

Grades 3–5

Community
Studies

Democracy *in* Action

Communities Make Decisions



Democracy in Action

Communities Make Decisions

by Margit E. McGuire, Ph.D.

Professor of Teacher Education, Seattle University

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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 children 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 children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children 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 children 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 children 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 *Understanding the Marketplace*. 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, writing, and research 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.

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CREATING THE SETTING THE TOY COMPANY

INTRODUCING THE TOY COMPANY page 15

Students brainstorm about the various departments within a toy company.

Materials None

Grouping Whole class

Schedule Approximately 10 minutes

CREATING THE COMPANY FLOOR PLAN page 16

Students create a floor plan of their company, including all the various departments.

Materials Portfolio 1, *Floor Plan Guide*, p. 4
Portfolio 2, *Floor Plan Sketch*, p. 3
For the floor plan:

- bulletin board or wall space, about 6' wide x 4' high, covered with paper
- various colors of construction and drawing paper
- colored markers, crayons, glue or paste, masking tape, scissors, rulers
- optional graph paper
- other materials to add texture and interest, such as fabric, aluminum foil, yarn, wallpaper scraps, and so on

Grouping Small groups that will stay together throughout the unit

Schedule 1–2 hours divided over several days or in one session

CONCLUDING EPISODE 1 page 17

Students reflect on their experiences, create word banks, and decide on a name and a slogan for their toy company.

Materials Portfolio 3, *Word Bank*, p. 6
Portfolio 4, *Creating a Company Name and Slogan*, p. 7
Content Slide Sets 1 and 2
Markers and 1" x 5" index cards for class word bank
Pocket folders or sturdy paper to make folders (one per student)

Grouping Whole class and individually or in pairs

Schedule 1 hour

EPISODE OBJECTIVES

- **Knowledge** Use concepts of labor, specialization, and capital resources to explain how businesses function.
- **Skills** Organize, plan, and give direction while working in their jobs with group members.
- **Social Skills** Determine an appropriate course of action to complete the floor plan.
- **Critical Thinking** Apply ideas in determining a name and a slogan for the company.
- **Critical Thinking** Explain their floor plan decisions in a way that applies their ideas to the floor plan.
- **Literacy** Use codes, written, and visual language to develop understanding of companies in the marketplace.
- **Strategy** Use a questioned vocabulary to understand and communicate concepts about the marketplace.

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Understanding the Marketplace
Understanding the Marketplace

from the *Understanding the Marketplace* unit

1

INTRODUCING THE TOY COMPANY

Launch the unit

Explain to students that they will be creating a story about a toy company that will be designing new and very special toys for children. Discuss with students the elements of a story: setting (where and when the story takes place), characters (the people in the story), and plot (events that happen during the story). To give students a time frame for the story, estimate six to eight weeks and announce the date of the toy fair (Episode 6). Then explain there is much work to be done to prepare for the event. In this episode, students will create a floor plan of the company; this will be the place for their story. Explain that all companies use labor, people who do the jobs in the companies. Ask students what types of jobs might be found in a toy company. List their responses on the board. Some of their ideas might include:

- CEO (Chief Executive Officer) or boss
- secretary
- inventor
- accountant
- designer
- packager
- advertising specialist
- shipper
- salesperson
- materials purchaser

Using their suggestions for jobs, help students organize the jobs into departments, such as design, production, advertising, sales, business/accounting, and shipping. Ask students where those departments might be located in the company. Lead them to list locations such as offices, a laboratory, a manufacturing plant, a design studio, and so on. As students discuss the various departments, lead them to understand that the company has specific departments because the many different jobs must be organized to make the company successful. This differentiating is called *specialization*.

Describe the setting

After students determine what departments will be included in their company, prompt them to think about where the departments will be located and why they will be there. You might use questions such as the following to start the discussion. After the questions, apply to your class's various departments.

What employees would work in the lab? In the office? In manufacturing? (Answers might vary in the lab, while accountants and business people might work in the office.)

Would the company need capital resources? How could you explain to students that capital resources are investments, resources, or other goods used to solve a problem?

Businesses use money to purchase equipment. What kinds of equipment would be found in each department in the company? (Equipment

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Understanding the Marketplace
Understanding the Marketplace

from the *Understanding the Marketplace* unit

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.

EPISODE 1

DATE _____

PORTFOLIO 1

1

FLOOR PLAN GUIDE

Work in your group to make your department for the floor plan.

- What department will your group create? _____
- List your ideas. In the first column, list each feature your department will include. In the second column, write why this feature is important to the department.

Department Features	Importance to Department

- On the next page, make a sketch of where each feature will be located on your floor plan. After you make your sketch, discuss with your group why features are located in certain places on the floor plan.
- Decide on the best ideas and make your department's floor plan. Make sure everyone has the opportunity to share. Decide who will do each task on the floor plan.
- Assess your work. Put a checkmark next to the things you did.
 - I offered ideas about the floor plan.
 - I listened to other people's ideas.
 - I asked questions when I didn't understand something.
 - I disagreed in a polite way.
 - I made positive comments to my group members.
 - I was willing to change my ideas to help the group.

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Understanding the Marketplace
Understanding the Marketplace

from the *Understanding the Marketplace* unit

Assessment

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

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 assessment tools for you because they're embedded. They allow for the variation in students' abilities as learners. These activities allow you to assess students on a variety of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 52–54 of this Handbook.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What problems were encountered by or in the toy company? How did the company respond to these problems?
- What have you learned about running a business?
- What have you learned about designing new products?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment

Learning objectives were met if

- the portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY

Activity

Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip or a telephone conversation. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

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Understanding the Marketplace

from the *Understanding the Marketplace* unit

STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, 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 1
PORTFOLIO
4

DATE _____

CREATING A COMPANY NAME AND SLOGAN
Company Name

1. Brainstorm at least three names for the company.

2. Circle the name you like best.

Company Slogan

1. Look at the criteria the class discussed for a company slogan.
2. Look at the word bank for ideas for descriptive words.
3. Draft a slogan. Say it quietly to yourself. How does it sound? Will it catch people's attention? Will the slogan be remembered?

4. Edit the slogan.

Assessment: The company name is scribbled and based on class discussion. The slogan uses striking adjectives that catch the reader's attention and provides information about the company. Lively verbs were used instead of the modifiers of the nouns create "toys." There is evidence that care was taken in choosing to create the slogan.

EPISODE 4
PORTFOLIO
13

DATE _____

PRESENTING THE MARKETING PLAN
As a group, prepare a presentation of your marketing plan using the guidelines below.

1. Make a list of three important ideas from your marketing plan.

2. Share your ideas with the group and select the best ideas.

3. Decide what each group member will share. Everyone should share something.

4. Write down what you will share. Give reasons for your marketing ideas.

5. Practice your presentation with your group. Give feedback to one of your group members on the practice introduction.

Presentation Skills	Great	Needs some work	Needs lots of work
You shared important information.			
You gave reasons for your marketing choices.			
The presentation was short and to the point.			
You were enthusiastic about your ideas.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

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from the *Understanding the Marketplace* unit

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 non-fiction 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 for the slide to be 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.

What does it take to run a business?

All businesses sell their products (things like toys) for a profit (earning help, such as repairing toys). Some businesses offer both goods and services. Producing goods and services costs money, and, like all businesses, FunCo has many expenses. There are two things a company must pay for, such as materials for making toys. Another expense is the cost of labor, or the employees who need to be paid for their work. To go into business, the company purchases special machines and tools for making toys. These machines and tools are capital resources.

Map of FunCo's market analysis

Market Analysis of U.S.

U.S. Plush Toy Sales: Toy companies sell about \$100 million in plush toys every year. This is a popular category for children ages 5-9.

Where Toys Are Sold: Seventy percent of toys are sold in Discount Stores and Toy Stores. FunCo wants their toys sold in these kinds of stores.

Popularity of Space: NASA Web site received 40 million "hits" after the Mars Pathfinder landed.

Product Analysis

Toy: Space Baby
First Production: 30,000 toys

Costs	Price per toy
Materials	
Body: fabric, stuffing, thread	\$0.30
Clothing: fabric, buttons, thread	\$0.15
Head: fabric, eyes, antennae, thread	\$0.55
Labor costs	
Sewing	\$0.50
Adding features	\$0.50
Assembling the toy	\$0.50
Other expenses (electricity, factory maintenance, and so on)	\$2.00
Cost of Packaging	\$2.50
Total cost of Space Baby	\$7.00
Selling price of Space Baby	\$10.00
Profit for each Space Baby	\$3.00

FunCo must decide what kind of materials to use, how the toy will be packaged, and how much it will cost. When pricing the toy, the company has to consider the prices of materials and labor and any other expenses involved in making the toy.

2. What do companies need to consider in deciding on a price for a new product? (scanning)

3. Why might a company choose a lower price for a new product rather than a higher price? (making inferences)

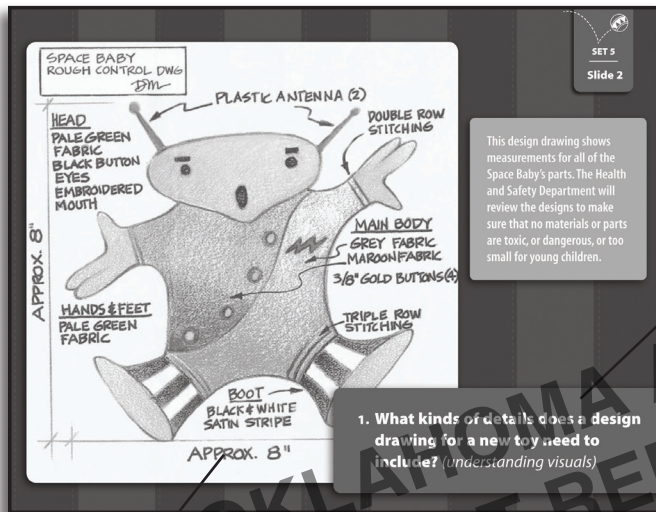
from the *Understanding the Marketplace* unit

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 read the slide independently or with a partner.



from the *Understanding the Marketplace* unit

Comprehension


Questions in each Content Slide Set 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.

 Understanding the Marketplace: The Toy Company		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Read the text and think: What is the "big idea" here? 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you 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 one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text or to "read between the lines."	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> 1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> 1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual forms such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

from the *Understanding the Marketplace* unit

Writing

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

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DATE _____

UNDERSTANDING OPPORTUNITY COST

In a toy company, inventors have to make choices about what to produce and how to make them. A company has limited resources. This means the toy inventors have to make choices. This happens every day in lots of ways. For example, if you have an allowance of \$5.00, you know that if you spend the money for a magazine, you can't spend it for a slice of pizza. You have to decide what is the most important way to spend the allowance. If you choose to buy the pizza, you give up the opportunity to buy the magazine. This is called **opportunity cost**.

In your group, you selected the best idea for the toy prototype. You know the company cannot produce every toy because this would cost the company too much money. Read Content Card 3. What choices did FunCo have to make?

1. What toy did FunCo choose to make?

2. Name one example of an opportunity cost FunCo might have had to consider.

3. What toy did you choose to make?

4. Name one example of an opportunity cost you had to consider.

This was your opportunity cost because you did not have the resources to do both. You had to make a choice.

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from the *Understanding the Marketplace* unit

Vocabulary Development

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

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DATE _____

WORD BANK

In the first column, list economic terms. In the second column, list jobs. In the third column, list interesting words that describe the toy company.

Economic Terms	Jobs	Describing Words

Assessment: Words are correctly categorized and relate to the setting.

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from the *Understanding the Marketplace* unit

Speaking and Listening

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

EPISODE 3
PORTFOLIO
11

DATE _____

PRESENTING THE PROTOTYPE

As a group, prepare an introduction for your toy using the guidelines below.

1. List three important ideas about your toy. Be sure to include why someone would want to buy the toy.

2. Share your ideas with the group and select the best ideas.
3. Decide what each group member will share. Everyone should share something.
4. Write down what you will share. Keep your presentation short and to the point.

5. Practice your introduction with your group. Give feedback to one of your group members on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
Important information was shared.			
The presentation was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

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Reading Mini-Lessons

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 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
- Making inferences
- Scanning for specific information
- 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 on 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 for developing readers. Language that will help you includes the following:
 - "I think about what I already know..."
 - "When I look for the main idea, I..."
 - "Here is a clue that will help me..."
 - "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 out 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.

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Understanding the Marketplace

from the *Understanding the Marketplace* unit

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 back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

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, preteach 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 preteach 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 anytime 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.

OFFICIAL OKLAHOMA ADOPTION REVIEW
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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 _____

ORGANIZATION CHART

Use the chart below to keep track of the tasks your group completes while you design and create your toy.

Task	Group Member(s) Responsible	Scheduled Date	Date Completed
Brainstorm toy ideas.			
Choose the best idea.			
Create a sketch of the idea.			
Meet with other group(s) for feedback.			
Construct prototype.			
Prepare and practice presentation.			
Give presentation.			
Redesign, if necessary.			

Assessment: The chart is completed including the scheduled date.

10 PORTFOLIO
Understanding the Marketplace

©2005 Storypath

from the *Understanding the Marketplace* unit

DESIGNING AND CREATING TOYS

ELL Sketch the designs
Before students create prototypes of toys, they will need to carefully plan them in advance. Structure the designing activity based on the needs of your students. The following is one way you might organize their work. Portfolio page 10, "Organization Chart," can help students keep track of the various steps in the process.

Step 1 Have students assemble in their work groups.

Step 2 Before starting work, students could discuss skills for working in groups. Use the Social Skills Teaching Master on TH page 45. Discuss the skills and provide specific examples from the classroom setting.

- Be positive and respectful toward other group members.
- Be a good listener.
- Encourage others to participate.
- Do your fair share of the work.
- Work to resolve conflicts in the group.

Step 3 Students can work in their groups to brainstorm ideas for toys. Each group should compile a list, sketch ideas on Portfolio page 11, and then come to an agreement as to the idea the members like best. Remind them to use the criteria they outlined to help them select their best idea.

Step 4 After each group has selected its best idea, group members should make a detailed sketch of the toy on a large sheet of graph paper.

Step 5 Once the sketches have been finished, groups should conduct market research to receive feedback on their designs. You might model some questions, such as "What materials will be used to make this toy? How expensive will they be? These parts look like they could come off—how will you make this safer for young children?" On Portfolio page 12, have each group list questions to ask about the prototypes to help guide their inquiry.

ELL Make the toys
Once groups have completed their designs and received feedback from classmates, each group should make a prototype of its toy. Refer students to Content Slide Sens 4 and 5 to help them understand the process of designing a toy and creating a prototype. The more variety in art and craft materials you provide, the more interesting the prototypes will be. Students may find that they will need to modify their toys once the construction process begins. As much as possible, let students solve their own construction problems. This will help them feel more ownership over their prototypes while also teaching them elements of design and construction.

CONNECT
Technology
If your classroom has the computer technology, encourage students to use design programs to plan their prototypes.

CONNECT
Science and Visual Arts
• The prototypes will give students the chance to practice an important skill: the construction of models.
• Suggest that students create charts showing each step in the construction process of their prototypes.

PORTFOLIO 7
TEACHING MASTER TS
ALUMINUM NOTE
The Learning Process
Social skills are developed as students work through the construction process. Additionally, the construction process develops planning and organizational skills, "trial and error," communication skills, and problem solving.
CONTENT SLIDES 4 5
PORTFOLIO 8
PORTFOLIO 9
26 EPISODE 3
Understanding the Marketplace

from the *Understanding the Marketplace* unit

Self-Assessment

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

EPISODE 6
PORTFOLIO
16 CONT.

SKETCH YOUR DISPLAY.
On a sheet of paper, sketch where you will place the information on the display. Check off each of the following as you add it to your display:

- a title
- the name of the toy
- written information about the toy
- visuals with titles and captions

ASSESS YOUR ROUGH SKETCH.
Answer these questions, making changes to your display sketch if necessary.

- Does the display attract attention?
- Is the layout simple and uncluttered?
- What is the message conveyed about the toy? Is the message clear?
- How will your display persuade people to buy your toy?

MAKE THE DISPLAY.
Follow your sketch and your answers to the above assessment questions to make your display. Pencil in where you will place your information and your visuals before you glue them onto your display.

Assessment: The display attracts attention and is well organized, it provides clear and important information about the toy and uses persuasive techniques to encourage buyers to purchase the toy.

PORTFOLIO
Understanding the Marketplace 21

from the *Understanding the Marketplace* unit

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.

TEACHING MASTER
T5

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS
Social skills are an important part of working for a company. Use the chart below to rate your group skills.

EPISODE: _____
Describe the group situation or event: _____

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together: _____

One thing our group needs work on: _____

One thing I really did well: _____

One thing I could do better: _____

TEACHING MASTER
Understanding the Marketplace 45

from the *Understanding the Marketplace* unit

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 TOY COMPANY
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.

- ❑ What human resources (labor) were needed in the toy company? Capital resources? Natural resources?
- ❑ What qualifications and personality traits do people need in order to work in a toy company?
- ❑ How do workers in a business depend upon one another?
- ❑ What considerations have to be made when new products are being developed?
- ❑ What opportunity costs are considered when creating new toys?
- ❑ What responsibilities do businesses have to their customers, for example in terms of product safety? What responsibilities do businesses have to the environment or to the common good?
- ❑ What types of decisions go into making marketing plans?
- ❑ What methods can citizens in a democratic society use to respond to controversial topics in the workplace?

46 Understanding the Marketplace

from the *Understanding the Marketplace* unit

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 assessment tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities allow you to assess students on a variety of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 52-54 of this Handbook.

1. PORTFOLIO RESPONSE
Activity
Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolios. Why are these ideas important?
- What problems were encountered by or in the toy company? How did the company respond to these problems?
- What have you learned about running a business?
- What have you learned about designing new products?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment
Learning objectives were met if

- the portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY
Activity
Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip or a telephone conversation. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

Understanding the Marketplace 47

from the *Understanding the Marketplace* unit

PLANNING THE UNIT

DEMOCRACY IN ACTION

MAKE KEY DECISIONS

Make Classroom Space for the Storypath. You will want to have adequate wall space for students to make the frieze of the community as well as space to display the characters and the various projects students complete during the unit. Sometimes teachers are tempted to put the frieze and the characters in the hallway outside of the classroom. It is important, however, 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 in groups of three to five to create families for the story. The groups will work together throughout much of the unit as they tackle various problems as a family group.

Arrange for Role-Plays. In Episode 4, you or another adult will represent the shopping mall at the community meeting. If another adult plays the role, 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 families and neighborhood communities. In the Portfolio students apply reading and writing skills to demonstrate learning. While much of the students' work is displayed to enrich the learning environment, you will want to add it to the Portfolio when the Storypath concludes as a record of their performance.

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 deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

CUSTOMIZE THE UNIT

Adapt the Unit. There will likely be times in this unit when you will want to modify the curriculum to suit the needs of your own class and follow the logical progression of the story. In Episode 1, you may want to adapt the description of the community to more closely match that of your students. You or your students may have other ideas for developing community identity in Episode 3. Additionally, at various points during the unit, activities are suggested to assist you in adapting this 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. At times during the *Democracy in Action* unit, students will role-play characters to understand a particular viewpoint. At other times, students will reflect on the events of this unit out of role so that the situations can be examined and understood from the student's own perspectives. These are good opportunities to connect students' experiences to current events in the news. Frequently, similar problems revolving around land use and allocation of resources are in the local news, and discussing these problems extends students' understanding to real communities and ultimately makes the Storypath experience more powerful.

Connect to Other Storypaths. *Community Studies: The Radio Station* Storypath is designed to have students learn about their own community by creating radio programs and would serve as an effective complement to this unit.

INVOLVE OTHERS

Involve Families. Students frequently discuss their Storypath experiences at home. They are usually eager to talk about the families and community they have created. Invite family members in to the classroom to participate in discussions about their community. In Episode 7, students celebrate the community they've created. This is an ideal time to involve families in the classroom. Students can write invitations to the celebration, and families can participate in the events.

Involve Community Leaders. At the conclusion of the unit, you may want to invite a member of your city or county council or another community leader to visit your classroom and share personal experiences similar to the ones experienced by your own students. Students can prepare interview questions and will discover that the problems they faced in their Storypath are shared by others in their own community.

Involve Your Community. A walk through your community could serve as an important extension to the Storypath. Students could interview community members about their views of the community and how their community solves problems. Those 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.

1

EPISODE

CREATING THE SETTING THE COMMUNITY

INTRODUCING THE COMMUNITY

page 15

Students discuss the features found in a particular community.

Materials Teaching Master 1, *Description of a Community*, TH* p. 44
Content Slide Set 1

Grouping Whole class

Schedule Approximately 30 minutes

CREATING THE COMMUNITY

page 16

Students create a frieze of a community.

Materials Portfolio 1, *Frieze Guide*, p. 4
For the frieze:

- a large bulletin board or wallspace, approximately 6' wide and 4' high, covered on the bottom half with green butcher paper and on the top half with white or blue butcher paper
- various colors of construction and tissue paper
- colored markers, crayons, glue, paste, masking tape, scissors
- other art materials such as fabric, yarn, cotton balls, lace, and ribbon

Grouping Groups will work on different sections of the frieze.

Schedule 1–2 hours. The time can be divided over several days, but students will probably want to complete the frieze in one session.

CONCLUDING EPISODE 1

page 17

Students reflect on their experiences, create word banks, and write sense poems.

Materials Portfolio 2, *Writing: Sense Poem*, p. 5
For the word banks: thick markers and 3" x 5" index cards
Pocket folders or sturdy paper to make folders (one per student)

Grouping Whole class to reflect on the experience; individually to contribute words to the word bank and write sense poems

Schedule 1 hour, including time for writing the sense poems.

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Determine in what ways the natural environment of a community might affect the people who live there.*
- **Social Skills** *Plan and make decisions while creating a frieze with group members.*
- **Social Skills** *Determine an appropriate course of action to complete the frieze.*
- **Critical Thinking** *Organize ideas from class discussion to create the frieze.*
- **Literacy** *Listen to a description of a community.*
- **Literacy** *Write a sense poem using a word bank.*

*TH = Teacher's Handbook

INTRODUCING THE COMMUNITY

Launch the unit

Explain to students that they will be creating a story about a community and the decisions that are made there. Review with students the elements of a story: characters (the people in the story), setting (where the story takes place), and plot (events that happen during the story). In this episode, students will create the setting for the story: a community where people live and work.

ELL Build background on communities

Before students create the community, they will need to find out more about its location and what types of homes and businesses are located there. Students can listen carefully as you read Teaching Master 1, “Description of a Community,” TH page 44. Encourage students to listen for words that help create a picture in their minds. They should use the description to help them see and hear what this community is like. After reading the description, engage students in a discussion about the community. You might use questions such as the following to begin the discussion:

- 1 What geographical features are mentioned in the description? (*The community is in a valley surrounded by hills. A river runs through the community. Use this discussion as an opportunity to reinforce definitions of geographical features.*)
- 2 What businesses are in the community? What other businesses might logically be located there? (*Review the concept of natural resources, as defined below. Encourage students to think about businesses that relate to the community’s natural resources, such as fishing and boating businesses, as well as businesses that are located in every community, such as banks and dry cleaners. Refer students to Content Slide Set 1 for more information about geographical features and natural resources.*)

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

- 3 What kinds of homes might be in this community? (*Encourage students to think of homes other than houses, such as apartments, condominiums, and so on.*)
- 4 What other things not mentioned in this description might be found in the community? (*Students might mention features found in most communities, such as schools, grocery stores, libraries, police and fire stations, places of worship, and so on.*)

As students are discussing these questions, make a list of their ideas on the board, categorizing them for easy reference. Students can use these ideas during the construction of the frieze.

CUSTOMIZE

Changing the Description

You can create a description that better fits your particular class or goals. This might include geographical features of your own community or special features that you would use to develop a critical incident later in the unit. (A new runway for an airport or an historical site located in the path of a new freeway, for example, could create controversies.)



CONTENT SLIDE SET

1

TEACHING MASTER

T1

LITERACY

Listening Skills

- Listen for a specific purpose.
- Visualize.

CUSTOMIZE

ELL The Content Slide Sets provide visuals that put the Storypath concepts in context.

LITERACY

Vocabulary

natural resources

AUTHOR NOTE

Learning Process

Making the frieze of the community provides students with a common, concrete starting point for the story. Ownership is established when students contribute their ideas to the construction of the setting, and students become invested in the story’s development.

Students' answers may fall under these categories:

<i>Geographical Features</i>	<i>Business/ Industry</i>	<i>Homes/ Community Services</i>	<i>Other Features</i>
----------------------------------	-------------------------------	--	---------------------------

Continue adding to the lists until students have created enough details so that they can vividly imagine the community.

CREATING THE COMMUNITY

CUSTOMIZE

Mathematics

Before the groups begin work, discuss proportion and scale. Provide a model for the size of a particular business or home and have students think about the relative sizes of other buildings that might be on the same street. (A grocery store, for example, might be larger than a bakery.)



CONTENT
SLIDE SET

2

PORTFOLIO

1



Organize the frieze

Explain to students that they will create the setting that they described by using a variety of art materials. Here is one way to organize the work:

- Have half the class make items for the background—sky, trees, hills, and river flowing out of the hills. The other half of the class can make the river flowing through town and items found along the riverbank such as rocks, bushes, flowers, and trees. Designate a few students from both groups to put the items on the frieze while others work at their desk. Discuss with students the concept of perspective demonstrating how features in the background will be smaller and have less detail than items in the foreground.
- Next, organize the students into groups of two to four students each—these groups will constitute family groups for the next episode. Students will work with the same group members throughout the Storypath. Using the “Frieze Guide,” Portfolio, page 4, have each group decide what they will add to the frieze—businesses, homes, and other features. One member from each group should add the features to the frieze while others work at their desk. Everyone should contribute to this part of the frieze. Students can read Content Slide Set 2 for more information about businesses in a community and where they might go.

Portfolio page 4, “Frieze Guide,” provides both a structure for completing the work and tips for working together. Be sure to leave a section of the frieze vacant. You will need this vacant area to present the critical incident in Episode 5 when a new shopping mall is proposed.

Consider art concepts

Add texture Torn paper works well for making hills, and various colors such as gray, lavender, and pink can be used for hills in the distance. A variety of techniques add interest and texture to the frieze.

AUTHOR NOTE

Customize the Description

If you altered the description of the community, you will need to adjust the layout of the frieze accordingly.

CUSTOMIZE

Group Size

You can determine the optimal size for groups. You might vary the sizes, as actual families vary. Social skills, such as negotiating and compromising, will be developed and practiced in these family groups. If these skills will be challenging to your students, keep the groups small to simplify the interaction.

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.

Use perspective Encourage students to think about the sizes of the buildings that are near the front of the frieze compared to those in the distance. Guide discussion so students recognize that buildings in the foreground appear larger than those in the background.

Guide students' work

Once students begin working, restrict your role to asking questions about the various tasks in which they are engaged and reinforcing and extending their learning. Students need to believe that they have ownership of their setting and can make decisions about where to locate the various features. If students have difficulty executing tasks or resolving issues in their groups, use those situations as opportunities to teach and strengthen group social skills.

You might want to observe students' social skills as they collaborate on the frieze. Have them complete item 4 of the *Frieze Guide* once they have finished their work.

AUTHOR NOTE

Problem Solving

If students create too many of one kind of business, ask whether the town will have enough customers. Let students decide how to solve this problem logically. If they don't, you may want to use this as the focus of a critical incident later in the Storypath.

CONCLUDING EPISODE 1

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.

Discuss students' experiences

Initiate a discussion about the completed frieze. Because the frieze reflects collective work, this is a good opportunity to discuss the social interaction and cooperative learning that took place in order to create the frieze. Use questions such as these to initiate the discussion:

- In what ways might the people in the community be affected by the natural environment? (*Jobs, for example, might be dictated by the natural resources or geographical features.*)
- What goods and services are available in this community?
- What are some advantages and disadvantages of living in this community?
- Would you like to live in this community?
- How is this community similar to and different from the community in which you live?
- What do you like best about the frieze? Why?

AUTHOR NOTE

Modifying Activities

In this episode, students create word banks and sense poems to feel connected to the place. If you devise your own activities, they should:

- use the frieze and the community students created as a focus;
- reinforce concepts and/or skills important to the goals and objectives of the Storypath;
- promote student interaction through sharing and discussion.

CUSTOMIZE

ELL

Students can

- add non-English words to the list;
- illustrate the vocabulary words.

ELL

Create word banks

Ask students to generate words that describe the frieze and the community. Have students write words on index cards—one word on each card. Post the words next to the frieze. Encourage students to write as many words as they can. All the words should be posted even if there are duplications. In this way, each student's words are valued.

Students can begin recording words into their word bank on page 21 in the Portfolio. Encourage students to organize words into groups—those that are adjectives (descriptive) and those that are nouns (words that name things). Students can include words from previous discussions, such as *natural resources*.

Write a sense poem

Students can use words from the word bank—and any other words they think of that are related to the community—to write sense poems. Portfolio page 5, “Writing: Sense Poem,” will guide students’ work. Before students begin writing, discuss possible words that might be used to complete each sentence. Once the lines are completed, students should delete the stem of each line—and a very descriptive poem will emerge! Be sure to allow time for students to read the poems aloud and discuss them. Display the poems to build meaning for the place students created.

PORTFOLIO

2



LITERACY

Writing

Write a sense poem.

CUSTOMIZE

ELL

Model the process of writing a sense poem, and then refer students to the model in the Portfolio.

I see distant gray hills

Distant gray hills

I hear bubbling, rippling water

Bubbling, rippling

I touch dry, crispy leaves

Dry, crispy leaves

I smell tart, spicy cider

Tart, spicy cider

I feel a crisp, new chill

A crisp, new chill

ASSESS: The poem

- follows the given format;
- reflects a sense of the community;
- uses adjectives and nouns to create a logical sequence about each sense;
- uses colorful and interesting adjectives to describe the nouns;
- uses correct spelling.

Create Portfolio covers

When students complete their sense poems, have each of them make a folder with a pocket or distribute ready-made pocket folders to each student. At the end of the Storypath, the pocket folders can be used to hold students’ characters and other products that demonstrate their learning.

LITERACY

Vocabulary

- Create a community word bank.
- Differentiate between nouns and adjectives.

In optional activities for using the word bank, students can

- define and discuss words on the list;
- use the words to create phrases about the place.

CUSTOMIZE

An Added Challenge

If you wish to make the sense poem more challenging for some students, require each phrase to have two adjectives and a noun.

AUTHOR NOTE

The Word Bank

Students should do language activities that foster ownership and develop a rich vocabulary for talking about the setting. The word bank develops vocabulary that students can use in their writing as the unit progresses.



ASSESSMENT

CREATING THE CHARACTERS

THE COMMUNITY MEMBERS

2

EPISODE

DESCRIBING COMMUNITY MEMBERS

page 20

Students discuss the occupations that people in their community would have.

Materials	None
Grouping	Whole class
Schedule	Approximately 30 minutes

CREATING THE COMMUNITY MEMBERS

page 20

Students create family members to live in their community.

Materials	Portfolio 3, <i>Family Group Work</i> , pp. 6–7 Portfolio 4, <i>Making a Character</i> , p. 8 Teaching Master 2, <i>Character Biography</i> , TH p. 45 Content Slide Set 3 For the characters: <ul style="list-style-type: none">■ various colors of construction and tissue paper■ markers, crayons, colored chalk, glue, paste, scissors, paper doilies, ribbon, lace, buttons, cotton balls, wallpaper or fabric scraps, yarn or wool fiber for hair
Grouping	Groups as organized in Episode 1
Schedule	2 hours. The time can be divided over several days, with two days devoted to making the characters and one day devoted to filling out the Character Biographies.

CONCLUDING EPISODE 2

page 22

Students introduce their characters to the class and reflect on their experiences.

Materials	Portfolio 5, <i>Character Introductions</i> , p. 9 Portfolio 6, <i>Active Listening Guide</i> , p. 10
Grouping	Whole class
Schedule	1–2 hours spread over a few days

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how the components of a community affect the occupations of community members.*
- **Social Skills** *Organize, plan, and make decisions while determining the characteristics of community members.*
- **Economics** *Identify how community members with specialized jobs contribute to the production and exchange of goods and services.*
- **Critical Thinking** *Organize ideas from class discussion to create unique characters.*
- **Literacy** *Write a character biography; introduce character to the class.*
- **Literacy** *Listen actively to and take notes during oral presentations.*

DESCRIBING COMMUNITY MEMBERS

Launch the episode

Explain to students that, now that they have created a setting for their Storypath (a community), they will create the characters, the people who live in that community. These people will be grouped into families. Students will then decide on additional roles their characters hold within the community.

Discuss with students the various members of a family and generate a list of possible relationships, such as sister, father, cousin, brother-in-law, and so on. List the responses on the board for reference throughout the creation of characters.

ELL Activate prior knowledge about community roles

To get students thinking about the people who might live in the community they created, ask, “What occupations would people in this community be likely to have?”

Encourage students to think about the occupations that center around the fishing, boating, and other recreation in the area. There might, for example, be bait and tackle shops, boat repair shops, and camping and tourist industries all providing jobs for community members. In addition, certain jobs, such as pharmacist, grocer, and restaurant and hardware owners, are found in any settled community. If necessary, ask probing questions so that students consider a wide variety of occupations. Be sure to list students’ responses for later reference.

AUTHOR NOTE

Family Groups

Students may resist playing the family roles of husband and wife. If this is the case, encourage them to take on the roles of extended family members. Groups can use the list created here as a resource.

CUSTOMIZE

Management Tip

If you altered the description of the community in Episode 1, be sure that the occupations students list fit that community. Students might also look at the businesses on the frieze to make sure they are reflected on the list.

CREATING THE COMMUNITY MEMBERS

CUSTOMIZE

Reflecting Cultural Differences

Colors of construction paper that represent various skin tones are readily available. Encourage students to create families that reflect cultural diversity in the community.

Organize the families

Based on groups organized in Episode 1, each student will create a family member who is 18 or older. If additional time is available, students can create other family members, including children and perhaps even pets. However, older people are necessary because they will participate in the critical incidents that follow.

Create the characters

Students work cooperatively in their groups to create the members of their families. Portfolio pages 6–7, “Family Group Work,” will help them negotiate the important issues that will arise during this step. Each member of the group makes a figure to represent a family member at least 18 years old. Portfolio page 8, “Making a Character,” will guide students’ work in creating their characters.

AUTHOR NOTE

Character Names

Don’t use students’ names; it gets too confusing. Also avoid popular names in the media, such as cartoon characters, because this will cause students to take the activity less seriously.

PORTFOLIO

3

4



Complete character biographies

When characters are completed, students will each need to complete Teaching Master 2, “Character Biography,” TH page 45. Distribute and review the Teaching Master, discussing the various categories of information on the biography sheet to ensure that students understand the range of possibilities for each category. You may want to brainstorm lists of possibilities for some categories to extend students’ thinking and to provide word lists for completing the biography sheets. A sample list might look like this:

Physical Features	Personality Characteristics	Leisure Activities
Tall	Silly	Fishing
Slender	Stern	Reading
Curly hair	Grouchy	Crocheting
Stocky	Happy-go-lucky	Gardening
Short		Playing musical instrument

CONNECT

Mathematics

Inform students that the figures they have made are scale models. If the figures represent characters who are 5’8” tall, what scale is being used? Ask how many times the characters are reduced. (The scale is approximately 7:1.)

AUTHOR NOTE

Character Identity

When students recognize their characters’ various roles in the community early on in the unit, they will be more prepared to discuss the wants and needs of various community groups later in the unit.

AUTHOR NOTE

Expect the Unexpected

If two students declare their characters mayor use this event as a “teachable moment.” Discuss how mayors are elected and how the class should solve the problem. A leader for the community will be selected in Episode 5, so you can let this situation stand for now.

Discuss with students ideas for interesting anecdotes. Students can use their imaginations or adapt stories they know about their own families to create interesting events in their characters’ pasts. Encourage students to explain what their anecdotes reveal about the characters they are creating. For example, a family member who got dumped out of his canoe into a lake may have been too stubborn to listen to safety instructions. This activity helps build a context for each of the characters.

Students should also identify and record on the Character Biography the variety of roles each character holds in the community. For example, one character might be a father, a husband, a truck driver, and a school board member. In all of these four roles, this character contributes to the community. If students want more information about people’s roles and ways they contribute to the community, refer them to Content Slide Set 3.

Guide student work

As students work on these varied activities—deciding on their family members, creating their characters, and completing their biographies—you may need to review directions and help group members monitor their work. Depending on the social development of the students, discuss and model cooperative learning skills as necessary. Students can use Teaching Master 11 to self-assess their social skills at different times throughout the unit. This will help students keep track of these skills as they develop. To make sure students are on track, you may want to preview character biographies at this point as you circulate around the room.



CONTENT SLIDE SET

3

AUTHOR NOTE

Content Slide Sets

Explain to students that when they answer the Content Slide Set questions, they should do it out of role. This will avoid confusion.

TEACHING MASTER

T2

TEACHING MASTER

T11

CONCLUDING EPISODE 2

AUTHOR NOTE

Developing Ownership

As students introduce their families, listen for information to weave into the Storypath as it develops. One character, for example, may own a restaurant that is losing business to a new fast-food chain that opened across the street. Using information that the students have contributed reinforces both ownership for the Storypath and motivation for learning.

PORTFOLIO

5

6



Meet the characters

Once students have completed their biographies, explain that they will use them to introduce their family characters to the class. Have students take on the identities of their characters as they practice presenting their introductions in their family groups. Here are some tips you might give students to help with their introductions:

1. On your biography, underline the most interesting facts about your character.
2. Start your introduction with your character's first and last names. Tell how your character is related to the others in the family.
3. Speak clearly and confidently. Maintain eye contact with your audience.
4. Practice your introduction with group members, using their suggestions for making the introduction even better.

Students can use Portfolio page 9 to help them prepare for the introductions.

After family members introduce themselves, allow time for students to ask questions of the family members. To extend students' understanding of the families and stimulate thinking about the characters, ask additional questions that help build relationships among and between families. For example, you might ask, "Does Joe Garcia like to go with Drew Milam to the park? Which business owners get together to discuss community issues?"

As the introductions occur, have students fill in the web on Portfolio page 10, "Active Listening Guide." On this page, students write names of the families and how these families are connected in the community. You might want to model how students should complete this page. For example one family might frequent the local restaurant. Thus, the line would connect from one family to another as customers.

When all introductions are completed, discuss all the ways in which the families are connected in the community, reviewing students' active listening guides in the process. Discuss all the various roles so students make as many connections as possible: relatives, friends, customers, employers, employees, and so forth. Students can add more lines to the web, showing the many ways people are connected in the community.

LITERACY

Speaking/Listening Introductions

- reinforce oral communication skills;
- build self-confidence when speaking before a group;
- teach the cultural norms for social introductions;
- encourage students to listen with a purpose.

CUSTOMIZE

Managing Introductions

The introductions should occur over a number of days so that interest is maintained and students come to know the characters. Knowledge of the individual characters will be vitally important as the story unfolds.

Characters

It can be helpful to make name tags with the characters' names and their jobs in the community for students to wear during Storypath time.

Discuss students' experiences

Give students time to reflect on their work. Encourage them to record their thoughts as they respond to questions such as these:

- What is the most interesting thing about my character?
- How is my character similar to and different from me?
- How does my character's job fit into the community?
- What roles does my character fill in the community?

As students answer the questions and discuss their experiences, you might assess how well students' characters "work" in this particular community.



ASSESSMENT

ASSESS: The character biography

- describes a character that is appropriate for the family and community created;
- includes an anecdote that is imaginative and believable;
- matches the figure of the character.

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3

BUILDING CONTEXT COMMUNITY IDENTITY

EPISODE

INTRODUCING COMMUNITY IDENTITY

page 25

Students discuss communities identities and ways communities express them.

Materials	Content Slide Set 4
Grouping	Whole class
Schedule	Approximately 30 minutes

COMPLETING COMMUNITY IDENTITY PROJECTS

page 25

Students complete and share projects that express the identity of the community they have created.

Materials	Teaching Master 3, <i>Community Timeline</i> , TH p. 46 Teaching Master 4, <i>Community Celebration Banner</i> , TH p. 47 Teaching Master 5, <i>Special Community Feature</i> , TH p. 48 Teaching Master 6, <i>Questions About Community Identity Projects</i> , TH p. 49 Depending on projects chosen, students might need: <ul style="list-style-type: none">■ 3" x 5" cards■ long strips of butcher paper, white construction paper■ crayons, colored markers, paint, brushes, paste, glue, ruler, yardstick, stapler
Grouping	Family groups established earlier
Schedule	1 1/2–2 hours

CONCLUDING EPISODE 3

page 27

Students examine community features and discuss their experiences.

Materials	Teaching Master 7, <i>Postcard of the Community</i> , TH p. 50 Content Slide Set 5
Grouping	Whole class
Schedule	Approximately 1 hour

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Demonstrate an understanding of how people's lives and jobs are influenced by the environment of a community.*
- **Culture/Social Interaction** *Identify how family and community traditions, culture, and values influence individual community members.*
- **Social Skills** *Participate in organizing, planning, making decisions, and taking action while working on a community project in a small group.*
- **Critical Thinking** *Organize ideas from class discussion into projects that reflect community identity.*
- **Literacy** *Create written and visual representations of community identity.*
- **Literacy** *Write a descriptive postcard using a word bank.*

INTRODUCING COMMUNITY IDENTITY

CUSTOMIZE

A Name for the Community

If students want to name the community they created, encourage them to think about how cities and towns are named (for famous people or geographical features, for example). Naming the community will give students more ownership in the process of completing projects and in the community itself.

CONNECT

History

As students work on developing a timeline for their imaginary community, they might want to find out about actual historical events or figures in their own community. These events could serve as a basis for items on the timeline.

ELL Activate prior knowledge about community identity

The activities in this episode will develop the concepts of community, traditions, and culture. To get students thinking about community identity, you might ask questions such as these about their own community:

- 1 What special events are celebrated in your community? (*Students might mention parades, ceremonies commemorating historical events, and other similar events.*)
- 2 What features of your community make it different from other communities? Why are these features significant? (*Communities might have historical sites, monuments, special parks or recreation areas, or perhaps a “first,” such as being the first city in the state to have electric street lights. If students want more information about how history affects a community, refer them to Content Slide Set 4.*)
- 3 Imagine that you are on a special committee whose job is to get people to visit your community. What might attract people to your community? (*Students might mention special events, interesting features, recreational opportunities, and/or unique businesses and restaurants.*)
- 4 Why would people want to live in your community? (*Students might suggest that people are friendly, the homes are pretty, there are nice parks and riverfront areas to enjoy, and there are many ways for families to enjoy themselves.*)

Share with students that the answers to these questions focus on community identity: what makes a particular community “individual” and gives its residents a feeling of ownership and/or pride in what happens there.

During this episode, students will complete projects that develop a community identity. Invite students to list different projects that would express the identity of the community, for example:

- a community timeline
- a celebration banner
- special community features, such as a town square, veterans memorial, sculpture, gateway, park, fountain, or statue

COMPLETING COMMUNITY IDENTITY PROJECTS

Complete the projects

Arrange students into groups, approximately five or six groups total. Each group will be responsible for completing a project. You may want to divide the family groups up among the various projects to allow students the opportunity to work with others, or you may want to keep them in their family groups. Consider assigning one group to create a timeline, and one group to create a celebration banner. Three or four groups can each create a special feature for the community.

AUTHOR NOTE

Student Investment

When students establish an identity for the community they've created, they become more attached to the community and will be more invested in solving the community problems that come up later in the unit.



CONTENT SLIDE SET

4

CUSTOMIZE

Management Tip

Teaching Masters are provided for projects listed here; however, students may think of other ways to define the community's identity. If students create their own projects, they could follow the format used in the Teaching Masters.



ASSESSMENT

The Teaching Masters on TH pages 46–48, “Community Timeline,” “Community Celebration Banner,” and “Special Community Feature,” will lead groups through the various projects. Discuss each of the activities with the entire class, brainstorming possibilities for each of the topics. List students’ ideas for reference during the completion of projects. You might also refer students back to the discussion about their own community, suggesting that they incorporate some of the ideas into their projects.

ASSESS: The community identity project

- shows evidence of thoughtful planning with group members;
- presents ideas logically;
- is carefully constructed, with attention to grammar, spelling, and artistic layout;
- demonstrates understanding of the community and its values;
- makes sense in the context of Storypath.

Share projects

Give groups the opportunity to share their projects with the class. Offer these guidelines for preparing and practicing for the presentations:

1. Decide who will be spokespeople for your group.
2. Organize what you will say and write down key points you want to make. Your presentation should have an introduction, main ideas, and a conclusion.
3. Share the information that will be most interesting to your audience.
4. Practice the presentation and get feedback from your group.

After groups have time to practice, they should present their projects. Allow time for students to ask questions about the projects. You might want to follow up with other questions. Teaching Master 6, “Questions About Community Identity Projects,” TH page 49, provides questions you can use to help students focus on how the projects reflect the identity of the community.



ASSESSMENT

ASSESS: The project presentation

- is delivered clearly and confidently;
- uses key points;
- contains a definite introduction, main ideas, and a conclusion;
- uses the product (timeline, banner, feature) to illustrate main ideas;
- is interesting.

AUTHOR NOTE**Timelines**

This activity lays the groundwork for students to understand timelines that document real events in history. Constructing a timeline for an imaginary community will give students a better conceptual understanding of timelines in general.

LITERACY**Speaking**

- Present information logically.
- Speak clearly.
- Communicate ideas effectively.

AUTHOR NOTE**Deepening Understanding**

Students develop a shared understanding of concepts related to the community, as they plan and work together on their projects. While students meet in their groups, you can raise questions, pose problems, and ask for explanations of their thinking to extend and deepen their understanding.

CONCLUDING EPISODE 3

TEACHING
MASTER

T7



CONTENT
SLIDE SET

5

Write a postcard

To assess student learning about the Storypath community and to inform family members about the unit, have students create a postcard to take home. Distribute a copy of Teaching Master 7, TH page 50, to each student. Students will use this Master to help them organize their postcards. Students should reflect on their created community and then sketch something that is significant to them in their community. On the reverse side, have students write a postcard to their families. Encourage them to use the words from the word bank. Let students read and discuss their postcards before they take them home to share with their families.

Examine community features

Direct students to Content Slide Set 5 and have them read for information about ways in which communities create a sense of belonging and encourage healthy living. Have students identify the key ideas from the reading and then use these ideas to analyze the community they have created. Ask them if they think their community creates a sense of belonging considering the projects that have been added and the way the frieze has been designed. Students may decide that they want to add some features to their frieze, such as front porches to houses, sidewalks, hiking trails, or more parks. Depending on time, have students add these features.

Discuss students' experiences

To bring closure to this episode, discuss with students the following summary questions:

- What are some important traditions in the community?
- What are some key cultural features of this community?
- How does the natural environment affect the community?
- How does this community create a sense of belonging?
- Why would people want to live in this community?

Guide student discussion so that the following generalizations are reinforced:

- People are dependent on the environment in which they live and work.
- A community's past shapes its present and its future.
- Communities develop traditions based on their cultures, histories, values, and environments.
- Communities can develop features that create a sense of belonging to a place.

You might use these questions to assess how well students understand these concepts and how well they conveyed these ideas in their projects.

LITERACY

Writing

- Write a postcard.
- Describe the community.
- Use words from the word bank.

CUSTOMIZE

ELL Students can sketch a picture of their community on the postcard and label key features on the sketch.



ASSESSMENT

4

EPISODE

BUILDING CONTEXT

UNDERSTANDING LOCAL GOVERNMENT

INTRODUCING LOCAL GOVERNMENT

page 29

Students are introduced to the structure of their local government.

Materials Portfolio 8, *Local Governments*, pp. 12–13
Content Slide Set 6

Grouping Whole class for discussion, small groups for Portfolio work

Schedule Approximately 20–30 minutes

SELECTING THE LEADERS

page 30

Students decide who their representatives are in the local government.

Materials Teaching Master 8, *Planning Commission: Application for Appointment*, TH p. 51
Portfolio 7, *Planning Commission*, p. 11

Grouping Whole class

Schedule Approximately one hour

CONCLUDING EPISODE 4

page 31

Students reflect on the rights and responsibilities of their elected officials and complete the local government chart.

Materials Portfolio 9, *Our Community's Local Government*, p. 14

Grouping Whole class discussion, individuals for completing chart

Schedule Approximately 30 minutes

EPISODE OBJECTIVES



- **Government** *Examine the rights and responsibilities of individuals in relation to their community.*
- **Government** *Identify the roles of representative leaders in local government.*
- **Civics** *Explain the actions citizens can take to influence public policy decisions.*
- **Civics** *Recognize that citizens can work for the common good through citizen action.*
- **Social Skills** *Organize, plan, make decisions to determine the community representatives.*
- **Critical Thinking** *Use criteria to make judgments about elected leaders.*
- **Literacy** *Read for specific information.*
- **Literacy** *Compare and contrast forms of government.*
- **Literacy** *Read charts to elicit specific information.*
- **Literacy** *Develop a specialized vocabulary to understand concepts related to local government.*

INTRODUCING LOCAL GOVERNMENT



CONTENT
SLIDE SET

6

PORTFOLIO

8



LITERACY

Visual Literacy

Compare and contrast information from a chart.

Provide background knowledge

In this episode, students will select representatives for the local government, including the planning commission, which will play a major role in Episode 5. If students need more information about what a community's government does, refer them to Content Slide Set 6. Introduce the episode by explaining that the community needs leaders to ensure that government-related needs are met. These leaders are part of the local government.

Have students turn to Portfolio pages 12–13, “Local Government.” Explain that government is divided into three different parts and each part does a different job. Introduce the concepts *legislative branch*, *executive branch*, and *judicial branch*, as defined below.

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

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

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

Discuss what the different functions mean and have students add the new terms to their word banks.

Explain that local governments in different places can be organized in different ways. The chart on this page shows three ways local governments can be organized. Have students identify how the three systems are similar and different by comparing the information shown in the chart. Based on your community, focus on the organizational system most like your own and use that as the basis for the Storypath. Then have students identify which roles are elected by community citizens and which government branch the roles fall into.

Ask students who they think are likely candidates for the local government. Have students consider the characteristics of the various characters and how some characteristics make certain community members qualified for government roles. Use questions such as the following to guide the discussion:

- ❓ Does the kind of occupation you have make a difference in whether you might be in local government? (*Students may identify an occupation that would be good experience for a leadership position or provide specific knowledge that would be helpful for the roles.*)
- ❓ How does age affect these roles? (*Guide the discussion so that students consider experience as a factor that might cause an older person to have these leadership roles. Students may decide that they want their characters to be older so that they can logically serve in local government.*)

LITERACY

Vocabulary

- legislative branch
- executive branch
- judicial branch

AUTHOR NOTE

Local Government

Local governments can be very complicated and vary from place to place. The structure here has been simplified but still accurately represents local government structures within the United States. The focus is on the local governmental structures relevant to this particular Storypath.

AUTHOR NOTE

Stereotypes

Students' discussion may reveal stereotypes related to age, gender, and ethnic background. Challenge these ideas so students can focus on personality traits rather than on such characteristics.

- ❓ How do personality traits affect someone in a leadership role? (*Focus on the various characters' traits to discuss their effect on leadership.*)
- ❓ How does one's role in the community affect opportunities for leadership? (*Help students understand that serving in various civic roles helps build a reputation for service and concern for the common good in the community.*)

In order for students to take on the roles of government leaders and members of the planning commission, keep the numbers small. For example, you might have one mayor, two council members, and two members on the planning commission. In small communities these roles are part time, so it is realistic that the mayor or council members would also work in businesses in the town.

Have students work in their family groups to complete the questions on Portfolio page 13, "Local Governments."



CUSTOMIZE

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

SELECTING THE LEADERS

Determine local government leaders

Depending on time and learning goals, decide how to select the leaders. You can have students appoint characters for the city government based on qualifications, you can have students volunteer for the positions, or you can hold an election. Based on the structure for your community's government, follow the selection process. Once the government leaders have been determined, explain that the leaders will need to select the planning commission members.

Introduce the planning commission

Have students refer to Portfolio page 11, "Planning Commission," to learn about the planning commission.

Review the vocabulary words and definitions as shown below and on the Portfolio page:

- authority** the right and responsibility to make decisions or take action
- conflict of interest** a situation in which the person making the decision can benefit from it, causing the decision to appear unfair
- deliberations** the process of thinking about or carefully discussing an issue
- policy** rules or plan for guiding decisions
- recuse** to excuse a decision-maker because it may appear that he or she has a conflict of interest or may be unable to make a fair decision

Then have students read the text and review the vocabulary words to help them focus on the purpose of the commission and how people are selected for the commission. Discuss with students why a community has

AUTHOR NOTE

Leadership in Storypath

The Storypath strategy helps students focus on characters' qualities rather than students' qualities. Frequently, students whom the teacher would least expect to assume a leadership role will rise to the occasion because the role can be played out through the character.

LITERACY

Vocabulary

- authority
- conflict of interest
- deliberations
- policy
- recuse



CUSTOMIZE

ELL Students may write words or sketch pictures to convey their ideas instead of writing sentences.

a planning commission and why a planning commission might be important to their Storypath community. Possible answers could include construction of new roads or streets, parks or other recreational places, or buildings or businesses for the community. If appropriate, use examples from your own community related to the planning commission.

Next explain to students that the community needs people to apply for the planning commission. Have students use Portfolio page 11, “Planning Commission,” to help them determine which characters are eligible and appropriate for the planning commission. Make sure students understand that if characters are already working in the local government, they cannot serve on the planning commission. They should also identify the backgrounds and experiences most desirable for this role in the community. Students who are interested can apply by completing Teaching Master 8, “Planning Commission: Application for Appointment,” TH page 51. Then the local government leaders can select the members based on the established criteria.

PORTFOLIO

7



TEACHING
MASTER

T8

AUTHOR NOTE

Character Development

At this point, new information may be revealed, making a character eligible for the planning commission. Accept this information as long as it is logical to the character and storyline. One of the benefits of this approach is that it allows students to invest in the experience in meaningful ways.

CONCLUDING EPISODE 4

Discuss students’ experiences

Explain to students that the local government is a representative government. In other words, the leaders represent them and make policies and laws for the community. Instead of having each citizen vote on the laws of the community, the elected leaders have that responsibility. Terms of office may surface in the discussion. If you don’t know the terms of office for your own community, four years is the most likely length of term.

Review with students the new terms introduced in this episode and add them to the class word bank. Have students add these words to their Portfolio word banks as well.

Then have students complete Portfolio page 14, “Our Community’s Local Government.”

PORTFOLIO

9



5

EPISODE

CRITICAL INCIDENT THE NEW SHOPPING MALL

INTRODUCING THE CRITICAL INCIDENT

page 33

Students learn that a shopping mall may be built in the community.

Materials Teaching Master 9, *Press Release*, TH p. 52
Portfolio 7, *Planning Commission*, p. 11

Grouping Whole class

Schedule Approximately 20 minutes

REACTING TO THE NEWS

page 33

Students discuss the press release and share their views about the new shopping mall with other community members. Students then create a response.

Materials Teaching Master 10, *Letter to a Newspaper*, TH p. 53
Portfolio 10, *Analyzing the Issue*, p. 15

Grouping Family groups for discussion and individually or in groups to express viewpoints

Schedule Approximately 1½–2 hours

CONCLUDING EPISODE 5

page 34

Students share their projects with the class and reflect on their experiences.

Materials Optional: Portfolio 11, *Guide to Analyzing Controversies*, p. 16
Content Slide Set 7

Materials developed to express their viewpoints about the shopping mall.

Grouping Students report on their projects with their groups. The whole class reflects on their experience.

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **Government** *Examine the rights of individuals to influence group and community decisions.*
- **Social Skills** *Participate in persuading and debating with community members to resolve the issue of whether the mall should be built in the community.*
- **Economics** *Examine the influence of values, traditions, and habits on the decision to build a mall.*
- **Economics** *Use concepts such as supply and demand to examine how the mall will affect the community.*
- **Critical Thinking** *Appraise ideas and consider points of view in making judgments about whether the mall should be located in the community.*
- **Civic Competence** *Identify the rights of citizens to express opinions about community issues.*
- **Civic Competence** *Recognize and evaluate the impact of citizen actions that influence public policy.*
- **Literacy** *Read for specific information; recognize pros and cons of an issue.*
- **Literacy** *Express a point of view using spoken, written, and visual language.*

INTRODUCING THE CRITICAL INCIDENT

TEACHING MASTER

T9

CUSTOMIZE

Other Critical Incidents

If a different issue has arisen out of the character biographies or the timeline or another issue would work better for your class, adapt the newspaper article accordingly. Critical incidents that develop naturally increase students' investment in the Storypath.

LITERACY

Reading Nonfiction

Read for information.

PORTFOLIO

7



News alert

Introduce the critical incident by distributing copies of Teaching Master 9, "Press Release," TH page 52, to students. Read aloud while students follow along or have students read the article to find out what is going to happen in the community. Discuss any difficult vocabulary that appears in the article. Explain why builders apply for zoning permits before they can construct new buildings and that zoning permits are reviewed by the Planning Commission. Remind students that the Planning Commission is made up of citizens who make recommendations to the local government.

Then use the following questions to prompt discussion about the article:

- 1 Do you think that this article is biased (showing preference for building or not building the mall)? Why? (*The article is not biased because it gives comments both for and against construction of the shopping mall.*)
- 2 What arguments are made in favor of the shopping mall? (*It could draw customers from a wide area and help the community's economy.*)
- 3 What arguments are made against the shopping mall? (*It could take business away from long-established stores.*)

After students have read and discussed the article, let them know that, in this episode, they will be developing their own viewpoints about the issue and presenting their ideas.

Have students review Portfolio page 11 to understand the role of the Planning Commission.

CUSTOMIZE

Management Tip

If students named their community in a previous episode, alter the Teaching Master to include the new name. You might also paste the Teaching Master onto the front page of your local newspaper to make it look more "authentic" when you introduce it to students.

AUTHOR NOTE

Scaffolding the Learning

Episode 5 introduces a problem and has students begin thinking about solutions. Episode 6 builds on this episode by then having students write a persuasive speech.

REACTING TO THE NEWS

CUSTOMIZE

Mathematics

Students can create a poll to gauge opinions on the mall. They can then show the results in a chart. Students can also tabulate what percentage of respondents are for and against the building of the mall.

Discuss the article

As a class, discuss the following questions:

- How will the shopping mall affect shoppers in the area?
- What impact will the shopping mall have on other businesses?
- How will the community as a whole be affected?

Record students' ideas to help them consider the different perspectives on the proposal. A sample list of advantages and disadvantages might look like this:

Advantages

One-stop shopping
More choices of stores
New shoppers drawn to the area
New jobs in the community

Disadvantages

Traffic will clog roads and create pollution
Business taken away from shops downtown
Mall will take away land now used for other purposes

CUSTOMIZE

Science

Students can research the environmental impact of building a new shopping mall. For example, building a mall causes the loss of land and perhaps even the loss or displacement of wildlife. What is the long-term effect of these losses and the pollution caused by traffic around a mall? Students can use their research to substantiate or refute Storypath issues.



Have family members, in role, discuss their response to the proposal for a new shopping mall. Each student should complete Portfolio page 15, “Analyzing the Issue.” Remind students to respond as their characters would. To prompt students’ thinking, you may need to ask probing questions, such as “What kinds of transportation will be used to get to the mall? What problems could this cause?” or “Who will work at all the new stores at the mall?” Be careful not to “slant” your questions and influence students’ thinking one way or the other.

AUTHOR NOTE**Agree to Disagree**

Do not try to get all the family groups to come to a consensus on the building of the mall. It is important for the development of the Storypath that students disagree on what is to be done. This controversy serves as a vehicle for teaching about community interaction and the democratic process.

PORTFOLIO

10



Have family groups share their responses and compare them from one family to another, so that students understand that the new mall will affect different people in different ways, depending on their jobs, family roles, and community involvement.

Use persuasive tactics

Once students have considered both the advantages and disadvantages of constructing the new shopping mall, they should brainstorm ways that individuals can make their views known to other members of the community. Methods might include letters to newspapers, community meetings, posters, fliers, radio talk shows, and television interviews. Once a list has been generated, guide the discussion so that the class can act on the suggestions.

Have students select one approach and prepare their materials by following the guidelines on Portfolio page 15. Distribute Teaching Master 10, TH page 53, to students who choose to write a letter to a newspaper. Allow as many projects as time permits so that students can see the variety of tactics open to them in a democratic society.

AUTHOR NOTE**Storypath Development**

At this point, the Storypath can take a variety of directions. Be prepared to follow the direction determined by the class to reinforce the students’ sense of ownership for the process.

TEACHING MASTER

T10

CONCLUDING EPISODE 5**CUSTOMIZE****ELL**

Posters and other visual displays allow students to express their ideas with limited English.

LITERACY**Expressing a Point of View**

Express a point of view using spoken, written, and visual language.

Share projects

Allow time for students to share their letters, interviews, posters, fliers, and so on with the class. After students have had a chance to see other students’ projects and ask any questions they may have about them, discuss students’ reactions. Use questions such as these to get the discussion started:

- Which arguments in favor of the construction of the shopping mall were particularly persuasive?
- Which arguments opposed to the construction of the shopping mall were particularly persuasive?
- Did any of the projects change your mind about the issue?
- Was it difficult for you to choose a position on the topic of the mall? Why or why not?
- What have you learned about controversial issues during this episode? About persuasion?

CUSTOMIZE**Letter to the Newspaper**

Students can write a letter to the newspaper to voice their opinions, using Teaching Master 10 as a guide. Have students read letters from their local newspaper for authentic models. Discuss characteristics of these published letters before students write their own.



ASSESSMENT

ASSESS: The persuasive project

- uses writing or pictures that are forceful and engaging;
- presents a clear position on the issue;
- presents clear reasons for the position;
- demonstrates that the project was completed with care.

Discuss students' experiences

Ask students to step out of role to discuss how communities deal with controversies. Use questions such as the following to get students thinking:

- Why do communities have controversies?
- Are the advantages and disadvantages, or costs and benefits, the same for everyone? Why?
- What does the community need to consider when it thinks about costs and benefits?
- How do citizens voice their opinions?

As an optional activity, refer students to Content Slide Set 7 and have them complete Portfolio page 16, “Guide to Analyzing Controversies,” to further their understanding of how controversies get played out in communities. Alternatively, select an issue from your own community and have students use the Portfolio guide to analyze it.

PORTFOLIO

11



CONTENT
SLIDE SET

7

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6

EPISODE

CRITICAL INCIDENT

A PLANNING COMMISSION MEETING

INTRODUCING THE PLANNING COMMISSION MEETING

page 37

Students discuss purposes and procedures for Planning Commission meetings.

Materials Portfolio 7, *Planning Commission*, p. 11
Portfolio 12, *The Democratic Process*, p. 17

Grouping Whole class

Schedule 30 minutes–1 hour

HOLDING THE PLANNING COMMISSION MEETING

page 38

Students prepare persuasive arguments in favor of or opposed to construction of the mall and present their arguments at a Planning Commission meeting.

Materials Portfolio 13, *Prewriting: Persuasive Speech*, p. 18
Portfolio 14, *Writing: Persuasive Speech*, p. 19
Portfolio 15, *Self-Assessment: Persuasive Speech*, p. 20

Grouping Family groups to discuss the different positions;
Whole class for the meeting

Schedule Approximately 1–1½ hours

CONCLUDING EPISODE 6

page 39

Students discuss the democratic process and reflect on their experiences.

Materials Portfolio 12, *The Democratic Process*, p. 17

Grouping The Planning Commission meets to draft a declaration about the mall.
The whole class reflects on the meeting.

Schedule Approximately 1–1½ hours

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how groups address community concerns.*
- **Government** *Examine the rights of individuals regarding how they can influence their communities.*
- **Government** *Recognize and give examples of tensions between the wants and needs of individuals and groups who are for or against the mall.*
- **Social Skills** *Participate in persuading, compromising, debating, and negotiating to resolve a community conflict.*
- **Economics** *Examine the influence of values, traditions, and habits on the decision to build a mall.*
- **Critical Thinking** *Define issues involved in the construction of the shopping mall.*
- **Civic Competence** *Participate in a civic discussion to resolve a community issue.*
- **Literacy** *Prewrite and draft a persuasive speech.*

INTRODUCING THE PLANNING COMMISSION MEETING

Announce the Planning Commission meeting

As the narrator, announce to the class that a Planning Commission meeting will be held to discuss the proposed building of the shopping mall. Help students understand the purpose and procedures of a Planning Commission meeting by having them review Portfolio page 11, “Planning Commission.” Then discuss the following:

PORTFOLIO

7



- 1 What do people do at a Planning Commission meeting? (*Students might suggest that the commission meets to discuss controversial issues related to land use.*)
- 2 Why is a planning meeting important at a time like this? (*Because the construction of the shopping mall is a controversial issue, the community needs citizen input before deciding whether to allow the mall to be built.*)
- 3 How would you expect a Planning Commission meeting to be organized? (*Guide the discussion so that students identify components such as a set order of events and rules that allow everyone who wishes to speak a chance to be heard.*)
- 4 What role do community members have at a Planning Commission meeting? (*In addition to listening to important details about the topic at hand, community members can express their opinions to influence what happens in their community.*)

PORTFOLIO

12



Have students refer to Portfolio page 17, “The Democratic Process.” Read this page with students to reinforce the importance of community meetings. This Portfolio page can add to the discussion and help students focus on the basic rights, freedoms, and responsibilities of members of democratic societies. Next, brief the Planning Commission members and local government leaders (those determined in Episode 4) on how they should conduct themselves.

One of the requirements of serving on the Planning Commission is that the citizen does not have a conflict of interest. If appropriate, raise this issue and discuss whether a member should be recused. You should have at least two members on the Planning Commission, however.

CUSTOMIZE

Management Tip

To make the experience more dramatic, hold the community meeting in a room other than the classroom. An adult (such as the principal, librarian, or a parent) might role-play the part of the shopping mall representative after being briefed on the issues. A gavel is a valuable prop for the meeting. Be sure, however, to provide suggestions on its appropriate use.

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HOLDING THE PLANNING COMMISSION MEETING

PORTFOLIO

13

14

15



LITERACY

Writing

Write a persuasive speech.

AUTHOR NOTE

Management Tip

If you want each student to demonstrate persuasive writing and speaking skills, members of the planning commission and local government leaders will need to wait until after the citizens have spoken about the issues.



ASSESSMENT



ASSESSMENT

Prepare arguments

Students can meet in their family groups to discuss what statement they wish to make about the shopping mall during the commission meeting. Portfolio page 18, “Prewriting: Persuasive Speech,” will help students prepare their arguments. Students can also think back to the advantages and disadvantages of the shopping mall that they listed during Episode 5. Have students write the final drafts of their persuasive speeches on Portfolio page 19. Each family may want to select a spokesperson to deliver a statement from the group. Have students use Portfolio page 20, “Self-Assessment: Persuasive Speech,” to practice their arguments before the meeting, using feedback from family members to make the arguments even more convincing.

Attend the Planning Commission meeting

Before the meeting, arrange the room to represent a commission meeting room. The Planning Commission should sit at the front of the room behind a table. Place a table and chair at the center of the room where people can sit while they make their statements. A speaker’s sign-up sheet keeps this process orderly. A commission member conducts the meeting, and the guest speaker representing the shopping mall makes a statement presenting his or her arguments. Remind students to speak in the roles of their characters and address the other speakers as their characters. Let the meeting run its course, intervening only if necessary (for example, to restore order or remind students to be respectful of other viewpoints). The commission leader can conclude the meeting by stating that the commission will make a decision based on the arguments presented at the meeting. The Planning Commission should then meet to decide what they will recommend to the city government.

ASSESS: The written speech

- uses the writing trait of voice effectively;
- uses an attention-getting device;
- includes interesting and accurate information;
- offers a solution, explaining why it is the best solution;
- uses appropriate writing conventions.

ASSESS: The speech

- is delivered clearly and loudly;
- is delivered using eye contact;
- is spoken sincerely and with passion;
- demonstrates preparation.

AUTHOR NOTE

The Teacher’s Role

Direct the family discussions so that students focus on the viewpoints of their particular characters. Be sure that two sides of the issue are clearly established. Your questions should develop the Storypath in such a way that the issue is not easily resolved, just as in a comparable real-life situation.

LITERACY

Speaking

- Use appropriate volume and rate of speaking.
- Present ideas in an organized way.
- Make eye contact with the audience and respond to questions.

CONCLUDING EPISODE 6

Discuss the democratic process

The community input regarding the shopping mall is a good example of democracy in action: All members of the community were allowed to express their viewpoints and were given the chance to influence what happens in the community. To help students understand the democratic process, review Portfolio page 17, “The Democratic Process,” with them.

These questions will help students see how the democratic process was played out in their meeting:

- How were people’s rights protected during the meetings?
- What examples did you see of people’s freedoms?
- Were citizens responsible? In what ways?
- How did the Planning Commission and city government respond as representatives of the government? (*Help students understand that their representatives made the decisions based on community input.*)
- What can citizens do if they don’t agree with the decisions made by their representatives?

Because these questions might be difficult for students to answer, consider using specific examples from the meeting to help explain these principles and democratic ideals.

ASSESS: The democratic process

During the meetings students

- effectively play the roles of their Storypath characters;
- listen carefully to others;
- present viewpoints in a logical way;
- follow appropriate behavior for a meeting.

Resolve the issue

Have the Planning Commission report to the city government. Arrange this as a meeting so that everyone can hear the report.

After the city government has considered the arguments presented at the meeting as well as the rights, freedoms, and responsibilities listed on Portfolio 11, they should decide whether to grant or deny permission for building the mall. Based on the form of government established in Episode 4, have the representatives make a decision. They may give permission with certain limits or restrictions on the building. Ask them to prepare a written declaration for the community, stating the decision about the shopping mall and the reasons for the decision. Encourage them to explain their thinking as thoroughly as they can and demonstrate respect for those on both sides of the issue. Once the decision is drafted, the appropriate official can read it to the class. Allow time for community members to ask questions.

PORTFOLIO

12



LITERACY

Vocabulary

- representative government



ASSESSMENT

PORTFOLIO

11



CUSTOMIZE

Writing for a Specific Purpose

You may want to treat the reading of the decision as a “press conference.” Students could act as reporters, asking questions to thoroughly explore the reasons behind the decision. They can report on the decision in news articles.

AUTHOR NOTE

Expect the Unexpected

Because students will take the meeting very seriously, other events can evolve from the discussion held there. Be prepared to follow up on these unanticipated, yet meaningful, learning experiences.



ASSESSMENT

ASSESS: The decision

- is concise and carefully constructed;
- addresses issues raised at the meeting;
- demonstrates awareness of citizens' rights, freedoms, and responsibilities;
- reflects the role of the authors;
- clearly explains the rationale behind the decision.

Discuss students' experiences

Ask students to step out of their roles to discuss the democratic process. Use questions such as the following to prompt students' thinking:

- Which arguments during the presentation were the most persuasive? What made them convincing?
- What values (such as building a strong economy, respect for the environment, and so on) were shown in some of the arguments?
- Why did individuals have different views about the shopping mall?
- Why is it important to listen to both sides of an issue?
- Did most of the people agree with the resolution? Why or why not?
- What qualities do leaders need when faced with difficult decisions?

Use these questions to assess how well students understand the democratic processes that took place during the resolution of the issue.



ASSESSMENT

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CONCLUDING EVENT

CELEBRATING THE COMMUNITY

7

EPISODE

DISCUSSING CELEBRATIONS

page 42

Students discuss how and why communities celebrate.

Materials Content Slide Set 8

Grouping Whole class

Schedule Approximately 30 minutes

PLANNING AND HOLDING THE CELEBRATION

page 42

Students plan and enjoy their community's celebration.

Materials Depending on the type of celebration students plan, they might need art supplies, decorations, food, and/or music.

Grouping Students work in cooperative groups to plan different aspects of the celebration.

Schedule Will vary depending on the celebration that is planned

CONCLUDING EPISODE 7

page 42

Students reflect on their experiences.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Use music and/or artistic creations to reflect the culture of the community.*
- **Social Skills** *Participate in organizing and planning the community's celebration.*
- **Civic Competence** *Recognize the formal and informal actions citizens can take to influence and shape public policy.*

DISCUSSING CELEBRATIONS

Launch the episode

Begin this episode by asking students, “Why do communities celebrate? How do communities celebrate?” Have students refer to Content Slide Set 8 and identify ways communities celebrate. Then brainstorm with the class some of the different reasons and ways that communities celebrate. Students might mention such reasons as holidays, another special occasion, or even just a way for community members to get together.

Based on the celebration banner and special community features created in Episode 3, ask students if this is the way they would like to celebrate their community. Develop activities based on those outlined in Episode 3.



PLANNING AND HOLDING THE CELEBRATION

CONNECT

Creative Arts

Students can choose music and decorations to help create the appropriate mood.

Plan the celebration

Once students have chosen a celebration activity, arrange them in groups to plan different aspects of the celebration, such as decorations, room organization, food, music, official photographer, and so on. Depending on what celebration the students choose, some may wish to prepare congratulatory speeches.

Enjoy the festivities

Once the celebration is planned, it's time to celebrate! Allow ample time for both the celebration and any speeches that have been prepared. Consider giving out various awards or certificates to the citizens of the community for their involvement in civic projects. You or another adult might take photographs during the event for students to submit to a local, PTA, or school newspaper along with a write-up of the event.

CUSTOMIZE

Involving Families

The celebration is an ideal time to invite students' family members to participate. Family members can also share their own experiences. They may, for example, have planned community events or been involved in civic issues or community improvements.

CONCLUDING EPISODE 7

Reflect on the experience

After the celebration, have students create a list of what they learned in this unit. Guide the discussion so that the following generalizations are reinforced:

- People are dependent on the environment in which they live and work.
- A community's past shapes its present and its future.
- Communities develop traditions based on their cultures, histories, values, and environments.
- People in communities have civic responsibilities.

- Government is responsible to its citizens.
- The choices people make are determined by their values and knowledge of alternatives.

Prepare for the synthesis of students' learning

Students have experienced both the rights and responsibilities of citizens in a community. Although their community was not “real,” it had the qualities—and the problems—that actual communities have. Students were invested in shaping the future of the community.

The next step in student learning is the synthesis of their experiences. Students will appreciate the opportunity to use what they've learned. Synthesis activities allow for this opportunity and help you assess what students have learned from this unit. You will find a selection of synthesis activities on pages 56–57 of this Handbook.

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Name _____ Date _____

DESCRIPTION OF A COMMUNITY

The community is located in a valley surrounded by rolling green hills. The hills are covered with evergreen trees mixed with birch and aspen that turn many shades of yellow and gold in the fall before they lose their leaves. More hills appear on the horizon. From a distance, the hills look gray and lavender, like camels' humps lined up under a blue sky.

In the valley sits a town with homes and businesses. There are quite a few family-owned businesses, such as restaurants, a gift shop, a drugstore, and a gas station.

A river enters at one end of the valley and slowly winds its way to the other end, cutting right through the middle of town. At the center of town, the main street leads to a bridge that crosses the river. Near the bridge is a park that was established years ago by the founders of the community. This river serves as a source of water for the town, the surrounding countryside, and other nearby towns. The river is also used for recreation; boating and fishing are popular in the community.

Most people like this community. It is friendly and has many features that make it a good place to live.



Name _____ Date _____

CHARACTER BIOGRAPHY

1. Character's Name: _____ Age: _____

2. Date of birth: _____

3. Place of birth: _____

4. Physical features: _____

5. Occupation: _____

6. Personality traits: _____

7. Leisure activities: _____

8. Interesting anecdote: _____

9. Roles your character fills in the community: _____

Assessment: The biography is appropriate to the family and community created. It includes an anecdote that is imaginative and believable. The figure of the character matches the biography. At least two logical community roles are identified.

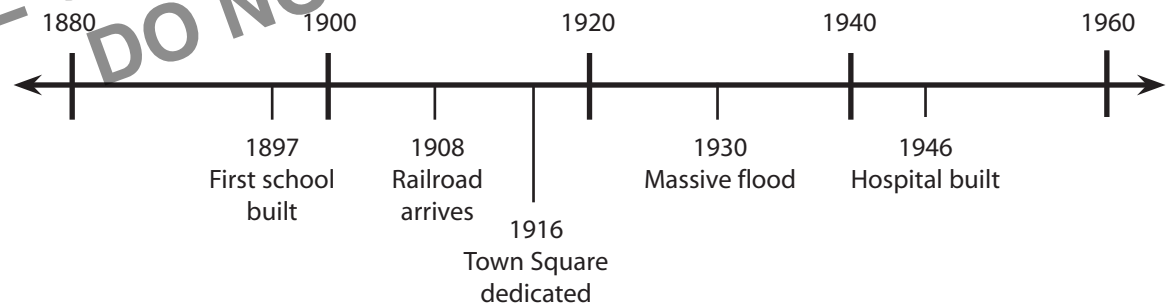
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Name _____ Date _____

COMMUNITY TIMELINE

A timeline shows when important events happened in history. Follow the steps below to develop a timeline for the community.

1. Discuss in your group events that might have happened in the community. Focus on the first people to live there (and why they came), the first business and home, when important buildings were built, natural disasters, local heroes, and so on. Check with the “Special Community Feature” groups to get ideas. Write each idea on a separate index card.
2. Put the cards in order from the earliest to most recent event. Determine a date for each event.
3. Illustrate some of the historical events. Each group member should make at least one illustration.
4. Draw a straight line along the top of a long strip of paper. Mark the time segments and label them with the dates and events. A sample timeline might look like this:



5. Add the illustrations to the timeline.

Assessment: The project shows evidence of thoughtful planning with group members. It presents ideas logically. It is carefully constructed and demonstrates an understanding of the community and its values. It shows attention to grammar and spelling, and makes sense in the context of the unit.

Name _____ Date _____

COMMUNITY CELEBRATION BANNER

Communities often celebrate events or features that make their community special. Follow the steps below to develop a celebration banner for the community.

1. Brainstorm ideas for celebrations that could be held in the community. List as many ideas as you can.

2. Decide which celebration you think the community should have. Name the celebration. Make a list of special events that will happen during the celebration.

3. Make a list of the important information that needs to be included on the celebration banner (such as the celebration's name, pictures and announcements of special events).

4. Make a rough sketch of the banner. List which member of the group will do each part of the banner.

5. Use your rough sketch and job list to make the banner.

Assessment: The project shows evidence of thoughtful planning with group members. It presents ideas logically. It is carefully constructed and demonstrates an understanding of the community and its values. It shows attention to grammar and spelling, and makes sense in the context of the unit.

Name _____ Date _____

SPECIAL COMMUNITY FEATURE

Communities often have special features such as a town square, welcome sign, veteran memorial, statue, or park. Use the steps below to create a special feature for the community.

1. Brainstorm ideas for special features that your community might have. List as many ideas as you can.

2. Choose an idea from your list to use as a special feature. Decide where it will be located.

3. On a separate sheet of paper, describe this special feature and answer these questions:

- What is the significance of this special feature?
- What occasion caused this feature to be created?
- When was this feature created?
- How do the people in the community feel about this feature?

4. Decide who will do the following tasks:

- Make the special feature for display.
- Make a smaller version of the special feature for the frieze.
- Write a paragraph describing the feature and how it came to be.

5. Using your ideas from discussion, make the special feature.

Assessment: The project shows evidence of thoughtful planning with group members. It presents ideas logically. It is carefully constructed and demonstrates an understanding of the community and its values. It shows attention to grammar and spelling, and makes sense in the context of the unit.

Name _____ Date _____

QUESTIONS ABOUT COMMUNITY IDENTITY PROJECTS

Community Timeline

- ❶ Why did people first settle in this area?
- ❷ What were the main events that happened in the past?
- ❸ How did the community feel when _____ happened?
- ❹ What does this community value?

Community Celebration Banner

- ❶ Why is this an important celebration for the community?
- ❷ How did this celebration begin?
- ❸ How does this celebration reflect the values of the community?

Special Community Feature

- ❶ How did this feature come to be in the community?
- ❷ How did people feel about its construction?
- ❸ Why is this feature important to the community?

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Name _____ Date _____

POSTCARD OF THE COMMUNITY

A postcard can be used to briefly tell about a place. One side shows a photo or drawing of the place. The writer has space on the other side to write a message.

Cut along the dotted lines shown below to create a postcard. Write a postcard to your family that describes something about the Storypath community. Be sure to include the following:

- accurate information and details about the community
- words from the word bank
- appropriate punctuation and grammar
- a date and your signature

Sketch a picture of a place of interest in your community

Date
 Dear (list your family's first names)
 Message (make sure your message relates to your picture)
 Sign your name

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Large dashed-line area for writing the postcard message.

Name _____ Date _____

PLANNING COMMISSION

Application for Appointment

Name: _____

Address: _____

Phone: _____

Have you read the job description for the Planning Commission?

Yes _____ No _____

Please write a statement as to why you wish to serve on this Commission.

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Thank you for your willingness to serve the community.

Name _____ Date _____

PRESS RELEASE

Newspaper Article

New Development for

(Name of community)

(Name of community) : A submission for a zoning permit to develop three vacant blocks on the edge of town has been received by the Planning Commission. A new shopping mall is planned for this space. A spokesperson for the proposed shopping mall said that the company saw the development as a potentially valuable addition to the town, as it would provide new jobs, draw customers from a wide area, and help the town's economy.

The downtown business community is less enthusiastic about the plan, seeing the potential for closures and layoffs as the shopping mall takes customers away from the long-established stores. The very fabric of the community could be affected by this change.

“The long tradition of family-owned businesses and community friendliness will be threatened by this disastrous event,” said a prominent business owner in downtown

(Name of community)

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Name _____ Date _____

LETTER TO A NEWSPAPER

Newspapers often print readers' letters about important issues. Letters that present persuasive arguments to support their opinion are most likely to be printed. Use the questions below to plan your letter.

1. What is the issue you will address in the letter?

2. What is your position on the issue?

3. Give three arguments to support your position.

4. What solution would you suggest to resolve the issue?

Using the information above, write the letter in the format shown. Use your best handwriting (or use a computer) and check your letter for any spelling mistakes.

Remember to:

- state your position in the beginning;
- give specific arguments for your position.

(your name and address)

(today's date)

(address of newspaper)

Dear Editor:

(body of letter)

Sincerely,

(your name)

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of belonging to a community. Use the chart below to keep track of how well you work with others during this unit.

EPISODE: _____

Describe the group situation or event: _____

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together:

One thing our group needs work on:

One thing I really did well:

One thing I could do better:



UNIT QUESTIONS FOR REVIEW

DISCUSSING COMMUNITIES AND THEIR DECISIONS

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.

- ❓ In what ways are people dependent on the environment in which they live and work?
- ❓ How do communities develop traditions and identities?
- ❓ How do communities preserve their pasts?
- ❓ What responsibilities do citizens have? What rights and freedoms do they have?
- ❓ What role does the legislative branch have in a community? What role does the executive branch have?
- ❓ How does the local government respond to the needs of the community?
- ❓ Why is it important to listen to both sides of an issue?
- ❓ How can communities solve problems?
- ❓ How does the democratic process affect community life?

REFLECTING ON BEING A MEMBER OF A COMMUNITY

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

- What have I learned about making decisions?
- What have I learned about the ways that people in communities live and work?
- What have I learned about my rights and responsibilities as a citizen?
- What is the best work I did during this unit? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I learn about working with others? How might these skills help me outside of this unit?

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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 assessment tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities allow you to assess students on a variety of subjects on a number of different levels. Each synthesis activity is followed by Criteria for Assessment. For Unit Objectives addressed by each activity, see the Objectives Overview chart.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- ❓ List three important ideas from your Portfolio. Why are these ideas important?
- ❓ What issues were raised in your community? How can citizens respond to issues such as these?
- ❓ What role did the planning commission have in resolving these issues?
- ❓ How did your character respond to these issues?
- ❓ What skills do you believe improved as a result of this unit? Explain.

Criteria for Assessment

Learning objectives were demonstrated if

- the Portfolio items demonstrate an understanding of the roles of citizens in the community and the values of the community;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

2. COMMUNITY COLLAGE

Activity

Have students select pictures and printed words or phrases that represent important ideas about the community created from magazines, newspapers, and/or advertisements. Students should organize the collage into four parts that tell about the following four themes: community values, the role of the citizen in the community, the role of local government, and the unique features of the community.

Criteria for Assessment

Learning objectives were demonstrated if

- the collage addresses all four themes;
- the collage demonstrates an understanding of the roles of citizens in a democratic society;
- the collage is well organized, carefully constructed, and aesthetically appealing.

3. RESEARCH A COMMUNITY ISSUE

Activity

Have students identify an issue in their own community and find two articles about the issue in the newspaper or on the Internet. Then have them copy the articles, underline the key ideas, and identify and write the main issue identified in each article.

Students can highlight in one color the information that supports one position on the issue. Then they can highlight with another color the information that supports the other position. There may be more than two positions on the issue but students should find at least two. Then students can answer these questions:

- ❓ What is the main issue in each article?
- ❓ Who are the people or groups in the community who will find solutions to the issue?
- ❓ What do you think is the best solution? Give two reasons why you have picked this solution.

Criteria for Assessment

Learning objectives were demonstrated if

- a clear community issue was identified and two sources were located about the issue;
- key ideas were identified and opposing viewpoints were highlighted correctly;
- the position taken reflected logical information from the article;
- two logical reasons were identified to support the position;
- appropriate people/groups were identified to solve the issue.

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EXTENDING STUDENTS' EXPERIENCES

ATTENDING A COMMUNITY MEETING

Students compare and contrast the community meeting they held during the Storypath with an actual community meeting.

Materials Paper and pencil
Permission slips

Grouping Whole class

Schedule Approximately 3 hours

LITERACY

Vocabulary

Before students attend a community meeting, you might have them work on a class "dictionary" of terms that pertain to formal meetings. For example, students might not know the meanings of words like *motion*, *second the motion*, *table the motion*, *out of order*, *abstention*, *call the question*, and so on.

Arrange for students to attend a community meeting. Types of meetings that may be held in your community include:

- planning commission meetings
- school board meetings
- citizens' advisory board meetings
- city council meetings
- town meetings

If it is not practical for your students to actually attend a meeting, consider attending one yourself and videotaping it. Your local cable access channel may also cover community meetings. If you show a videotaped meeting, you might edit it to show the most interesting parts or segments that are similar to the community meeting held during the Storypath.

After students attend or view a community meeting, discuss the experience with them. Use questions like the following to prompt students' thinking:

- What was the purpose of the meeting? Was it a meeting that is held regularly or one that was for a special purpose?
- How were decisions made at the meeting?
- What role did community members play at the meeting?
- What officials were present at the meeting? How did they respond to community members?
- Was the meeting what you expected? In what ways?
- Compare and contrast the meeting with the community meeting your class held during the Storypath.

If appropriate, students should write thank-you notes after the meeting.

CUSTOMIZE

Management Tip

If possible, obtain an agenda before the meeting and use it to brief students on what issues will be covered and what the order of events will be. This preparation may help students better understand the proceedings since a community meeting will likely be a new experience.

RESEARCHING A COMMUNITY ISSUE

Students research controversial issues in their own community and recommend how to solve the problems.

Materials Internet access and/or community resources, such as newspapers
Optional: tape recorders to document interviews

Grouping Students can work individually or in small groups to conduct research and make recommendations.

Schedule 2–3 hours

During the Storypath, students confronted an issue in an imaginary community. Students might enjoy finding out about an actual controversy in their own community.

Controversies could range from whether to allow a new business to locate in the community to school boundary changes to local laws, such as whether to set a curfew. If it is difficult for students to find a community controversy, they might focus on school controversies, such as homework policies, budget issues that might cause favorite programs to be cut, or changes in grading procedures.

Once students have identified a controversy, they should define exactly what the issues are and determine what arguments exist on both sides of the controversy. Students could find out about their topic by reading community newspapers and Web sites and interviewing parents and/or community leaders. Then they can write their own solutions along with evidence to support them. Allow students time to present their findings to the class. After their presentations, you might ask:

- What controversies exist in our own community and school?
- How are these disputes similar to and different from the issues examined in the Storypath?
- What are some of the arguments revolving around these controversies?
- In what ways are community members and leaders trying to address these controversies?

CUSTOMIZE

Research Option

Alternatively, each student could find a newspaper article that discusses a controversy, local or national. After reading the articles, students could make simple outlines identifying the issues, arguments on both sides, and the resolutions of the problems (if any). Students could also state whether they agree or disagree with the resolutions and why.

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BACKGROUND INFORMATION

RULES OF ORDER FOR COMMUNITY MEETINGS

When people hold meetings, they need rules to help them accomplish their purpose, keep order, and guide participants in transacting business. Participants should decide on the rules of order before the meeting. Rules should be clear and direct. Each position should receive equal time. There might be a question-and-answer period afterwards for community members to clarify the issues.

If a final decision is going to be reached at this meeting, someone might make a *motion*, which is a precise statement of a proposed action. A person must be recognized by the presiding officer and *given the floor*, or given permission to speak, before making a motion. A vote would then be taken, and the motion affirmed or defeated. Alternately, the presiding officer may make a recommendation, based on the ideas presented at the meeting, to the appropriate committee for them to make a final decision.

Besides the presiding officer, or president, the group might want to appoint a *secretary*. The secretary (1) notifies people of the meeting, (2) keeps and reads the *minutes*, which is a record that summarizes what actions were proposed and decided upon at a meeting, and (3) notifies the attendees of final decisions after the meeting. Groups that meet on an ongoing basis may need to appoint other officers, such as vice president, treasurer, and sergeant-at-arms.

CONFLICT RESOLUTION IN THE COMMUNITY

When conflicts in the community are not easily solved between opposing parties, it sometimes helps to involve an objective mediator. A mediator can help the sides agree on a solution by using the following steps:

- The mediator and disputants (the people having the problem) agree on rules, such as no blaming or name-calling.
- Each disputant states his or her position.
- The mediator asks questions to clarify the issue.
- The mediator helps the disputants come to a specific solution.
- Both parties sign the agreement and agree to a follow-up meeting.

COMMUNITY RESOURCES

Addresses to write to for more information about community issues:

Community Action Network
1111 W. 6th Street, Suite B220
Austin, TX 78703-1749
(512) 414-8203

www.caction.org

Goal: collect and distribute information on practical solutions to social problems

Community Development Society
17 South High Street, Suite 200
Columbus, OH 43215
(614) 221-1900

www.comm-dev.org

Goal: promote the exchange of ideas and experiences about community development

National Association of Neighborhoods
1300 Pennsylvania Ave., NW, Ste. 700
Washington, D.C. 20004
(202) 332-7766

www.nanworld.org

Goal: promote better neighborhoods; help neighborhood leaders secure a political voice

National Crime Prevention Council
1000 Connecticut Avenue NW, 13th floor
Washington, DC 20036
(202) 466-6272

www.ncpc.org

Goal: educate the public and enable citizens to prevent crime and build safer communities

National Parents and Teachers Association (PTA)
541 N. Fairbanks Court, Suite 1300
Chicago, IL 60611-3396
(312) 670-6782

www.pta.org

Goal: unite the forces of home, school, and the community; work for legislation benefiting children and youth

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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 different groups, societies, and cultures address similar human needs and concerns.	Identify how groups address community concerns.						•				
Cite ways in which language, stories, music, and artistic creations express culture and influence behavior.	Use music and/or artistic creations to reflect the culture of the community.							•		•	
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Determine in what ways the natural environment of a community might affect the people who live there.	•							•	•	•
	Identify how the components of a community affect the occupations of community members.		•								
	Demonstrate an understanding of how people interact with the physical environment and social conditions of a community.			•							
	Demonstrate an understanding of how people's lives and jobs are influenced by the environment of a community.				•						
Identify how family, groups, and community influence the individual.	Identify how the make-up of a family and community might influence individual family members.			•							
	Identify how family and community traditions, culture, and values influence individual community members.				•						
Government											
Examine the rights and responsibilities of individuals in relation to groups, communities, and society.	Examine the rights of individuals to influence group and community decisions.					•			•	•	•
	Examine the rights of individuals regarding how they can influence their communities.						•				•
Recognize and give examples of tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	Recognize and give examples of tensions between the wants and needs of individuals and groups who are for or against the mall.						•				

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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.	Plan and make decisions while creating a frieze with group members.	●									
	Organize, plan, and make decisions while determining the characteristics of community members.		●								
	Participate in organizing, planning, and making decisions while making a timeline with group members.			●							
	Participate in organizing, planning, making decisions, and taking action while working on a community project in a small group.				●						
	Participate in organizing and planning the community's celebration.								●		
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and problems.	Participate in persuading and debating with community members to resolve the issue of whether the mall should be built in the community.					●					
	Participate in persuading, compromising, debating, and negotiating to resolve a community conflict.						●				
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete the frieze.	●									
Economics											
Identify how workers with specialized jobs contribute to the production and exchange of goods and services.	Identify how community members with specialized jobs contribute to the production and exchange of goods and services.		●								
Examine the influence of incentives, values, traditions, and habits on economic decisions.	Examine the influence of values, traditions, and habits on the decision to build a mall.					●	●		●	●	●
Use concepts such as supply, demand, advertising, and pricing to help explain events.	Use concepts such as supply and demand to examine how the mall will affect the community.					●					

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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
Critical Thinking											
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Appraise ideas and consider points of view in making judgments about whether the mall should be located in the community.					•			•	•	•
Organize ideas in new ways.	Organize ideas from class discussion to create the frieze.	•							•	•	
	Organize ideas from class discussion to create unique characters.		•								
	Organize ideas from class discussion into projects that reflect community identity.				•				•	•	
Define issues or problems and consider alternatives; and then make a decision based on evaluation of alternatives.	Define issues involved in the construction of the shopping mall.						•				
Civic Competence											
Identify examples of freedoms, rights, and responsibilities of citizens.	Identify the rights of citizens to express opinions about community issues.					•			•	•	•
Identify and practice selected forms of civic discussion and participation.	Participate in a civic discussion to resolve a community issue.						•				
Explain actions citizens can take to influence public policy decisions; recognize and evaluate the variety of formal and informal actions that influence and shape public policy.	Recognize and evaluate the impact of formal and informal citizen actions that influence and shape public policy.					•			•		
Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.	Recognize the formal and informal actions citizens can take to influence and shape public policy.							•		•	•

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
Literacy											
Read a wide range of print and non-print texts to build an understanding of community and local government.	Read for specific information.				•	•					
	Read charts to elicit specific information.				•						
Use word identification strategies to comprehend, interpret, and evaluate content.	Develop a specialized vocabulary to understand concepts related to local government.				•						
Apply a range of strategies to comprehend and appreciate texts.	Listen to a description of a community to visualize it.	•									
	Listen actively to and take notes during oral presentations.		•								
	Compare and contrast forms of government.				•						
	Recognize pros and cons of an issue.						•				
Use spoken and written language for learning and to exchange information.	Write a sense poem using a word bank.	•									
	Write a character biography; introduce characters to the class.		•								
	Write a descriptive postcard using a word bank.			•							
	Express a point of view using spoken, written, and visual language.					•					
	Prewrite and draft a persuasive speech.						•				
Use visual language for learning and to exchange information.	Create written and visual representations of community identity.			•							
	Read charts to elicit specific information.				•						

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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
- Making inferences
- Scanning for specific information
- 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 for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “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 out 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

Blos, Joan W. *Old Henry*. New York: Morrow, 1990. Henry's neighbors, scandalized because he lets his property get run down, drive him away and then find that they miss him. Fiction.

Pellegrino, Marjorie White. *My Grandma's the Mayor*. Washington, D.C.: American Psychological Association, 1999.

A girl is upset that she has to share her grandmother with so many people, but when she helps out in a town emergency, she learns to appreciate all her grandmother does for the community. Fiction.

Average

Bruning, Nancy. *Cities Against Nature*. Markham, Ontario: Scholastic Library Publishing, 1992. Examines the relationship of our cities to the environment and suggests ways to build new cities on ecologically sound principles. Nonfiction.

Gonick, Larry. *The Cartoon Guide to the Environment*. New York: HarperCollins Publishers, 1996. Covers main topics of environmental science, such as sources of energy, cities, recycling, and pollution, in black and white easy-to-understand cartoons. Nonfiction.

Lorenz, Albert. *Metropolis*. New York: Harry N. Abrams Publishing, 1996.

Traces the evolution of the metropolis through extraordinary visual depictions of some of the greatest defining moments in human history. Covers information from sixteenth-century Florence to twentieth-century New York City. Nonfiction.

Willis, Terri. *Land Use and Abuse*. Markham, Ontario: Scholastic Library Publishing, 1992. Describes the many ways in which human beings harm the land and discusses some possible ways of correcting and preventing these abuses. Nonfiction.

Advanced

Fleischman, Paul. *Seedfolks*. New York: HarperCollins Publishers, 1999.

While transforming an inner-city lot into a beautiful community garden, the various gardeners are transformed as well. Fiction.

MULTIMEDIA

The Lawmaker. 100% Educational Videos, 1996. Meet the people who serve as our local government. Kids will learn that being a part of government is not just reserved for those of high stature, but is something for which we all can strive.

SOFTWARE

Lemonade Tycoon 2. MumboJumbo, 2005. Learn about business and community wants and needs by starting a lemonade stand business throughout a city. Add more stands as demand increases, and make your own recipes to further entice the locals.

SimCity 4: Deluxe Edition. Electronic Arts, 2003. Build a thriving metropolis where everything that happens is based on your decisions.

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Name:

Democracy *in* Action

Communities Make Decisions



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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?

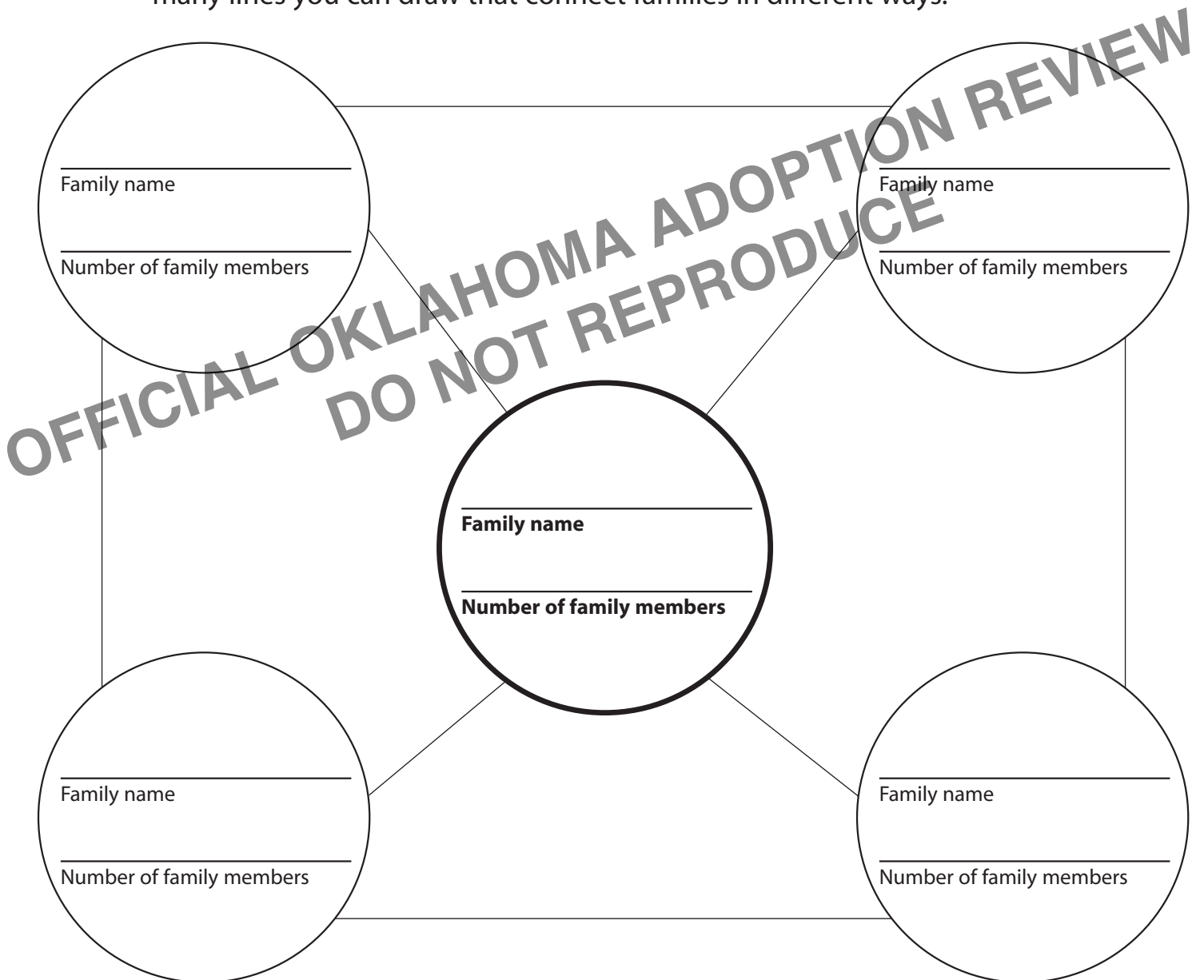
Make improvements as necessary.



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?

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DATE _____

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.

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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

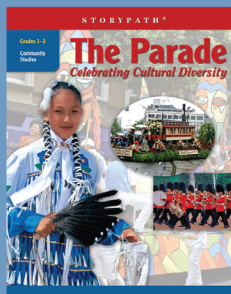
zoning codes *plural noun* codes in a city or town that restrict what kind of building can take place

Lead your students down the road to improved literacy and social studies skills with...

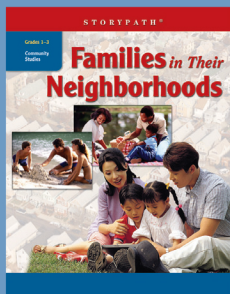
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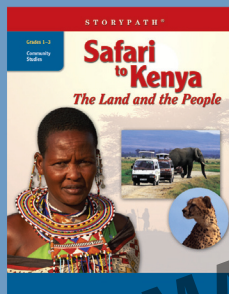
Grades 1-3



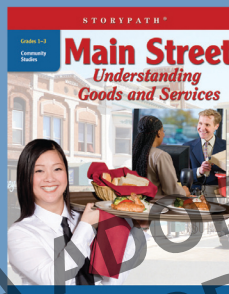
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Celebrating Cultural Diversity
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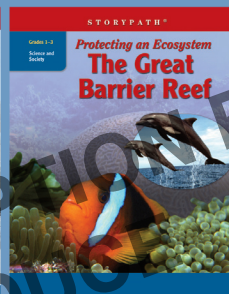
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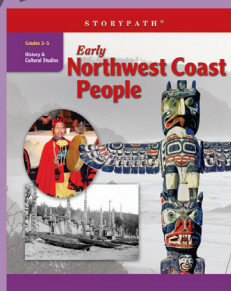


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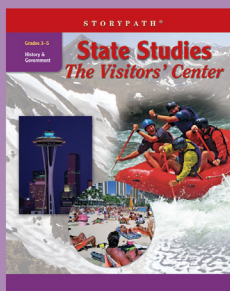


The First Thanksgiving
The Wampanoags
STP530

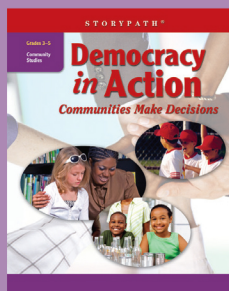
Grades 3-5



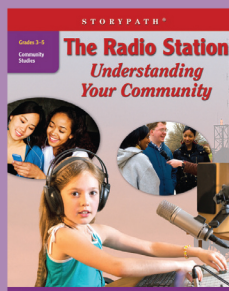
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State Studies:
The Visitors' Center
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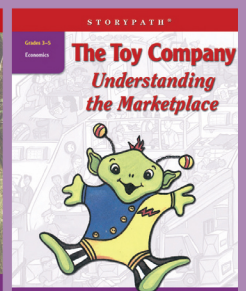
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