

Name:

Democracy *in* Action

Communities Make Decisions



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FRIEZE GUIDE

Work with your group to plan and make businesses, homes, and other features for your community.

1. Plan the buildings and other features you will make.

Make a list. Look at the list you brainstormed as a class to get ideas. Your group should make at least one business and one home.

2. Share your ideas with the group.

Work together to select the best ideas. Circle the ideas on your list that you will use.

3. Assign jobs. List what you will do.

4. Assess your work.

Put a check next to the things you did.

- I offered ideas about the frieze.
- I listened to other people's ideas.
- I made positive comments to my group members.
- I was willing to change my ideas to help the group.
- I helped someone else if I had time.

I liked working with my group because _____

I could be a better group member by _____

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WRITING: SENSE POEM

Write a sense poem to describe the community on your frieze. Complete each of the lines below with at least one describing word (adjective) and a word that names a thing (noun). You can use words from the word bank or any other words you can think of that will give your readers a clear picture of the community.

I see _____

I hear _____

I touch _____

I smell _____

I feel _____

On a separate sheet of paper, rewrite your poem, using only the words you wrote on the lines. Use your best handwriting and check for correct spelling.

Your finished poem might look something like this:

Glorious fall colors
Bubbling, rippling water
Dry, crispy leaves
Tart, spicy cider
A crisp, new chill

Assessment: The poem follows the given format and reflects a sense of the community. The poem uses adjectives and nouns to create a logical sequence about each sense; colorful and interesting adjectives describe the nouns. There is evidence of care in construction and correct spelling is used.



DATE _____

FAMILY GROUP WORK

1. Discuss the kind of family you will create.

Decide on your family's last name. _____

List the name, age, and occupation of each family member.

Write where your family members were born. If they were not born in this community, what caused them to move?

2. Give your family a "personality."

What leisure activities do you enjoy together?

What personality traits do the family members have in common?

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FAMILY GROUP WORK (CONT.)

What interesting anecdotes involve the entire family?

3. Assess your group work.

Put a check next to the things you did.

- I shared ideas about the family.
- I listened carefully to the other family members' ideas.
- I asked for clarification when I didn't understand others' ideas.
- I made positive comments to support other group members.
- I compromised to help the group work together better.

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MAKING A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

1. Make the head.

- Draw a circle about 2 inches in diameter.
- Cut out the circle.

2. Make the body.

- Draw a rectangle approximately $2\frac{1}{2}$ inches by 4 inches.
- Cut out the rectangle.

3. Make the arms and legs.

- For the arms, draw two rectangles about $\frac{3}{4}$ inch wide by 4 inches long.
- Draw two more rectangles approximately 1 inch longer for the legs.
- Cut out the rectangles.

4. Put the body together.

- Position the head, arms, and legs on the body.
- Glue the body together.

5. Make clothing.

- Place the body on fabric or paper.
- Trace around the shape to make clothing.

6. Mount the character and add details.

- Glue the figure on construction paper.
- Glue the clothing onto the character.
- Add details such as hair, feet, hands, facial features, or jewelry.

Assessment: Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the job role, and details are included. The character is carefully completed.



CHARACTER INTRODUCTIONS

Prepare an introduction of your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group, decide how you want to introduce yourselves using the following guidelines.

- Get into role. What will be interesting information to share about your family?
- Underline important information in your biography. Be sure to include your name and position in the family.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

Practice your introductions in your family group. Use the checklist below to practice and to give feedback to others in your group.

Checklist for a good introduction:

- Am I in character?
- Am I including important information and interesting details?
- Am I speaking clearly and confidently?
- Am I making eye contact with my audience?

What feedback did you get?

Make improvements as necessary.

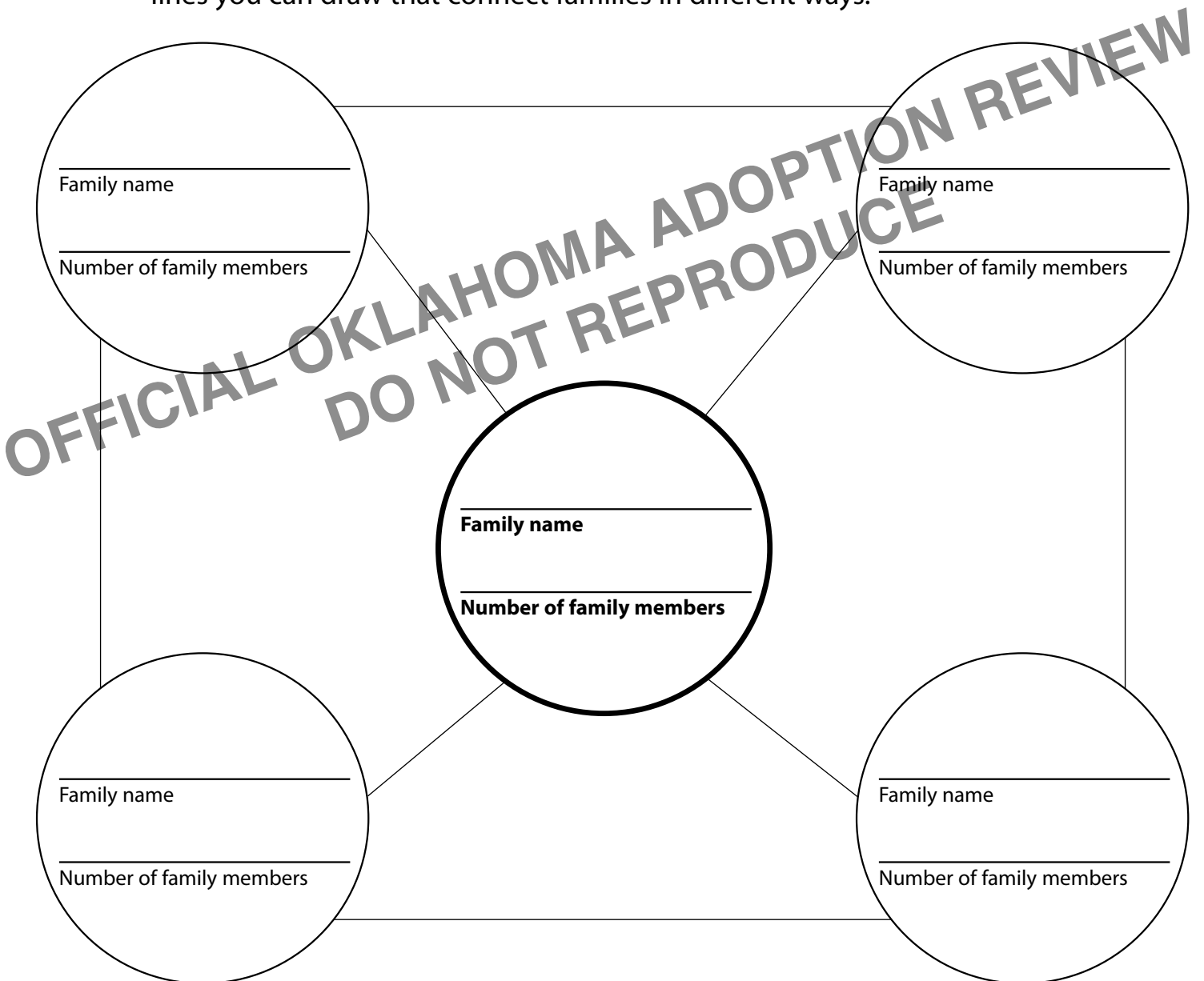
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ACTIVE LISTENING GUIDE

Family Introductions

Use the web below to show how your character and family are connected to other community members. For each family introduced, write the family name and number of family members. After all the introductions have been given, write on the lines between the circles to show how people are connected in the community. For example, some people may be friends, customers, or relatives. Add lines as you need to, and see how many lines you can draw that connect families in different ways.





PLANNING COMMISSION

Purpose: to encourage citizen input in the community planning process

Authority: to advise the city government and recommend policy

Who should serve:

- citizens with expertise in architecture, urban planning and economic development, and experience in community involvement
- citizens with knowledge of specific concerns of the residents of the community
- citizens from different parts of the community who are involved in the businesses of the community

To apply: Complete an application and submit it to the city council.

Selection: The city council reviews applications and selects the members of the planning commission by vote.

Conflict of interest: Any member of the planning commission with a conflict of interest or who creates an appearance of unfairness must recuse him or herself. As a result, that person may not take part in the deliberations or voting.

Find the words below in the text and circle them. Write definitions based on context clues, or how the word is used. Then check your definitions using the glossary on page 22 of this Portfolio.

Word	Definition from context clues	Glossary definition
conflict of interest		
deliberations		
recuse		



LOCAL GOVERNMENTS

Local Government Services

Local government provides the following services to the community:

- public safety such as police, fire, and street lights
- public utilities such as water, gas, electricity, and garbage pickup
- transportation such as streets, highways, and local bus or train service
- education and recreation such as schools, libraries, museums, parks, and sports facilities

Local Government Structures

	Mayor and Council	Council and Manager	Commission
How representatives are selected	Mayor: Elected by citizens Council: Elected by citizens	Council: Elected by citizens Manager: Appointed by council	The citizens elect three commissioners.
Responsibilities	The council makes the rules and policies. The mayor carries out the rules and policies.	The council makes the rules and polices. The council selects a mayor* from among its members. The mayor presides over council meetings. The manager provides policy advice to the council and is responsible for the daily operation of city government.	The three commissioners are: (1) Commissioner of Public Safety (This person also serves as mayor.) (2) Commissioner of Finance (3) Commissioner of Streets and Public Improvements The three commissioners make rules and policies for the city.
Authority	The mayor presides over council meetings but does not vote unless there is a tie.	The manager is responsible to the council and can be replaced by the council.	All three commissioners share the power equally.

*In some cities the people elect the mayor.

LOCAL GOVERNMENTS (CONT.)

Read the chart carefully. Circle any words that are important to understanding community and its government and add them to your word bank. Then answer the following questions. Use the glossary on page 22 if you need to.

1. Identify the roles or jobs in the legislative branch of local government.

2. Identify the roles or jobs in the executive branch of local government.

3. How are the three local government structures similar?

4. How are they different?

5. What type of government will we use in our Storypath? (Circle one.)

Mayor and Council

Council and Manager

Commission

6. For the Storypath local government, which roles are elected?



OUR COMMUNITY'S LOCAL GOVERNMENT

Form of Government: _____

Complete this chart to show the leaders in your government. Write the title of the person and the character's first and last name for each leader.

Local Government

Title	Character's First and Last Name

Planning Commission Members

Character's First and Last Name

This is a representative government because _____

Assessment: Titles and characters' names are correctly identified. A representative form of government is clearly explained.

ANALYZING THE ISSUE

What is the issue? _____

What is your position on the issue? _____

What are the main advantages? Write them in the first column.

What are the main disadvantages? Write them in the second column.

Advantages	Disadvantages

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We brainstormed ideas for voicing our opinions about the issue. Look at the list below. Add other ideas from the brainstorming. Circle the one you think is best.

- | | | |
|--------------------------|------------|-------------------|
| Letters to the newspaper | Fliers | Posters |
| Community meetings | Marches | Radio interviews |
| Television interviews | Parades | Internet messages |
| Signs | Billboards | |

Prepare your persuasive project.
Use the checklist as a guide for making your persuasive project.

- The writing or pictures are forceful and engaging.
- There is a clear position on the issue.
- Reasons for the position are clear.
- Care is shown in the making of the persuasive material.



GUIDE TO ANALYZING CONTROVERSIES

Read the “Development Issues” on Content Card 7 and answer the following questions.

1. What is the controversy?

2. What are the costs to the community of the proposed action?

3. What are the benefits to the community of the proposed action?

4. Who represents the two different sides of the controversy?

5. What are the different ways citizens voiced their opinions about this issue?

6. What do you think the best solution or compromise would be? Explain.

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THE DEMOCRATIC PROCESS

In a democratic society, people have certain rights and responsibilities:

- the right to dignity
- the right to justice
- the right to security
- the right to free speech
- responsibility to respect the rights of others
- responsibility to be honest
- responsibility to participate in the democratic process
- responsibility to work for the common good
- responsibility to respect the property of others

The government also has certain responsibilities to protect our freedoms:

- responsibility to respect and protect people's rights, including the right to express their ideas
- responsibility to work for the common good

1. What is the difference between a responsibility and a right?

Use examples in your answer.

2. Why does the government have responsibilities to the people?

PREWRITING: PERSUASIVE SPEECH

When you give a persuasive speech, you are trying to make your listeners agree with what you think about a particular issue. Follow the steps below to write and deliver a persuasive speech.

1. Review the advantages and disadvantages that you stated on page 15 of the Portfolio.
2. Have you changed your mind after listening to and seeing other people's ideas?
3. Do you have some new ideas you could add to your own position on the issue?
4. Organize your ideas.

Your position: _____

Reasons to support your position:

5. Draft your speech on a separate sheet of paper. Focus on "voice" in your writing. Voice is when you write sincerely about what you believe. Use words that show passion for your position.
6. Edit your speech. Here are some ways to do this:
 - Catch the listeners' attention by asking a question, using an interesting quote or stating a shocking fact.
 - Offer some surprising information about the issue.
 - Make sure the information is accurate.
 - Offer a solution and tell why it is the best solution.
 - Check spelling and punctuation.



SELF-ASSESSMENT: PERSUASIVE SPEECH

You have used the writing trait, voice, in writing your speech. Now you want the written voice to come alive when you deliver your speech. Work with a partner and practice your speech. Use the checklist below to give each other feedback.

Put a check next to the things you did.

- I spoke clearly and loudly.
- I looked at the audience.
- I spoke sincerely and with passion.
- I was prepared.

You may decide you want to edit your speech some more. Often speakers edit their speeches right up to the last minute.

You may decide you want to add some reminders for yourself to use when you are speaking. Sometimes speakers put little pictures on their written speech to remind them about the good speaking tips.



Speak clearly and loudly.



Look at the audience.



Speak from the heart.

WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit.

Words that name things (nouns)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Words that describe (adjectives)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other words

_____	_____
_____	_____
_____	_____
_____	_____

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GLOSSARY

authority *noun* the right and responsibility to make decisions or take action

benefit *noun* something that is for the good of a person or community; advantage

coalition *noun* people or groups who come together for a common cause

compromise *noun* settlement of an argument when two sides agree to give up one or more of their demands

conflict of interest *noun* a situation in which the person making the decision can benefit from the decision, causing the decision to appear unfair

controversy *noun* a question or problem that people have conflicting opinions about

cost *noun* loss or sacrifice involved in doing something

deliberations *noun* the process of thinking about or carefully discussing an issue

development *noun* a building project that builds on, or expands, an area

economic *adjective* relating to money, resources, and jobs

environment *noun* the physical conditions that affect the growth and survival of living things

executive branch *noun* the part of the government that carries out laws and policies

goods *plural noun* things for sale

heritage *noun* traditions passed down from generation to generation

judicial branch *noun* the part of the government that decides how laws should be applied to solve problems

legislative branch *noun* the part of the government that makes laws and policies

natural resources *plural noun* materials that are found in nature and are useful to people

petition *noun* a document people sign to ask for something to change

policy *noun* rules or a plan guiding decisions

proposal *noun* a plan or suggestion

recuse *verb* to excuse because it may appear that the decision-maker has a conflict of interest or may be unable to make a fair decision

representative government *noun* government that makes its decisions through representatives or people who represent citizens or community members

resources *plural noun* things available for people's use

services *plural noun* work done for others, often for pay

zoning codes *plural noun* codes in a city or town that restrict what kind of building can take place

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