.

Use a thick black marker to outline the figure to make it “stand out.”

You may want to assess students’ characters by observing

- students’ cutting and pasting skills;
- the details they’ve added;
- whether each character’s appearance reflects his or her job.

Write a job description

Once the figures are made, explain to the students that they are going to write about their jobs in their businesses. Students can work independently or in their pairs, or they may need you to lead them in writing information about themselves as workers.

For Options 1 and 2, use the questions below to guide the discussion. As each question is discussed add words to the word banks—both the class word bank and Portfolio page 8, “Word Bank: Jobs.” Depending on students’ skills, have them complete each line on the callouts (Teaching Master 2) or the application (Teaching Master 3) as the questions are discussed. You may also choose to have students write the information after the discussion is completed. Remind students that their workers are “grown-ups.”

Here are questions to get the brainstorming under way:

- ❗ What job do you do in your business? (*In addition to giving a job title, each student should give a job description telling what the worker does.*)
- ❗ What kind of education do you need to work in a job? (*Discuss and list the various kinds of education that different jobs require.*)



ASSESSMENT

COMMON CORE

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the Main Street businesses.

PORTFOLIO

5



AUTHOR NOTE

Evolving Workers

As the Storypath develops, the workers may expand their jobs or change in other ways to respond to the story. I’ve found that students will make these adjustments consistent with the story.

CUSTOMIZE

Management Tip

Depending on students’ skills and ability to manage this activity, you may want students to work in small groups as you guide them through each of the biography categories. Alternatively, you may want to have students work individually.

TEACHING MASTER

T2, T3



- ❓ People often have jobs in high school and college that prepare them for later jobs. What other work experience might people have? *(This could include jobs like child care, working at a fast-food restaurant, volunteering at a community center, or other previous work experience.)*
- ❓ What skills do people need to do their jobs? *(Guide the discussion to include reading, writing, math, and so forth. For a discussion of “people skills,” see Content Slide Set 2.)*
- ❓ What skills do you need to work with others? *(Reinforce cooperative learning skills such as listening and being polite, helpful, and courteous.)*
- ❓ Who do you depend on in your job? *(Discuss how workers are interdependent and list job roles that are interdependent. For example, you might explain how a food server depends on the chef to prepare the food, while the chef depends on the food server to deliver the food to the customer. Students can learn more about employees and businesses in Content Slide Sets 1–3.)*

Display the workers

Here are some options for displaying the workers and the descriptions around the frieze:

- If you’ve chosen Option 1, mount the workers from each business and their job information on a large sheet of paper or poster board.
- With students’ input, arrange the workers near their businesses on the frieze.
- Group life-size figures according to their businesses.



ASSESSMENT

ASSESS: The workers and the descriptions

- demonstrate that care was taken in the construction and the writing;
- show a relationship between the figure and the description.

CONCLUDING EPISODE 2

Prepare for introductions

Explain to students that they will introduce themselves as workers to their classmates over the next several days so that everyone will know the workers in the story.

Model an introduction for students. For example: “I would like to introduce you to Jean Peterson. She is a dental hygienist, which means that she cleans people’s teeth. She works part-time from 9 to 3 so that she can be home when her children get home from school.” One way to manage introductions is to list on the board three things that students need to tell about themselves and how to deliver an introduction.

CUSTOMIZE

Story Development

As students make their introductions, listen for information that you can weave into the unit as the story develops. For example, a student may share how his business has been in the family for years. You can weave this information into the unit later and strengthen the students’ attachment to the story.

Name

Age

Job

One other fact

- *Speak clearly and loudly*
- *Make eye contact with your audience*
- *Stand tall*

COMMON CORE

Speaking and Listening:

Presentation of Knowledge and Ideas

Present information such that listeners can follow.

- include appropriate information;
- communicate clearly and effectively;
- discuss details about workers.



ASSESSMENT

CUSTOMIZE

Pacing

To maintain students' interest, spread the introductions over several days. You may want to move on to Episode 3, where students further develop their businesses. You might begin each class session with two to four introductions and then move into Episode 3 activities.

Have the students practice their introductions with their partners or in small groups before presenting to the class. Remind students to keep the introductions brief and to think of questions that they may want to ask about each worker after the introductions.

Introduce workers

In pairs, have the students introduce themselves to the whole class with the visual representations of their workers displayed. After each pair's introductions, encourage students to ask questions about the workers. Ask questions yourself to stimulate students' thinking. For example, "How did Ms. Romano decide on the name for her business?"

ASSESS: Students' introductions

- include name, age, and one important fact;
- answer questions in the role of the imagined worker;
- are presented clearly and loudly;
- demonstrate eye contact with audience and good posture.

Reflect on the business community

After all the workers have been introduced, have the students respond to questions like these:

- ❓ How many different kinds of workers work in this business community?
- ❓ What are some of the responsibilities of these workers?
- ❓ In what ways are these workers alike?
- ❓ In what ways are these workers different?

AUTHOR NOTE

Students' Questions about Workers

I've found that students are much more interested in the introductions once they realize they can ask questions. Their questions benefit the learning process because responders

- strive to give answers that make sense in the story they're creating;
- realize there are no right or wrong answers from the teacher's point of view. The story is truly their own.

BUILDING CONTEXT

UNDERSTANDING THE MARKETPLACE

INTRODUCING THE MARKETPLACE

PAGE 25

Discuss with students the role of businesses in the marketplace.

Materials Portfolio 6, *Word Bank: Goods and Services*, p. 9
Content Slide Set 3
For the word bank:
■ index cards, thick black marker

Grouping Whole class

Schedule Approximately 30 minutes

BUILDING THE BUSINESSES

PAGE 26

Students further develop their businesses through a variety of activities.

Materials Teaching Master 4, *Basic Questions for All Businesses*, TH p. 49
Portfolio 7, *Working Together: Our Business*, p. 10
Art supplies for Option 1 charts:
■ sheets of poster board, markers, glue, magazines, catalogs
Art supplies for Option 2 displays:
■ shoe boxes, clay, blocks, building-block system, cardboard, crayons, markers, construction paper
Art supplies for Option 3 signs:
■ paper, poster board, markers, catalogs

Grouping Students continue to work in pairs.

Schedule Approximately 1 1/2 hours

BUYING AND SELLING IN THE MARKETPLACE

PAGE 27

Students learn about buying and selling and the role of banks in our economic system.

Materials Content Slide Set 3
Materials for students to display the prices of their products
“Play” money in \$1s and \$10s
Teaching Master 5, *Chart for Purchases*, TH p. 50
One envelope for each student for storing money
Grouping Students who are working together in their business; divide the businesses so half the class can sell in round one and half the class can buy; and then switch roles in round two.
Schedule 1 hour

CONCLUDING EPISODE 3

PAGE 28

Students share their businesses and discuss how people make choices in the marketplace.

Materials Portfolio 8, *People Make Choices*, p. 11
For optional map activity:
■ construction paper squares of various colors to represent businesses, glue, large sheets of paper, markers or crayons

Grouping Whole class

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **Economics** Explain how local businesses provide goods and services that they think consumers want.
- **Economics** Describe the relationship of price to supply and demand.
- **Economics** Explain that banks are places to borrow or save money.
- **Economics** Explain how people in a community make choices in the marketplace.
- **Social Skills** Plan and make decisions while completing a chart, model, or sign to represent a business.
- **Critical Thinking** Organize ideas about businesses in new ways to create a project.
- **Reading: Key Ideas and Details** Read closely to determine what the text says explicitly and to make logical inferences from it.
- **Vocabulary Acquisition and Use** Acquire and use accurately academic language related to the Main Street businesses.
- **Speaking and Listening: Comprehension and Collaboration** Share information based on reading a map.

INTRODUCING THE MARKETPLACE

CUSTOMIZE

Management Tip

- Before beginning this episode, decide if you want to use the optional map activity on page 28. If you do, prepare a map outline of the students' business district on a large sheet of paper.
- You might have each student wear a tag identifying the name of his or her business as well as the job title.



CONTENT
SLIDE SET
3

Discuss goods and services

It's time for the workers to begin another day of work in their businesses. And it's time for the class to see how the business district and their businesses work. Begin this episode by asking questions like the following:

- ❓ What do your businesses sell? (*Name each business and then have students suggest products for that business. These words can be added to the class word bank and Portfolio page 9, "Word Bank: Goods and Services." During this process explain that businesses sell goods and services. Use "Goods" and "Services" as categories for the word bank words for this episode.*)

You might ask students to suggest other types of businesses, and encourage them to identify the types of goods and services these businesses provide.

Continue the discussion using questions like these:

- ❓ Where do businesses get the money to pay their workers? (*Students should understand that some of the money customers pay for the goods and services is used to pay workers. Define the word customer and refer to Content Slide Set 3 for examples of customers purchasing goods and services. Also, explain that the money workers receive is called wages or a salary. Add these words to the word bank.*)
- ❓ What would happen to a business if no one bought its goods or services? (*It would go out of business.*)
- ❓ What happens if many people want to buy an item and there isn't enough for everyone? (*The price is likely to increase because of supply and demand—introduce these concepts.*)
- ❓ Why are customers so important to businesses? (*They buy goods and services.*)

PORTFOLIO

6



AUTHOR NOTE

Interspersing Role-Plays

Students in primary grades tend to enjoy role-playing activities. A few role-playing activities a day keep the momentum going and allow students to think of themselves as workers. Consider scenarios such as an unhappy customer returning a purchase or an employee explaining why he or she is late for work. The situations should be easy to introduce and discuss.

LITERACY

Vocabulary

- customers
- goods
- salary
- services
- wages
- supply
- demand

BUILDING THE BUSINESSES

TEACHING MASTER

T4

LITERACY

Vocabulary

- loss
- profit

CUSTOMIZE

ELL

Encourage students to illustrate the vocabulary words.

PORTFOLIO

7

CONNECT

Creative Arts

If students are drawing the interiors of their businesses, demonstrate how to make them look three-dimensional.



ASSESSMENT

Explain basic questions of businesses

All businesspeople want to be successful. Business owners want to have satisfied customers and to make a profit. Discuss the following questions using some of the students' businesses as examples. (These questions can be displayed for discussion. See Teaching Master 4, p. 49.)

Basic questions all businesses must answer include:

- ❓ What goods and/or services should my business provide?
- ❓ How should my business make the goods or provide the services?
- ❓ How many goods or services should I offer?
- ❓ Who will buy my goods or use my services?

Select the activities

To help students think more deeply about the role of businesses in general and their businesses in particular, three activities are suggested.

Students should work in their business pairs from Episodes 1 and 2 to choose and complete one of the activities. Encourage students to use ideas from class discussion and any other ideas they may want to include as they develop their business project. Before they begin the activity, have students complete Portfolio page 10, "Working Together: Our Business," and discuss it as a class. Provide guidance, as needed, to help students complete their chosen projects successfully.

In all cases, have students share their businesses and explain why they chose the business that they did.

Option 1 Chart of goods and services: Students make a list of products they have for sale. An alternative activity is to draw pictures of their products or select pictures of their products from magazines or catalogs. Mount the list or pictures on poster board for display.

Option 2 Visual display: Students can draw a picture of the inside of their business or make a three-dimensional model with paper, clay, blocks, or a building-block system.

Option 3 Sign: Students can make a sign for the business. It should include the name of the business, a description of what it sells, and any other interesting information.

ASSESS: Students' projects

- demonstrate a knowledge of appropriate goods and services for their businesses;
- demonstrate careful workmanship;
- demonstrate cooperative effort between the partners.

CONNECT

Mathematics

To help students understand profit and loss, make up pricing problems for them to solve. For example: "Ms. Kim, the florist, buys carnations for 25¢ each. She ties a 5¢ ribbon around each stem and attaches a 10¢ note card. She sells her 'carnation notes' for 80¢ each. Will she make a profit?"

CUSTOMIZE

Overhead

Students who are interested in the pricing problems might be ready for the concept of overhead, or the fixed costs of a business, like rent, utilities, and salaries. If students are advanced enough, they can list the overhead expenses their businesses might have. Discuss how overhead and profit are related.

CUSTOMIZE

Catalogs, Price Lists, and Menus

Some pairs of students may have the skills to expand on Option 1. Students who sell goods can make a catalog that shows their products and prices. Students whose business provides services can make a price list, and students who work in a restaurant can write a menu.

BUYING AND SELLING IN THE MARKETPLACE

Role play buying and selling

Depending on which option you chose for students to identify the goods and services for sale in their businesses, have students decide on the prices and display the prices next to their goods/services. (In an effort to make the mathematics not too difficult, have prices in the \$1s or \$10s. Let students decide on the prices. If they are not realistic, that is fine, as this will be a teachable moment related to supply and demand.

Next organize the class into two groups explaining that some businesses are open for selling their goods/services—select half the businesses for round one, and then repeat with the other half for round two. Distribute play money accordingly with both buyers and sellers having money so everyone can participate in the exchange of goods and services. Have the buyers complete Teaching Master 5, “Chart for Purchases,” showing what they bought.

Once the sellers have had an opportunity to sell their goods and services, have students switch roles. At the end of round two, discuss the experience using such questions as:

- ❓ Were some goods/services in high demand? Why, or why not?
- ❓ If these goods/services were in high demand, do you think the seller should increase the price? Why, or why not? *(Reinforce the concepts of supply and demand but students will likely think increasing prices isn't fair!)*
- ❓ Were some goods/services in low demand? Why, or why not?
- ❓ What do you think the seller could do to encourage customers to buy a product? *(Guide students to understand that price and advertising can encourage customers to buy a product.)*

Discuss the role of banks

At this point, there should be lots of money with all the buying and selling. Introduce the idea of a bank, a safe place to keep the money, rather than in their desks or other storage areas. You may wish to review Content Slide Set 3 with students again at this point. Guide students to this solution by asking such questions as:

- ❓ Where could we keep our money to make sure it doesn't get lost? *(Guide students to understand that if we kept all the money in one place, appropriately labeled with students' names, then the money wouldn't get lost.)*
- ❓ Where do people in our community put their money to keep it safe? *(Guide the discussion to the idea of a bank.)*

Distribute envelopes and have students write their names on the envelopes and the amount of money they have. You can then play the role of the banker and have students deposit their money in the bank.

CUSTOMIZE

Money

Adjust the currency denominations to meet your learning goals.

TEACHING MASTER

T5

AUTHOR NOTE

Keep It Simple

Certainly, there are a range of options for discussing the role of banks, but for purposes of this Storypath, you most likely will want to keep it fairly straightforward. As the Storypath unfolds, you may decide to give the role of banks more attention and to introduce the concept of borrowing money from the bank.



CONTENT
SLIDE SET

3

CONCLUDING EPISODE 3

Reflect on the businesses

Discuss these questions:

- ❓ How does your business attract customers?
- ❓ Why would customers want to come to your business?
- ❓ Did the price of your good/service make a difference in buyers' purchases?
- ❓ What do the workers do to make this a good place to shop?
- ❓ How do the workers help each other in the business?
- ❓ Would you like to shop at this business? Why or why not?
- ❓ How will customers know how to find your business?
- ❓ How do banks help buyers and sellers?

To reinforce the concept that people make choices when it comes to shopping, and often those choices relate to supply and demand, have students complete Portfolio page 11, "People Make Choices."

COMMON CORE

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the Main Street businesses.

- supply and demand
- price
- advertise
- bank

PORTFOLIO

8



CUSTOMIZE

Government Services

If students include government services on the map, have students decide how these services should be identified in the key.

CUSTOMIZE

Map Key

Like shopping mall maps, you could make the squares different colors to represent different categories of businesses. For example, businesses that sell goods could be blue, those selling services could be green, and those businesses that provide both goods and services could be blue and green. This color-coded information should be included in the map key.

Optional Activity: Making a map

To reinforce the idea that a business community is cooperative, have students imagine that they, the merchants in their business community, are going to have a big street sale. As part of the promotion, they all contribute to making a map of the business district for a newspaper advertisement. You can use this activity at any point during the unit.

Step 1 You can begin the activity by providing a large, basic outline of the students' frieze, drawn on large sheets of paper. Indicate a landmark on the map to help students orient their businesses, such as a fountain, the vacant lot, or the town square.

Step 2 Then give each pair of students a square of construction paper to represent their business. Students can write the name of their business on the square and then place it in the appropriate place on the map.

Step 3 Students can add other symbols to the map to represent features they added to the frieze of their business community, such as a parking lot or a post office.

Step 4 Students can add a title and a key for the map.

Using the map

Students can practice their map skills by

- giving oral directions to each other by referring to the map;
- writing directions from one business to another;
- following oral or written directions to locate a business on a map;
- describing the location of a business in reference to other sites on the map.

CONNECT

Social Studies

Students can add a business directory to their map key by

- creating addresses for the businesses and then adding street names and numbers to the businesses;
- listing all of the businesses in their community by name and then putting them in alphabetical order;
- adding the location number of each business after its name on the map key.

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Share information based on reading a map.



ASSESSMENT

ASSESS: Maps

- are an accurate representation of the business community;
- include appropriate aids for using the map;
- can be used to give accurate directions.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

CRITICAL INCIDENT

THE AD CAMPAIGN

INTRODUCING THE PROBLEM

PAGE 31

The businesses are not making enough money, or they are losing money.

Materials Teaching Master 6, *Letter of Concern*, TH p. 51

Grouping Whole class

Schedule Approximately 20 minutes

RESPONDING TO THE PROBLEM

PAGE 31

The business community calls a meeting to decide how to attract more customers to their shopping district.

Materials Content Slide Set 4
Teaching Master 7, *Self-Assessment: Social Skills*, TH p. 52

Grouping Students begin working in pairs and then participate in a meeting with the whole class.

Schedule Approximately 45 minutes

ORGANIZING THE AD CAMPAIGN

PAGE 32

Students organize an ad campaign to try to increase sales.

Materials Portfolio 9, *Word Bank: Advertising*, p. 12
Portfolio 10, *Planning Our Advertisement*, p. 13
Portfolio 11, *Self-Assessment: Presenting Our Advertisement*, p. 14
Content Slide Set 4
Content Slide Set 6
For the word bank: index cards, thick black marker
For the advertisements: paper, old magazines, markers, crayons
Optional items: technology to facilitate the ad campaign

Grouping In pairs

Schedule 1–2 hours

CONCLUDING EPISODE 4

PAGE 33

Students reflect on the experience and how the problem was solved.

Materials Portfolio 11, *Self-Assessment: Presenting Our Advertisement*, p. 14

Grouping Whole class; individuals for self-assessment

Schedule Approximately 30 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Demonstrate how a business community can work together to solve problems.*
- **Economics** *Demonstrate how consumer choice can affect businesses.*
- **Economics** *Demonstrate how businesses can create demand with advertising and pricing.*
- **Civic Competence** *Plan for and participate in a community meeting to address a shared economic problem.*
- **Social Skills** *Use persuasion and compromise to resolve problems.*
- **Critical Thinking** *Analyze the problem of fewer shoppers and consider ways to attract shoppers.*
- **Reading: Key Ideas and Details** *Read closely to determine what the text says explicitly and to make logical inferences from it.*

EPISODE OBJECTIVES



- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing the student's own clearly and persuasively, related to a problem on Main Street.*
- **Presentation of Knowledge and Ideas** *Present the advertisement demonstrating a clear purpose and knowledge of audience.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the Main Street businesses.*
- **Writing: Text Types and Purposes** *Write to persuade customers to shop on Main Street.*

INTRODUCING THE PROBLEM

Respond to the letter

Students will become aware of problems that face business owners as they respond to a letter from one of the business owners. Distribute or read a copy of Teaching Master 6, "Letter of Concern," to the class. Students can read along as you read, or you might have students read the letter aloud in small groups. The following questions are suggested for discussing the letter.

- ❶ What is the problem in the shopping district? (*fewer shoppers; students may suggest reasons why this might be: a new mall across town, road construction in front of the shopping area, lack of parking spaces, or no public transportation.*)
- ❷ What will happen if no one comes to shop at our businesses? (*The businesspeople will make less money or possibly even go out of business.*)
- ❸ What does Mr./Ms. _____ suggest we should do? (*Lead students to suggest a business community meeting to talk about the problem and possible solutions.*)

COMMON CORE

Reading: Key Ideas and Details

Read the "Letter of Concern" closely to determine what the text says explicitly and to make logical inferences from it.

TEACHING MASTER

T6

CUSTOMIZE

Management Tip

Before introducing Episode 4, select a student who, as a worker, would be most likely to write the "Letter of Concern" (see page 51 of this Handbook). Brief the student about the role he or she should play and about how to conduct a community meeting.

RESPONDING TO THE PROBLEM

CONNECT

Drama

The type of unscripted role-playing suggested here deepens students' understanding of the workers and their problem.

Role-play a response to the problem

To ensure that everyone has an opportunity to discuss the problem, have students in their business pairs role-play a discussion about the problems and possible solutions. Have pairs role-play simultaneously. You may want to model this activity with students if they have not had experience with role-plays.

After pairs of students have their discussion, you might call on some of the pairs to role-play their conversations for the class. Stimulate discussion by asking questions such as, "What things can your bakery do to attract more customers? What might be a benefit of the business community working together to solve the problems?" These questions and the role-play help prepare students for the community meeting. If students need concrete examples of advertising, read and discuss Content Slide Set 4.

Conduct the community meeting

After students have completed their role-plays and shared a number of perspectives and ideas, set up the community meeting. Before the meeting starts, brief the student who plays the concerned worker on how to

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing the student's own clearly and persuasively, related to a problem on Main Street.

CUSTOMIZE



The Content Slide Sets provide visuals that put concepts about cost and profit in context.



CONTENT SLIDE SET

4



CONTENT
SLIDE SET

6

AUTHOR NOTE

Civics Skills

Meetings such as these help students develop the skills for participation in a democracy.

run the meeting. Assist the student as needed, depending on the student's ability level. You may want to present Content Slide Set 6 to give them ideas for potential solutions. Explain that the purpose of the meeting is to

- see which workers are interested in solving the problem of decreasing sales;
- discuss possible ways to attract more customers;
- agree on a solution to the problem;
- plan a course of action.

The worker who wrote the letter should then call the other workers together for the meeting. Discuss with students how meetings are conducted. Guide them to understand that

- people talk one at a time;
- people wait to be called on;
- before speaking, people listen to each other;
- people are courteous.

Remind students that they need to role-play as workers.

Guide the discussion

During the meeting, the students should feel that they are solving the problem and are in charge of the story. However, if students don't mention an ad campaign, you'll want to interject questions that will lead them in that direction. For example: "Why do you choose to shop at one store rather than another? How do you learn about a store?" The ad campaign might involve the whole business community or individual businesses. You can assess these skills and chart students' progress using Teaching Master 7, "Self-Assessment: Social Skills," TH page 52.

ASSESS: Discussion in the meeting

- demonstrates careful listening;
- includes practical suggestions about how to attract shoppers;
- includes constructive questions and evaluations of the suggestions of others;
- concludes by reaching an agreement with other workers on a plan of action.

AUTHOR NOTE

Expect the Unexpected

Students may have other ideas about how to solve the problem that you haven't anticipated. These solutions may fit in well with the story and be worth pursuing. For example, workers may decide to add a play area to attract shoppers with children. Based on the students' decisions, follow up with appropriate activities.

TEACHING
MASTER

T7



ASSESSMENT

ORGANIZING THE AD CAMPAIGN

Understand advertising

If students want to see examples of advertisements, read Content Slide 4 with them. The following questions can be used to discuss advertising.

- ❗ What do advertisements do? (*Inform people and try to influence them to buy goods and services—create demand.*)
- ❗ Why do businesses advertise? (*To try to increase sales*)
- ❗ How do businesses advertise? (*Students may suggest newspaper and magazine advertisements, television and radio ads, Web sites, fliers, posters, and billboards.*)
- ❗ What are advertisements that you like?



CONTENT
SLIDE SET

4

- ❓ Why do you like them?
- ❓ What makes a good advertisement?

CUSTOMIZE

Technology

If possible, have a camera for making video ads, recorders for making radio ads, and a computer with a graphics program for making print ads.

PORTFOLIO

9



CONNECT

Creative Arts

Explain that a logo is a symbol that is used to represent a business. It is supposed to be so strongly connected to the business that when people see the symbol, they will automatically think of the business. Discuss familiar logos. Students may want to create logos to use in ads for their businesses.

Make advertisements

Depending on what students have decided about their ad campaign, facilitate the making of ads. A good place to start is to generate a list of words to be used for making signs, writing jingles, or other activities that are being pursued. These words can be written on Portfolio page 12, “Word Bank: Advertising” and added to the class word bank. Use this opportunity to introduce descriptive words: words that create vivid pictures and tap into the readers’ senses—sight, hearing, touch, taste, smell. The word bank can categorize the words accordingly.

Students working with their partners can make ads for their own businesses. Depending on students’ ability to work independently, you may want to briefly discuss each of the businesses and ways they can advertise. Generate ideas for words, slogans, or pictures that customers might identify with the business. Have students work on their own, in pairs, or in small groups to create their advertisements using Portfolio page 13, “Planning Our Advertisement.”

As students begin to make their advertisements, ask them to suggest qualities of a good advertisement. They should suggest such criteria as:

- clearly tells about the product; (characteristics, price)
- attracts attention; (clever slogan, colorful graphics, interesting pictures)
- is carefully done.

To prepare for the presentations, have students read Portfolio page 14, “Self-Assessment: Presenting Our Advertisement.” After their presentations, have them complete the self-assessment.

COMMON CORE

Writing: Text Types and Purposes

Write to persuade customers to shop on Main Street.

PORTFOLIO

10



AUTHOR NOTE

Prior Knowledge

Students know a lot about the topic of advertising, so their discussion is usually astute and imaginative when it comes to tackling this problem.

PORTFOLIO

11



COMMON CORE

Presentation of Knowledge and Ideas

Present the advertisement demonstrating a clear purpose and knowledge of audience.



ASSESSMENT

Share the advertising campaign

Have students share their ads over several days. In the meantime, move on to Episode 5. You will need to narrate the story at this point to let students know whether or not their ad campaign or other solutions are increasing sales. You may find that another critical incident surfaces from this event that can be naturally woven into the story.

ASSESS: The advertisement presentations

- clearly tell about the products for sale;
- provide information as to why people should buy the product;
- answer questions posed from the audience;
- are spoken clearly and loudly;
- demonstrate eye contact with audience and good posture.

CONNECT

Mathematics

Work with students to create a bar graph showing the combined sales of the business community over a period of time. Create data that is consistent with the Storypath. For example: January, sales of \$300; March, sales of \$200; May, sales of \$250; July, sales of \$275. Discuss why businesspeople might use bar graphs or other kinds of graphs to report sales.

CONCLUDING EPISODE 4

Reflect on the experience

Use questions like the ones below to discuss the advertising campaign and reinforce student learning:

- ❓ Why do businesses advertise?
- ❓ How does advertising affect supply and demand?
- ❓ Where should the businesses in our business community advertise to get the best results?
- ❓ How will we know if our advertising campaign is effective?
- ❓ Why is it important for people to work together to solve problems?
- ❓ How do businesses in our own community try to increase sales?

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CRITICAL INCIDENT

CHOICES AND TRADE-OFFS

5

EPISODE

INTRODUCING THE PROBLEM

PAGE 36

An announcement is made that the business community must decide what to do about the vacant lot/shop in the shopping area.

Materials	None
Grouping	Whole class
Schedule	Approximately 10 minutes

RESPONDING TO THE PROBLEM

PAGE 36

Students examine the trade-offs in deciding how to use the vacant space, considering the impact on the environment.

Materials	Teaching Master 7, <i>Self-Assessment: Social Skills</i> , TH p. 52 Art supplies
Grouping	Whole class
Schedule	Approximately 1 hour

CONCLUDING EPISODE 5

PAGE 37

Students reflect on their response to the problem of what to do with the vacant lot/shop.

Materials	Portfolio 12, <i>Trade-Offs</i> , p. 15 Content Slide Set 5
Grouping	Individuals to complete Portfolio page; whole class for discussion
Schedule	Approximately 45 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Explain how a business community can work together to identify the best use for a piece of property.*
- **Economics** *Understand the concept of opportunity costs, or trade-offs, in making economic decisions.*
- **Economics** *Weigh the costs and benefits on the environment when changes are made.*
- **Civic Competence** *Identify participation in community meetings as a responsibility of community members.*
- **Social Skills** *Compromise and negotiate to make decisions that affect the entire community.*
- **Social Skills** *Work with others to plan a course of action to improve the business community.*
- **Critical Thinking** *Analyze the costs and benefits of several space-use proposals and choose the best alternative.*
- **Reading: Key Ideas and Details** *Read closely to determine what the text says explicitly and to make logical inferences from it.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing the student's own clearly and persuasively, related to a problem on Main Street.*
- **Writing: Text Types and Purposes** *Write explanatory sentences to describe economic trade-offs.*
- **Vocabulary: Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the Main Street businesses.*

INTRODUCING THE PROBLEM

AUTHOR NOTE

As appropriate, introduce the idea of “environmental impact.” Students have likely seen such signs in their neighborhoods and this is an ideal time to make that connection.

Explain the situation

Explain to students that there is a vacant lot/shop in the business district and that they need to determine the best use of the space. Brainstorm with students how that space might be used. Make a list of students’ ideas. Use the following questions to help students consider a wide range of possibilities:

- ❓ What’s the best use of this space?
- ❓ What needs do we have in our business community?
- ❓ What might people who shop here want to see in the space?
- ❓ Are there any special services we might want to have in this space?
(*A fire station, police station, child-care center, park, or other business might be suggested.*)
- ❓ How would the environment change?

AUTHOR NOTE

Pacing and Student Responses

These kinds of decisions can take a long time. Watch the pacing so that the story doesn’t become bogged down.

RESPONDING TO THE PROBLEM

CUSTOMIZE

Opportunity Cost

You may want to introduce the term *opportunity cost* as an alternative to *trade-offs*. *Opportunity cost* is the term most commonly used by economists and giving students this “big word” is empowering.

Consider the trade-offs

Have students select two or three ideas for the use of the property that seem most appropriate. The selection could be done by voting or by reaching a consensus.

Make a chart like the one shown below and discuss the disadvantages (costs) and advantages (benefits) of each of the top choices. (Consider introducing the terms *costs* and *benefits* if appropriate to your class’s learning level.) This process demonstrates for students a strategy for analyzing a problem. It is one that economists use to consider opportunity costs. Help students see that if they use the space for one purpose, they cannot use it for other purposes.

COMMON CORE

Vocabulary:

Acquisition and Use

Acquire and use accurately academic language related to the Main Street businesses.

Building a Child-Care Center

Disadvantages (Costs)	Advantages (Benefits)
Costs money to build.	Workers’ children could use it.
Can’t use the space for other things.	Customers’ children could use it.
No space to play outside.	Parents would be close by if children get sick.
The busy street might be dangerous for young children.	Parents could have lunch with their children.

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in conversations with classmates, building on others’ ideas and expressing the student’s own clearly and persuasively related to a problem on Main Street.

CUSTOMIZE

Management Tip

Prior to the community meeting, discuss with the class which of the workers might be likely to take charge of this project. That worker can be the meeting leader.

CUSTOMIZE



The use of role-play here and throughout is an excellent learning tool for students.



ASSESSMENT

TEACHING
MASTER

T7

Once students have examined the costs and benefits of the top choices, suggest a community meeting. Remind students of the rules for good meetings:

- Only one person speaks at a time.
- People wait to be called on before speaking.
- People listen to each other.
- People are courteous.

Students should maintain their roles as workers as each one advocates a particular choice. Through this discussion process, students should decide how they want to use the property. Students may end the discussion with a vote to choose the most popular plan. After the community meeting, help the students to implement their plan. For example, if they decide to use the property for a child-care center, have several students make a child-care center to add to the frieze.

ASSESS: The community meeting

- demonstrates attentive listening;
- includes suggestions for possible uses for the vacant lot/shop;
- includes appropriate questions about other workers' suggestions;
- demonstrates taking responsibility for reaching a decision.

You can use Teaching Master 7, "Self-Assessment: Social Skills," TH page 52, to help you assess students' social skills development at this point.

CONCLUDING EPISODE 5

Reflect on the experience

Discuss the concept that trade-offs are an unavoidable part of everyday life. When the business community chose to use the space for one purpose, they couldn't use it for another purpose. The resource, which in this case is the space, was limited.

To reinforce the concept of trade-offs, have students complete Portfolio page 15, "Trade-Offs." Then as a whole class discuss students' responses.

Use the questions that follow to discuss the concept of trade-offs:

- ❓ What trade-off did the business community make when they decided to use the space for _____?
- ❓ What were the costs and benefits to the environment?
- ❓ Why is it important to think about the costs and benefits before making a decision?
- ❓ Can you think of times when you have had to make trade-offs? (*For example, if you spend your allowance on candy, then you won't have it to spend on comic books. Encourage students to share personal examples of choices they or their families have had to make.*)

If students would like to read about a real community and its business district, refer them to Content Slide Set 5.

ASSESS: Trade-Offs

- are accurately identified;
- provide logical responses for choice and environmental impact.

CONNECT

Creative Arts

When developers attend community meetings to tell about something they want to build, they usually bring a drawing or model to illustrate their proposal. Workers who advocate a particular use for the lot/shop can work together to create a drawing or model to use at the community meeting.

CONNECT

Mathematics

When students vote, they can write their top choice for the use of the vacant lot/shop on a ballot. Students can

- make a tally chart of the proposals;
- record the ballots by marking the tally chart;
- count the number of tallies to see which proposal was selected.

PORTFOLIO

12



COMMON CORE

Writing: Text Types and Purposes

Write explanatory sentences to describe economic trade-offs.



ASSESSMENT



CONTENT
SLIDE SET

5

CRITICAL INCIDENT

TROUBLE ON MAIN STREET

EPISODE

INTRODUCING THE PROBLEM

PAGE 39

Students learn about young people loitering in the business district.

Materials Candy wrappers and other litter that can be attached to the frieze
Teaching Master 8, *Community News Flash*, TH p. 53

Grouping Whole class

Schedule Approximately 30 minutes

RESPONDING TO THE PROBLEM

PAGE 39

Students discuss the problem in a meeting and plan a community forum to hear both sides of the issue.

Materials Portfolio 13, *Preparing for the Meeting*, p. 16
Poster board, markers

Grouping Individuals for Portfolio; whole class for meeting

Schedule 1–2 hours, with activities occurring over several days

CONCLUDING EPISODE 6

PAGE 41

Students reflect on their response to the critical incident.

Materials Portfolio 14, *Drawing: The Solution*, p. 17

Grouping Whole class

Schedule Approximately 30 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Understand that citizens of a community can work together to find a solution to the problem affecting the business community.*
- **Civic Competence** *Recognize the rights and responsibilities of the citizens in a community.*
- **Civic Competence** *Identify participation in community meetings as a responsibility of community members.*
- **Social Skills** *Debate the community issue of loitering in the business district; decide on a course of action sensitive to the rights of both groups.*
- **Critical Thinking** *Make judgments about the issue of loitering after considering the points of view of all relevant parties.*
- **Reading: Key Ideas and Details** *Read closely to determine what the text says explicitly and to make logical inferences from it.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing the student's own clearly and persuasively, related to a problem on Main Street.*
- **Writing: Text Types and Purposes** *Write explanatory sentences to describe the problem and a solution with logical reasons.*
- **Vocabulary: Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the Main Street businesses.*

INTRODUCING THE PROBLEM

TEACHING MASTER

T8

AUTHOR NOTE

Other Critical Incidents

You may have another critical incident that is more suitable for your own community than the problem of loitering. The Storypath provides you with the flexibility to substitute a different critical incident for students to tackle.

Announce the “news flash”

The business community has responded to the problems of decreased sales and vacant property. Now they will respond to the problem of loitering in the business district.

During a discussion reviewing how the business community has worked together, arrange to have someone interrupt the class with a dramatic reading of Teaching Master 8, “Community News Flash,” TH page 53.

Discuss the “news flash”

After students have heard the news flash, ask them to recall information from it by using these questions.

- ❗ What is happening on Main Street/at the shopping mall? (*Business owners and customers are upset because teenagers are hanging around the shopping area.*)
- ❗ What is the problem? (*Shop owners say the teenagers are noisy and they leave litter around. Customers may not want to shop there any more.*)
- ❗ What does *loitering* mean? (*Lingering idly or “hanging around”*)
- ❗ How should the business community respond? (*Lead students to discuss how they’ve handled problems earlier in the unit. Accept all ideas. Lead students to consider a community meeting to discuss the issues.*)

CUSTOMIZE

Management Tip

Before beginning Episode 6,

- attach litter to the frieze where teenagers are “hanging out”;
- choose the workers and store you will use in the news flash.

You might also

- arrange to have the news flash read over the school intercom;
- arrange another setting, such as the school library or a nearby community center, for the community forum;
- have a teenager play the role of the accused loiterer.

RESPONDING TO THE PROBLEM

AUTHOR NOTE

Expecting the Unexpected

Students may respond in unexpected ways; they may introduce a new direction to the Storypath, or you may decide to follow up on an issue that emerges from the Storypath. You decide what is best.

Role-play a response to the news flash

Suggest to students that they call a business district meeting to discuss the problem. Before starting the meeting, have students think about how they, as workers, would respond to the situation. At the meeting you will want to interject questions as part of the role-play to develop two sides of the issue. For example, you might ask something like, “Mr. Milam, I understand that it’s your son who is at the corner all the time. Why do you let him hang out there?”

Remind students how meetings are conducted. This situation may call for more guidance from you about what to do about the problem. At this point you may want to have the news flash reread so that the workers can pinpoint the exact complaints in it. Also, you may want to ask leading questions to try to create a situation in which some businesses think it is acceptable to have teenagers “hanging out,” while others disagree. Suggest to students that a community forum might allow everyone a chance to express their ideas.

Consider both sides of the issue

One of the objectives of this Storypath is for students to have an opportunity to learn about how citizens can have a voice in their community. Thus, guide the discussion so that students understand that a community forum is a meeting at which people can come together to discuss an issue.

COMMON CORE

Vocabulary

Acquisition and Use

Acquire and use accurately academic language related to the Main Street businesses.

People's viewpoints are shared so that the community can work together to solve a problem.

Have students step out of their roles and help them make a list that considers both sides of the issue: the right of young people to gather in the community versus the right of businesses to have a place where customers will want to shop.

The list might look like this:

Right of teenagers to gather	Right of businesses to have a place where customers will shop
People can freely gather.	Businesses have a right to a nice street.
Teenagers need a place to meet.	Streets need to be clean and not littered.
Teenagers have the right to eat their snacks.	Businesses have a right to a quiet, pleasant shopping district.
Teenagers have a right to shop at the stores.	Businesses have a right to have their customers shop without being bothered by others.

COMMON CORE

Writing: Text Types and Purposes

Write explanatory sentences to describe the problem and a solution with logical reasons.

You could have students, working with their business partners, discuss how they feel about the issue. Do teenagers have a right to “hang out”? Students should decide whether they want to say something at the community forum. Use Portfolio page 16, “Preparing for the Meeting,” to help students think about their position on the issue.

PORTFOLIO

13



Conduct the community forum

Here is one way you can organize the community forum:

Step 1 Brief the student who will lead the forum. That student should open the meeting and explain that people have gathered to share viewpoints on the issue of loitering in the shopping district. Include other information based on how the Storypath has developed.

Step 2 Review the guidelines for successful meetings. Participants

- listen to others' ideas;
- don't interrupt;
- disagree politely;
- ask questions when they are unclear about an idea.

AUTHOR NOTE

Young Leaders

Depending on ability level, you may need to assist the student in leading the meeting. I've found, however, that often the students I least expect to take the lead are quite capable when given the opportunity.

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing the student's own clearly and persuasively, related to a problem on Main Street.

CUSTOMIZE

ELL Encourage students to share ideas first with partners.



ASSESSMENT

Then tell students that each speaker should introduce himself or herself by stating his or her name before speaking.

Step 3 Introduce the teenager/adult who is representing one of the accused loiterers. You will need to brief this person and have him or her play the role to help students consider new ideas or different perspectives, depending on how you want the story to go.

Step 4 As the meeting progresses, let the students control its direction as much as possible. Your role can be to observe the meeting and to ask questions that help students explore different perspectives. In this way, you can help move the meeting along to a resolution. For example, you might ask the teenager why he left a soda can on the street and find out that there are no trash barrels around.

Step 5 Help students consider the solutions presented and the possible results of their decisions. For example, forbidding teenagers to come to the shopping area would alienate them and their parents and hurt business. Once they decide on a particular solution, you will have to help students implement it.

Step 6 One solution students may consider is to create a list of rules for behavior in the shopping area. Students could then decide on the rules together, make a sign listing the rules, and add the sign to the frieze.

ASSESS: The community forum

- includes a clear statement describing the problem;
- includes respectful responses to others' ideas;
- offers constructive criticism;
- suggests practical solutions;
- demonstrates working with others to implement the solution to a problem.

CONCLUDING EPISODE 6

Discuss the critical incident

Use these questions to help students reflect on how a business community and a community at large can work together to solve a problem.

- ❓ What problem did the business community face?
- ❓ How did the people work together to solve the problem?
- ❓ Why was it important to communicate clearly about the problem?
- ❓ Does our community have any problems similar to this one?
- ❓ What could the citizens in our community do to solve the problem?

Instruct students to complete Portfolio page 17, "Drawing: The Solution," to assess their understanding of how the problem was solved.

PORTFOLIO

14



AUTHOR NOTE

Student Responses

At this point in the Storypath, a number of things can happen to the plot. The structure that has been set allows students to tackle problems and solve them in imaginative and interesting ways.

CONNECT

Creative Arts

One way a community informs citizens about rules of behavior is through signs. The wordless "no smoking" sign makes it clear that smoking is not allowed wherever the sign is posted. Have students create wordless signs to add to the frieze to indicate "no littering," "no loitering," and "no loud noise."

CUSTOMIZE

Write a Letter

With your help, the class can draft a letter to the local police department asking for information about any rules or ordinances the community has about littering, loitering, or noise.

CONCLUDING EVENT A CELEBRATION

INTRODUCING THE CONCLUDING EVENT

PAGE 43

Students consider ways to celebrate their business community.

Materials	Content Slide Set 7
Grouping	Whole class
Schedule	Approximately 25 minutes

PLANNING AND PARTICIPATING IN THE CELEBRATION

PAGE 43

Students write invitations. Students plan and participate in their celebration.

Materials	Portfolio 15, <i>Writing: Draft an Invitation</i> , p. 18 Materials will vary with the type of celebration chosen. For invitations and decorations: <ul style="list-style-type: none"> ■ paper, markers, paper for banners ■ optional: tempera paints For celebration activities: <ul style="list-style-type: none"> ■ food, games, music, balloons and/or decorations
Grouping	Whole class
Schedule	2–3 hours over a few days

CONCLUDING EPISODE 7

PAGE 45

Students reflect on their experience in the business community.

Materials	None
Grouping	Whole class
Schedule	Approximately 15 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways communities celebrate.*
- **Social Skills** *Plan and implement a community celebration for the business district.*
- **Social Skills** *Work cooperatively to sponsor a celebration for the business district.*
- **Critical Thinking** *Apply knowledge about personal celebrations to the planning and organizing of a community celebration.*
- **Writing: Production and Distribution of Writing** *Write invitations to the Main Street celebration.*
- **Vocabulary: Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the Main Street businesses.*

INTRODUCING THE CONCLUDING EVENT

CUSTOMIZE

Connecting Events

If something has happened earlier in the Storypath that can serve as the focus for the celebration, that is ideal. For example, if students decided to add a child-care center to their business district or a special place for teenagers to gather, a grand opening or a dedication ceremony might be a way to tie in that kind of earlier event.

Introduce the episode

Narrate the story to connect Episodes 6 to 7, explaining the results of students' efforts from the previous episode. This maintains the story line and moves the story to the conclusion. Explain to students that since they've tackled the problems of their business community, a celebration is in order.

Begin the discussion of a celebration for the business community by asking questions such as the ones that follow.

- ❗ Has the business community where you live ever had a celebration? What was it like? (*Encourage students to think of examples—anniversary celebrations, community day celebrations, street sales.*)
- ❗ How might our Storypath business community celebrate? (*Encourage a variety of responses. Students may suggest something like a customer appreciation day, a grand re-opening sale, or a re-dedication ceremony.*)
- ❗ What could we do at our celebration? (*Accept all responses and list them. Students can refer to the list as they plan the celebration. Suggestions might include: serve refreshments, have drawings for prizes, give away balloons, have the mayor make a speech, have celebrities come and sign autographs, have the school band play.*)

During the discussion and the planning of the celebration, encourage each student to contribute at least one suggestion. If students want examples of business community celebrations, refer them to Content Slide Set 7.

CUSTOMIZE

Management Tip

The celebration is a unifying experience for students. You can make it brief or more elaborate. The factors of time and students' attention span can help you decide how to develop the episode.

COMMON CORE

Vocabulary

Acquisition and Use

Acquire and use accurately academic language related to the Main Street businesses.



CONTENT
SLIDE SET

7

PLANNING AND PARTICIPATING IN THE CELEBRATION

COMMON CORE

Speaking and Listening

Suggest to students that someone in the Storypath community could give a speech thanking all the people for working together to solve problems. Discuss who might be appropriate. Have that student write the speech.

Plan the celebration

Based on the ideas that were generated in the discussion, guide students so that they think about a range of activities that the community could participate in. Let students do as much of the planning as possible. Activities could include making invitations and decorations for the celebration, planning and preparing the food, choosing the music, planning the ceremony, and other activities. Letting the students plan and prepare for the celebration is important; they maintain ownership of the concluding event and develop their planning and organizational skills.

One way to launch this activity is to have all the students write an invitation. Discuss how the business owners might invite people to a celebration in a business community. Ask questions such as, "How would you invite the mayor to the celebration?" "How would you invite shoppers to the celebration?" "Should everyone get a personal invitation?" "What other kind of invitation could be used?"

COMMON CORE

Writing: Production and Distribution of Writing

Write invitations to the Main Street celebration.

Students may decide that they need two kinds of invitations—personal invitations for people like the mayor and a newspaper ad or a flier to invite the citizens of the community. Whatever the students decide, remind them that an invitation should include

- the occasion
- the date
- the time
- the place
- who is hosting the event.

Depending on students' skills, you can draft the invitations as a whole class or each student can draft an invitation using Portfolio page 18, "Writing: Draft an Invitation." Then make a final copy for sending and display.

Invitations can be sent to students' families and to any guests who have participated in the Storypath.

PORTFOLIO

15



CUSTOMIZE



Students can write the

invitation to their families in their native language.

Organize students

Here's one way to organize students to plan the celebration. Set up committees like the ones described below. Depending on the activities chosen for the celebration, add or delete committees.

Group 1

Food committee: Chooses and sets up food

Ideas: Sampler foods from the community's restaurants, finger foods, popcorn

Group size: 3 or 4 students

Group 2

Decoration committee: Decides how the room should be decorated for the celebration

Ideas: You will probably have to suggest some ideas to get students started. They might make a banner and/or signs to put up in the business district announcing the celebration or other kinds of decorations that relate to this Storypath.

Group size: 2 or 3 students for each kind of decoration

Group 3

Music committee: Decides on the music that will be played, performed, or sung during the celebration

Ideas: Choose songs to sing, write new songs, play instruments, or make a mix of background music on tape

Group size: 2 to 4 students

Group 4

Ceremony committee: Decides how the ceremony will be organized, which workers will speak, and whether other special activities will take place

Ideas: Speakers, jugglers, clowns, balloon artist, magician, music, contests, celebrity guests

Group size: 4 to 6 students

Group 5

Organization committee: Decides on the order of events for the celebration

Ideas: Make a list of events to be posted for all to see, make fliers to be distributed on the street/mall

Group size: 2 to 3 students

Celebrate

Have students celebrate in role according to their plans. Bring a camera to take photos of the event.

CONCLUDING EPISODE 7

Reflect on the celebration

Use questions like the ones that follow to discuss the celebration:

- ❓ Why are celebrations important to communities? (*Students should understand that celebrations help people get to know each other, build community, and support each other when the need arises.*)
- ❓ What did you like best about our celebration?

Prepare for the synthesis of students' learning

Students have addressed business concerns and have worked together to make their business community successful. Even though this community effort was simulated, students had genuine involvement and were invested in the results.

The next step in student learning is the synthesis of their experiences. Synthesis activities allow students the opportunity to demonstrate the level of their understanding and help you assess what they have learned from the unit.

You will find a selection of synthesis activities on pages 55–57 of this Handbook.

Name _____ Date _____

BUSINESS COMMUNITY DESCRIPTIONS

A SMALL-TOWN OR SUBURBAN MAIN STREET

The main street has many businesses, from a bank on one end to an old hotel with a restaurant on the ground floor on the other. In between are some of the other town businesses: a grocery store, a drugstore, a barbershop, a toy store, and a hardware store, to name a few. The old, two-story brick buildings have interesting designs at the top along the roof-line. There are also newer buildings that are made of gray stone blocks. Big, old trees, which were planted a long, long time ago, line the street. Cars and trucks are parked along this busy street as people go about their daily business.

A SHOPPING MALL

The indoor shopping mall has many businesses, including a bank, a department store, a grocery store, a drugstore, and several restaurants. The shopping mall has been here for many years. There is a fountain in the center of the mall with lots of green plants, flowers, and trees. Vendors sell coffee, soft drinks, and ice cream cones, and shoppers stop at benches throughout the mall to rest their feet and take a break. Sometimes people visit the mall just to meet people and look in the shops. The mall is a busy place with lots of people shopping.

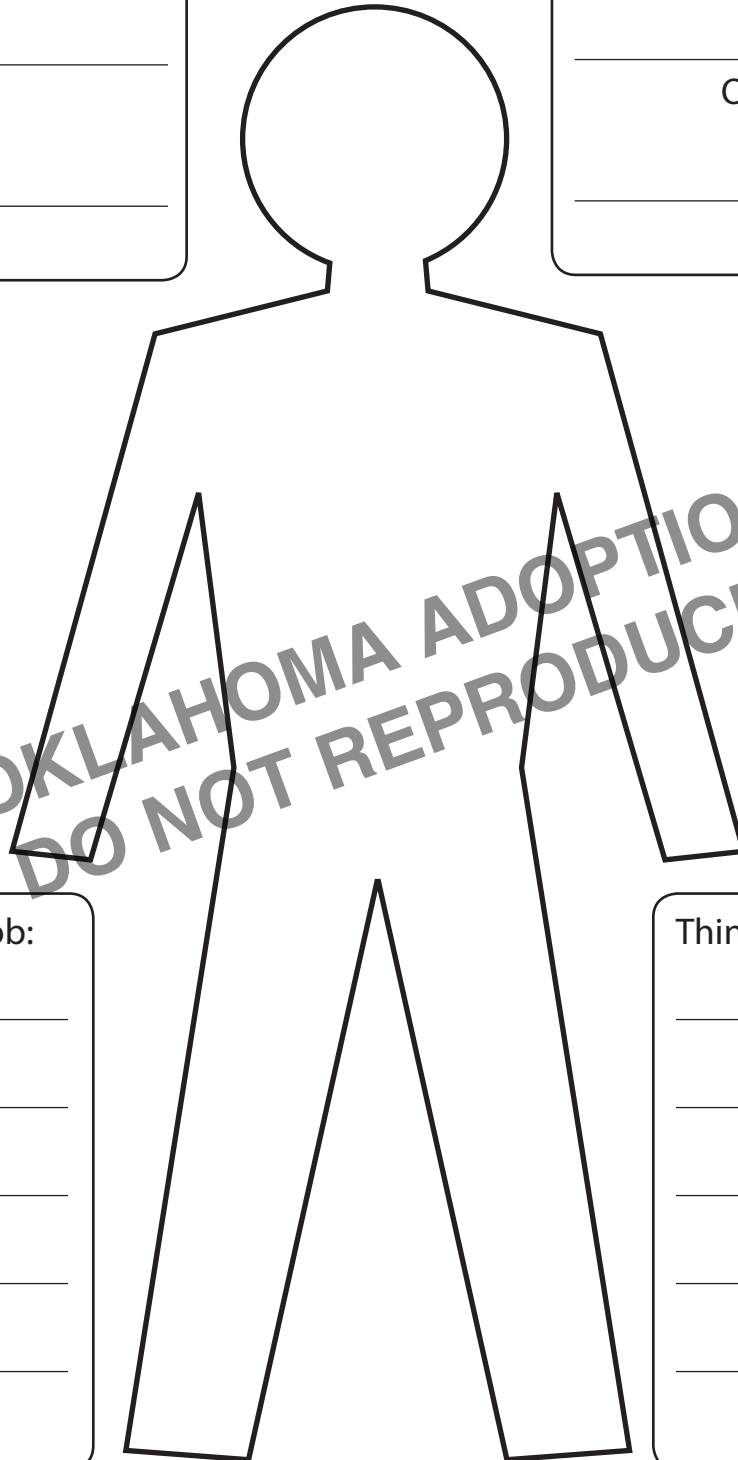
OPTION 1: FIGURE AND CALLOUTS

My name

My age

Our business

My job



Skills I use to do my job:

Things I use in my job:

Assessment: Figure is dressed realistically for job role, details added to reflect understanding of character role, care demonstrated in making the figure. Callouts reflect discussion and are realistic to the job role.

Date _____

JOB APPLICATION

(first name) (last name)

Job: _____

Education: _____

Work experience: _____

Skills: _____

Skills working with others: _____

Workers you depend on to do your job: _____

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BASIC QUESTIONS FOR ALL BUSINESSES

- ✓ What goods and/or services should my business provide?
- ✓ How should my business make the goods or provide the services?
- ✓ How many goods or services should I offer?
- ✓ Who will buy my goods or use my services?

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Name _____ Date _____

CHART FOR PURCHASES

I bought

How much did it cost?

How much did I spend altogether? _____

LETTER OF CONCERN

Dear Community Businesses,

Over the last several years, fewer customers have been coming to our shopping district. I am concerned that some of our businesses may have to close because they do not have enough customers.

I would like to have a community meeting to talk about this problem. What can we do to bring more customers into our shopping district? If we all work together, I am sure we can solve this problem.

Sincerely,

Name of business owner

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

EPISODE _____

WHAT ARE MY PARTNER AND I WORKING ON RIGHT NOW?

Not often/Never

Sometimes

Always

1. I listened to other people's ideas.



2. I did my fair share of the work.



3. I helped others.



4. I did careful work.



5. I worked with others to solve problems.



6. One thing my partner and I were good at when we worked together was:

7. One thing that was hard when my partner and I worked together was:

Name _____ Date _____

COMMUNITY NEWS FLASH

The Main Street shopping area/

_____ Mall is find-
(insert name if appropriate)
ing that teenagers are gathering to visit and
that this generally causes problems. Mr./
Ms. _____ says, “This
(insert name)
loitering is causing a big problem!”

Some businesses are complaining
that the teenagers are too noisy and
sometimes leave candy wrappers,
soda cans, and other litter around.

Mr. Peterson, a regular customer of
_____, says
(insert store name)
he is bothered by all the kids just hanging
around. Ms. _____ says she’s
(insert worker’s name)
afraid that people will stop coming here to
shop. More details to follow . . .



UNIT QUESTIONS FOR REVIEW

DISCUSSING THE BUSINESS COMMUNITY

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit, too.

- ❓ What are some examples of businesses?
- ❓ How would you explain what a business is?
- ❓ Why are banks important to communities?
- ❓ What are some problems that a business community might have?
- ❓ What are some ways a business community might try to solve each of those problems?
- ❓ What is the purpose of advertising in the marketplace?
- ❓ What is an example of a “trade-off” that a small-business owner might have to make?
- ❓ Why is it important for people to have a say on how land is used in a community?
- ❓ What responsibilities does a business owner have to customers?

REFLECTING ON THE BUSINESS COMMUNITY

Students need time to reflect on their experiences and progress through this unit. Have students respond to questions like these:

- What have I learned about businesses and business communities?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I do well when working with others? What do I still need to work on?



SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities also allow you to assess students on a variety of subjects and on a number of different levels. Each synthesis activity is followed by Criteria for Assessment.

1. PORTFOLIO RESPONSE

Activity

Have students review the items from their Portfolio. Have them select four items from their Portfolio that they think show the most important things they learned. After students have selected the items, meet with each child to discuss the following questions:

- ❓ What did you learn from each Portfolio item you chose? Why are those ideas important?
- ❓ What problems did your business face?
- ❓ How did you solve those problems?

The following questions can help students express their understanding of how businesses operate.

- ❓ How do businesses work together to solve problems?
- ❓ What are some roles that customers have in the business community?
- ❓ What are some roles that workers have in the business community?
- ❓ What kinds of choices do people make in the marketplace?
- ❓ What are some of the jobs that people have in businesses?
- ❓ How do workers depend on each other in their jobs?
- ❓ How do businesses decide what to sell?
- ❓ How does advertising affect business?
- ❓ How does the price of goods and services affect businesses?

Criteria for Assessment

Learning objectives are demonstrated if

- an explanation for selecting each item and its importance for learning is clearly conveyed;
- the student demonstrates an understanding of the economics of businesses, the workings of a marketplace, and the efforts of businesses in a business community to work together to solve problems;
- the student can recognize his or her own learning or skill acquisition.



CONTENT
SLIDE SET

S8

2. PROMOTING BUSINESS

Activity

Students can respond to the photographs in the Content Slide Set 8. Give students time to reflect on the businesses in the photographs. Then ask questions like these:

- ❓ What goods or services does this business provide?
- ❓ Who is in the market for this good or service?
- ❓ How can the business owner increase sales?

Explain to students that their job is to be advertisers. Each student is to come up with an advertising campaign to present to the business owner (the teacher) for approval. Each student, in the role of advertiser, can present his or her sales pitch to you. The presentation should include

- a description of who the potential customers are (or “target market”);
- an explanation to accompany a print ad designed to be used in the sales campaign;
- a jingle, slogan, or song designed to sell the good or service.

Criteria for Assessment

The student presentation should

- be made in the role of advertiser;
- identify the good or service shown in the photographs;
- identify the market, or customers, for the good or service.

The print ad should

- name the good or service;
- be well made and attractive;
- describe the product and its price as well as the location of the business;
- catch the reader’s attention.

The jingle, slogan, or song should

- name the good or service;
- be memorable in some way.

3. MAKING CONNECTIONS TO OTHER PLACES

Activity

To assess students’ understanding of the marketplace, have them make connections to other places in the world. Students respond to the photographs in Content Slide Set 8, Slide 2.

You can create a simple chart to guide their responses.

<p>Photo 1:</p> <p>Do you think people would shop here?</p> <p>Why, or why not?</p>	<p>Photo 2 (Italy):</p> <p>How is this marketplace like our marketplace?</p> <p>How is it different?</p>
<p>Photo 3 (Bhutan):</p> <p>This market is selling spices, olives, bread, and eggs.</p> <p>What might your family buy in this market?</p>	<p>Photo 4:</p> <p>What goods would customers want to buy in this photo?</p> <p>Would you like to buy something here?</p> <p>Why, or why not?</p>

Criteria for Assessment

Learning objectives are demonstrated if

- The responses reflect understanding that people around the world trade for goods and services.
- Connections are made to student's own experience in the marketplace.

EXTENDING STUDENTS' EXPERIENCES

EXPLORING NEIGHBORHOOD BUSINESS DISTRICTS

Students compare and contrast their experiences in their Storypath business district with those in their own neighborhood.

With an adult, students can visit a nearby mall or main street and identify the basic elements of two of the businesses. Encourage students to create their own questions to answer as they explore the business district. Some students may need help writing questions. Guide students to create questions like these:

- ❓ What do these two stores sell?
- ❓ Who might their customers be?
- ❓ What have the businesses done to attract customers?
- ❓ Is this a good place for a business to be located? Why or why not?

INTERVIEWING A BUSINESS OWNER

With an adult, students can interview a local business owner to compare and contrast their experiences in this unit. Encourage students to create a list of questions to ask the merchant they interview. Questions may include the following:

- ❓ Do you sell goods, services, or both?
- ❓ Do you like this location for your business?
- ❓ What skills does a person need to work here?
- ❓ Who are your customers?
- ❓ How do you attract customers to your store?
- ❓ Have there ever been problems in your business community where having fewer customers affected your business? How were these problems solved?
- ❓ How do banks help you in your business?

Students can express their ideas by taking photographs or creating pictures to illustrate the answers to their questions. They might even make suggestions for how the business could attract customers or improve their product line or services. Students can present what they've learned to the class by

- giving an oral presentation;
- making a poster of the business.

BACKGROUND INFORMATION

“Buyer beware.” From the anonymous Latin proverb, *caveat emptor*, or “Let the buyer beware,” this means that it is the consumer’s responsibility to judge the quality of a transaction.

Capitalism A political, social, and economic system in which property is controlled and owned primarily by individuals. In a purely capitalist, or free-market, society, supply and demand control the market without government intervention.

Competitive market In a competitive market, a large number of small businesses buy and sell independently. In this way, no one business can significantly influence price; should one business drastically raise prices, consumers could easily turn elsewhere. Thus, in general, a competitive market can be an asset for consumers. Profits in a competitive market result when demand is greater than supply, thus ensuring continuous and complete consumption of the good or service. When supply exceeds demand, prices must be lowered in order for complete consumption to take place. In its extreme, this situation can result in prices dropping below cost, leaving the seller with a loss.

Consumer A person who uses goods and services. The customer in a grocery store or dance class is a consumer.

Cost The measure of what must be given up in order to attain something. This measure is usually monetary, although it doesn’t have to be.

Demand The amount of a good or service that individuals or groups are willing and able to purchase.

Employee Someone who works for someone else for compensation.

Goods Tangible objects that satisfy consumer wants.

Loss When a business’s costs exceed its sales, it incurs a loss.

Market/Marketplace Any context, physical or not, in which goods and services are bought, sold, or traded.

Opportunity cost When one action is only available at the expense of another, the opportunity cost is the value of the action not taken. In other words, it is the cost of not pursuing one objective in a trade-off in order to pursue another.

Overhead Money spent by businesses for utilities, rent, and other expenses aside from the cost of the actual good or service.

Profit The money made in a business after paying all expenses.
 $\text{Profit} = \text{Sales} - \text{Costs}$

Salary The payment for most nonmanual employees in exchange for work performed. Payment is made at regular intervals and does not vary according to hours worked or effort made as long as minimal obligations are met.

Services Tasks that are performed as a result of a demand and to which a price is attached.

Supply The amount of a good or service available for consumption in the marketplace.

“There is no such thing as a free lunch.” This familiar quote refers to the fact that in a capitalist economy, everything involves a trade-off, or opportunity cost.

Trade-off In a trade-off, one objective may only be attained at the cost of moving away from another objective. The cost in a trade-off is called an opportunity cost.

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OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Culture/Social Interaction											
Identify ways groups, societies, and cultures address similar human needs and concerns.	Demonstrate how a business community can work together to solve problems.				•		•		•	•	
	Explain how a business community can work together to identify the best use for a piece of property.					•			•	•	
	Identify ways communities celebrate.							•			
Economics											
Identify how workers with specialized jobs contribute to the production and exchange of goods and services.	Describe jobs that workers have in businesses.		•						•	•	•
	Demonstrate how workers are interdependent.		•						•		
Give examples that show how scarcity and choice govern economic decisions.	Explain how local businesses provide goods and services that they think consumers want.			•					•	•	•
	Explain how people in a community make choices in the marketplace.			•					•	•	•
	Understand the concept of opportunity costs, or trade-offs, in making economic decisions.					•			•	•	
	Demonstrate how consumer choice can affect businesses.				•				•	•	•
	Demonstrate how businesses can create demand with advertising and pricing.				•				•	•	
Describe the relationship of price to supply and demand.	Describe the relationship of price to supply and demand.			•					•	•	
Describe the role of financial institutions.	Explain that banks are places to save money.			•					•		
Weigh the costs and benefits on the environment when changes are made.	Weigh the costs and benefits on the environment when changes are made.				•				•		
Explain how people everywhere trade for goods and services.	Explain how people everywhere trade for goods and services.								•	•	•

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Social Skills											
Participate in organizing, planning, making decisions, and taking action in group settings.	Organize, plan, and make decisions while creating a frieze with group members.	•									
	Plan and make decisions while creating themselves as workers.		•								
	Plan and make decisions while completing a chart, model, or sign to represent a business.			•							
	Plan and implement a community celebration for the business district.							•			
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and problems.	Compromise and negotiate to make decisions that affect the entire community.					•					
	Use persuasion and compromise to resolve problems.	•			•						
	Debate the community issue of loitering in the business district; decide on a course of action sensitive to the rights of both groups.						•				
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete a frieze with the group.	•									
	Work cooperatively to sponsor a celebration for the business district.							•			
	Work with others to plan a course of action to improve the business community.					•					

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Critical Thinking											
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Use criteria and consider points of view to make judgments about workers.		•								
	Analyze the problem of fewer shoppers and consider ways to attract shoppers.				•						
	Make judgments about the issue of loitering after considering the points of view of all relevant parties.						•			•	•
Organize ideas in new ways.	Organize ideas from class discussion and apply those ideas to the frieze or workers.	•	•							•	•
	Organize ideas about businesses in new ways to create a project.			•					•	•	•
	Apply knowledge about personal celebrations to the planning and organization of a community celebration.							•		•	•
Define issues or problems and consider alternatives. Then make a decision based on evaluation of alternatives.	Analyze the costs and benefits of several space-use proposals and choose the best alternative.					•				•	•
Civic Competence											
Identify examples of freedoms, rights, and responsibilities of citizens.	Recognize rights and responsibilities of the citizens in a community.						•		•		
Identify and practice selected forms of civic discussion and participation.	Identify participation in community meetings as a responsibility of community members.					•	•		•		
Explain actions citizens can take to influence public policy decisions.	Plan for and participate in a community meeting to address a shared economic problem.				•						

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Reading Processes											
Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Read closely to determine what the text says explicitly and to make logical inferences from it.	•	•		•	•	•	•		•	•
Writing Processes											
Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write explanatory sentences using descriptive words about the businesses created.	•									
	Write explanatory sentences to describe the workers in the businesses.		•								
	Write explanatory sentences to describe economic trade-offs.					•					
	Write explanatory sentences to describe the problem and a solution with logical reasons.						•				
Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Write to persuade customers to shop on <i>Main Street</i> .				•						
Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Write invitations to the <i>Main Street</i> celebration.							•			

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Speaking and Listening Processes											
Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Prepare for and participate effectively in conversations and collaborations to create the setting.	•									
	Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing one's own clearly and persuasively related to a problem on <i>Main Street</i> .				•	•	•				
Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Share information based on reading a map.			•							
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information such that listeners can follow.			•							
	Present the advertisement demonstrating a clear purpose and knowledge of audience.				•						
Vocabulary Acquisition and Use											
Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.	Acquire and use accurately academic language related to the <i>Main Street</i> businesses.	•	•	•	•	•	•	•	•	•	•

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete to developing readers. Language that will help you includes the following:

- “I think about what I already know when . . .”
- “When I look for the main idea, I . . .”
- “A clue that will help me is . . .”
- “That makes me think . . .”

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit, and begin to use the strategies independently. For example, after you model your own thinking, ask students to try the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

ADDITIONAL RESOURCES

LITERATURE

Easy

Scarry, Richard. *Richard Scarry's Busy, Busy Town*. New York: Golden Books, 2000.

City occupations are categorized with descriptions and pictures for each job. Office workers, medical workers, woodworkers, various police officers, town workers, housekeepers, and post office workers are some of the members of this busy town.

Zimmerman, Andrea. *Trashy Town*.

New York: HarperCollins, 1999.

Mr. Gilly collects trash from locations all around the town.

Average

Caseley, Judith. *On the Town: A Community Adventure*.

New York: Greenwillow, 2002.

Sparked by a school assignment, a boy and his mother keep track of the people and places in the neighborhood.

Hao, K.T. and Byung-Gyu Kim. *The 100th Customer*.

Purple Bear Books, 2005.

A bear and a crocodile open a pizza restaurant.

Krull, Kathleen. *Supermarket*.

New York: Holiday House, 2001.

Colorful picture book presents a behind-the-scenes look at a neighborhood supermarket.

Lewin, Ted. *Market!*

New York: HarperCollins, 1996.

From a Ugandan marketplace to New York's Fulton Fish Market, six markets are explored through dynamic illustrations that draw the reader into each scene.

MULTIMEDIA

Money Town. Davidson & Associates, 1996. The characters in Greenstreet want to earn money in order to reopen their town park. Uses multimedia games to teach basics about dollars and cents. See <https://www.youtube.com/watch?v=o5vyQNDswi4>.

Service Workers and the Services They Provide. 100% Educational Videos, 1998. Part of the Economics Collection. This program for K–3 teaches about workers who serve our communities. Concepts include goods and services, consumers, income, and why people work. See <http://schoolmediainteractive.com/view/object/clip/0DC48A467ED093D9F110685D9ED5D732>.

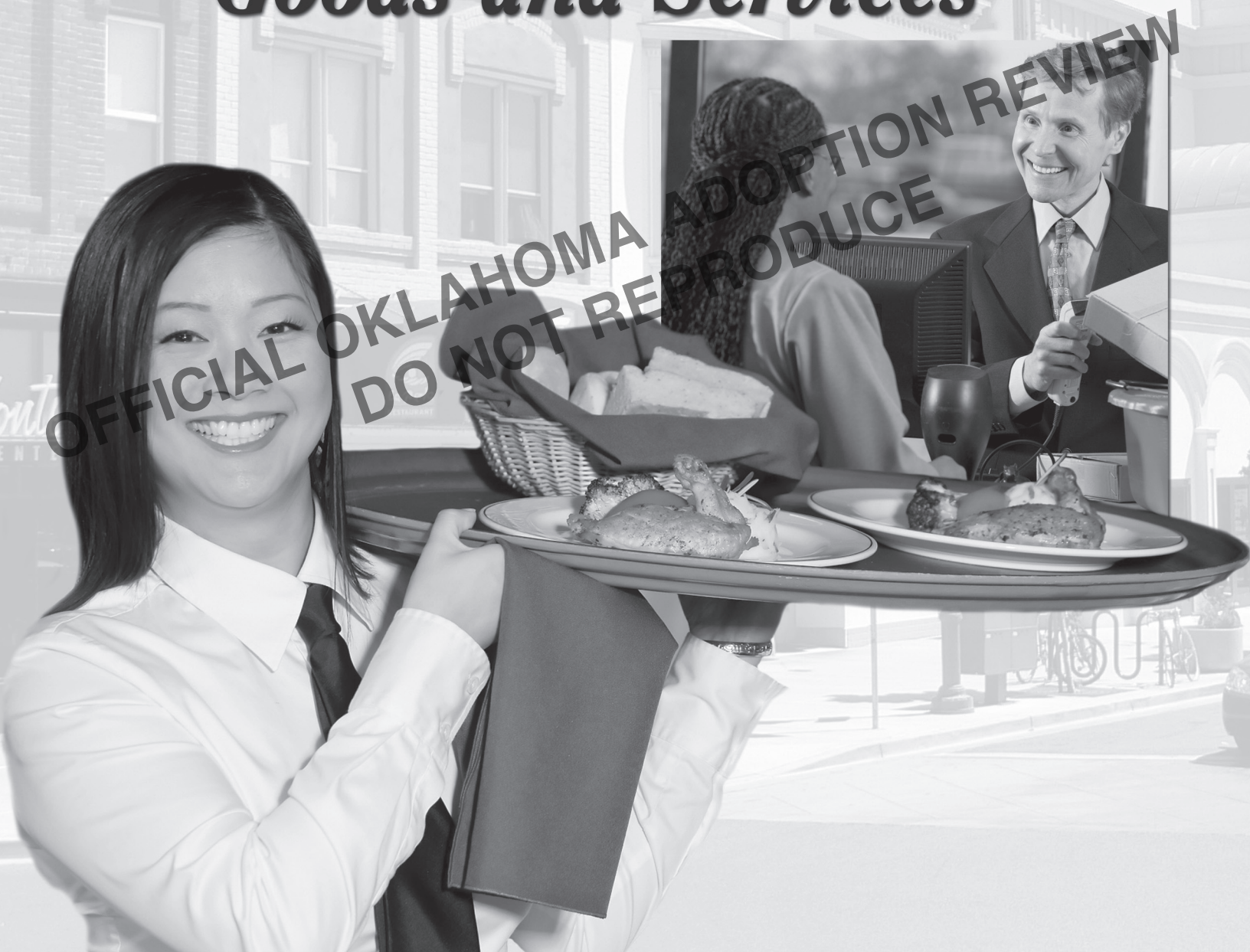
Sim Town. Maxis/Software Toys for Kids, 1995. Allows users to build a town by designing roads, houses, video arcades, pizza parlors, toy stores, and movie theaters. Characters can also be created showing what they like to do, eat, and say in the town.

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Name:

Main Street

Understanding Goods and Services



STORYPATH®

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PORTFOLIO

Main Street: Understanding Goods and Services

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WORKING TOGETHER: THE FRIEZE

Talk with your partner about how you will work together.

- ☐ We will listen to each other's ideas.
- ☐ We will share the work.
- ☐ We will help each other.
- ☐ We will do careful work.
- ☐ We will work together to solve problems.

Other ideas:

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**SELF-ASSESSMENT: WORKING TOGETHER**

Not often/Never

Sometimes

Always

1. We listened to each other's ideas.



2. We shared the work.



3. We helped each other.



4. We did careful work.



5. We worked together to solve problems.



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WORD BANK: THE BUSINESS COMMUNITY

On the left side, make a list of businesses the class created. On the right side, add words that describe the businesses.

Businesses	Describing words
candy store	colorful

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Assessment: Businesses are named; describing words accurately reflect the business district.



DATE _____

WRITING: THE BUSINESS COMMUNITY

Write sentences to describe the business community. Use your word bank to help you.

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Assessment: The sentences include words from the word bank, accurate information about the business community created, and (if advanced) interesting details.



WORD BANK: JOBS

On the left side, make a list of jobs in the businesses. On the right side, list the skills people need to do the jobs.

Jobs	Skills
grocer	good at addition

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Assessment: Words are appropriate to the roles of workers and the skills they need to do their jobs.



WORD BANK: GOODS AND SERVICES

On the left side, make a list of goods. On the right side, make a list of services. Remember, some businesses sell both goods and services.

Goods	Services
toys	child care

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Assessment: Goods and services are correctly categorized.



WORKING TOGETHER: OUR BUSINESS

1. What does our business sell?

2. What will we make to show the kind of business we have?

3. How will I work with my partner?

☐ I will listen carefully.

☐ I will share the work.

☐ I will be helpful.

☐ I will disagree in a polite way.

☐ I will work with my partner to solve problems.

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DATE _____

PEOPLE MAKE CHOICES

Why would people choose to shop in your business? Write at least three reasons.

Name of business: _____

Reasons to shop in our business:

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Assessment: Three reasons are provided that are logical to the business.



PLANNING OUR ADVERTISEMENT

Step 1. Circle words from your word bank that you could use to sell your products.

Step 2. What do customers need to know about your products? Write your answer below.

Step 3. How can you attract attention for your products? List at least two ideas.

Step 4. Draft your advertisement on a separate sheet of paper.

Step 5. Make your advertisement.

Assessment: Advertisement clearly tells about the product, attracts attention, and is carefully prepared.



SELF-ASSESSMENT: PRESENTING OUR ADVERTISEMENT

How did you do?

Not often/Never

Sometimes

Always

1. We told the audience what products we sell.



2. We told why people should buy our products.



3. We answered questions.



4. We spoke clearly and loudly.



5. We looked at the audience.



6. We stood tall.



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TRADE-OFFS

In our business district we decided to use our space for

That means we couldn't use the space for something else. What was another idea for the space?

Why was our choice the best choice?

How does this affect the environment?

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Assessment: The use of the space was identified with an alternative listed. Logical responses were given for choice and environmental impact.



DATE _____

PREPARING FOR THE MEETING

What is the problem?

What do you think the community should do?

Why is this a good solution?

Assessment: The problem is correctly identified and a solution is provided with a reason for why this is a good solution. The reason demonstrates an understanding of the situation and is logical.



DRAWING: THE SOLUTION

Draw a picture showing how the community solved the problem.

Write a sentence that explains your drawing.

Assessment: The drawing portrays the solution the community decided upon. The sentence is completed and accurately explains the drawing.



DATE _____

WRITING: DRAFT AN INVITATION

What kind of celebration will we have?

What is the date of the celebration? _____

What time is the celebration? _____

Where will we have the celebration? _____

Who is hosting the celebration? _____

Use this information to draft an invitation. Use your word banks to help you write the invitation.

Edit your draft. Copy the final invitation onto a separate sheet of paper.

Assessment: The invitation provides the necessary information, tells about why people should come to the event, and is carefully written.

GLOSSARY

benefit an advantage or something you will gain

cost a disadvantage or something you will lose or pay

customers people who buy a good or a service from a business

goods things that customers buy from a business

logo a picture that is used to advertise a business

profit the money a business makes after all the expenses are paid

services tasks that are performed for payment

wages money earned by workers

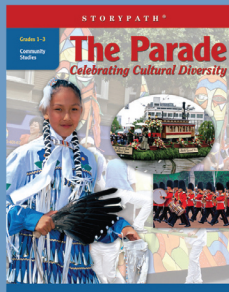
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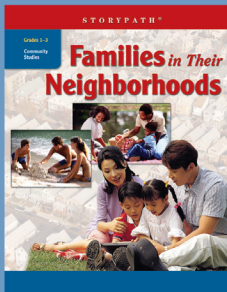
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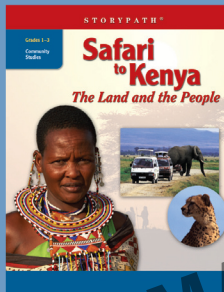
Grades 1–3



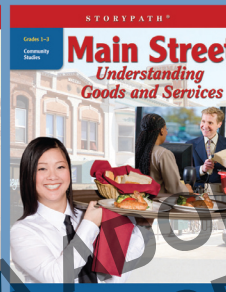
The Parade
Celebrating Cultural Diversity
STP430



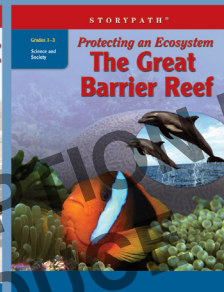
Families in Their Neighborhoods
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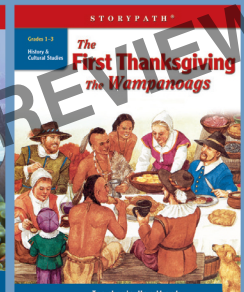
Safari to Kenya
The Land and the People
STP450



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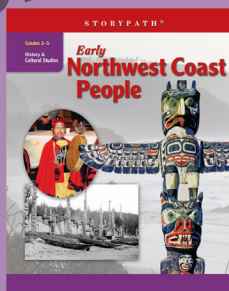


The Great Barrier Reef
Protecting an Ecosystem
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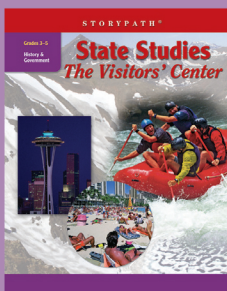


The First Thanksgiving
The Wampanoags
STP530

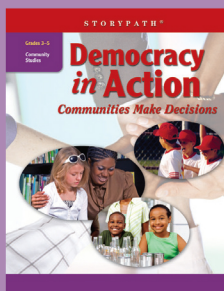
Grades 3–5



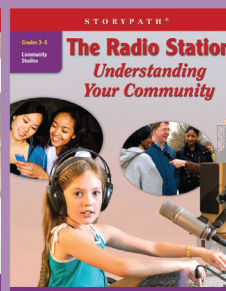
Early Northwest Coast People
STP540



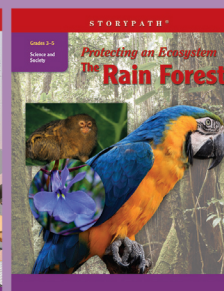
State Studies: The Visitors' Center
STP550



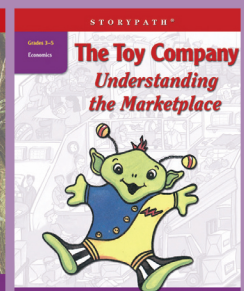
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Understanding Your Community
STP570



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