

# S T O R Y P A T H <sup>®</sup>

## *Sample Pages*

Sample pages from this product are provided for evaluation purposes. The entire product is available for purchase at [www.socialstudies.com](http://www.socialstudies.com) or [www.teachstorypath.com](http://www.teachstorypath.com). For questions, please e-mail [access@socialstudies.com](mailto:access@socialstudies.com)

---

Series:

Title: **The Parade: Celebrating Cultural Diversity**

ISBN: **978-1-56004-596-0**

Author: **Margit E. McGuire, PhD**

Code: **STP430 v2.1**

---

*Copyright notice: Copying of the book or its parts for resale is prohibited. Additional restrictions may be set by the publisher.*

# The Parade

## *Celebrating Cultural Diversity*

**by Margit E. McGuire, Ph.D.**

Professor of Teacher Education, Seattle University

<b>About Storypath</b>	2
<b>Episode 1</b> The Parade	14
<b>Episode 2</b> Floats for the Parade	18
<b>Episode 3</b> People in the Parade	25
<b>Episode 4</b> Promoting the Parade	29
<b>Episode 5</b> The Parade Route	32
<b>Episode 6</b> Having the Parade	36
<b>Teaching Masters</b>	40
<b>Assessment</b>	
Unit Questions for Review	51
Synthesis Activities	52
Extending Students' Experiences	55
Objectives Overview	57
How to Conduct Reading Mini-Lessons	61
Additional Resources	62

# ABOUT STORYPATH

## THE STORYPATH STRATEGY

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

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

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

## AN INQUIRY APPROACH

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

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

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

## THE STORY STRUCTURE

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

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

### Typical structure of a Storypath unit

#### CREATING THE SETTING

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

#### CREATING THE CHARACTERS

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

#### BUILDING CONTEXT

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

#### CRITICAL INCIDENTS

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

#### CONCLUDING EVENT

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

# PLANNING THE UNIT

## CELEBRATING CULTURAL DIVERSITY

### MAKE KEY DECISIONS

**Select a parade theme.** A theme will need to be chosen for the parade. This Storypath focuses on “Celebrating Cultural Diversity,” or for younger students, “Celebrating Self and Others,” but you will see that it is easily adapted to any number of themes, including community helpers; a particular holiday such as Cinco de Mayo, Chinese New Year, or Presidents’ Day. Parades are a celebration of our history; they reflect our cultural traditions and commemorate historical events. Adapt the theme for whatever is suitable for your particular situation and in alignment with your school district’s goals.

**Plan the space for the Storypath.** You will need ample wall and counter space for displaying the floats and parade participants. It is recommended that each float be approximately the size of a standard sheet of posterboard, or, if the floats are to be three-dimensional, use cardboard boxes of approximately the same size. When considering space and resources for the floats, think about whether students will make their own individual floats or work with a partner. If you make two-dimensional floats, attach them with blue tack or pins to a sheet of butcher paper so that they can easily be moved as students work through the Storypath. Additionally, you will need space to display various lists, parade participants, artifacts, and other materials that students create.

**Select a date for the parade.** Plan six to eight weeks for the unit, depending on how you integrate the activities with other aspects of your curriculum and how much time is allowed for various episodes. Determining the date of the parade in advance allows you to time the promotional materials to advertise the parade and coordinate with the spectators (families, other students) who will be viewing the parade.

### CUSTOMIZE THE UNIT

**Adapt the unit.** There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs—choosing a parade theme is one example—and follow the logical progression of the story. Alternative activities or special arrangements are suggested at various points during the unit to assist you in adapting the unit.

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.

**Meet the needs of diverse learners.** This unit was created so that students with limited reading and writing skills can fully participate in the unit. There are many opportunities for reading and writing, but these activities can easily be adapted or replaced to meet the needs of your class. Therefore, this unit is ideal for the beginning of the school year—or any time, for that matter—when you want to establish or sustain a positive classroom climate, lay the groundwork for cooperative group skills, and acknowledge students’ cultural diversity and unique qualities.

**Connect to other Storypaths.** Complementary units include *Families in Their Neighborhoods* and *The First Thanksgiving: The Wampanoags*. In both of these Storypaths, students create families to understand community and how people live and work together. For more Storypath topics, go to [www.teachstorypath.com](http://www.teachstorypath.com).

## INVOLVE OTHERS

**Involve specialists.** In Episode 3 music and/or movement/dance specialists can help with music and dance of various cultural groups, tapping into unique historical traditions, but the unit does not depend on these people. Allowing students to select their own music and dance routines for this optional activity will also work well in the parade.

**Involve families.** Parents and other family members can serve as excellent resources for you and your students. Teaching Master 3, TH page 42, “Interview: Our Cultural Heritage and History,” asks families to share information about their cultural heritage and history so that students can use this information as they create their floats. Some families may not be connected to cultures other than those with mainstream American themes. If this is the case, encourage the family members to focus on national celebrations like the Fourth of July or on their community’s history and traditions.

Family members may be able to teach songs or dances reflective of their culture and history, and some may even want to make costumes for their students. The parade at the conclusion of the Storypath is an ideal time to invite families. Students can make invitations asking their families to come to the parade.

**Involve the community.** To add authenticity to the unit, you could hold the actual parade at a place in your community. The parade could take place in the neighborhood surrounding your school, in a business or residential area, or at a community center or a center for older adults. Students’ promotional materials (Episode 4) should target the audience and location you select for the parade.

**Use adults or older students.** Depending on the reading and writing skills of your class, you may want adults or older students to assist with some of the writing activities. They can also assist with optional activities such as constructing costumes and learning dances.

You may also want an adult to role-play the community member who expresses concern about the neighborhood parade. If so, arrange in advance for this person to come to class, and make sure he or she is briefed beforehand.

**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.

# 1

# EPISODE

## BUILDING CONTEXT THE PARADE

### INTRODUCING THE PARADE

PAGE 15

Students listen to a poem and brainstorm about parades.

**Materials** Teaching Master 1, *Parade Poem*, TH\* p. 40  
Portfolio 1, *Parade Poem*, p. 4  
Content Slide Set 1

**Grouping** Whole class

**Schedule** Approximately 20 minutes

### PLANNING THE PARADE

PAGE 16

Students hold a meeting to make important decisions about the parade.

**Materials** Content Slide Set 2  
Teaching Master 11, *Self-Assessment: Social Skills*, TH p. 50

**Grouping** Whole class

**Schedule** Approximately 1 hour

### CONCLUDING EPISODE 1

PAGE 17

Students reflect on the meeting and create a word bank about the parade.

**Materials** Portfolio 2, *Word Bank: The Parade*, p. 5  
Pocket folders or sturdy paper to make folders (one per student)  
For the word bank: thick black marker, index cards, or strips of paper

**Grouping** Whole class

**Schedule** Approximately 20 minutes

#### EPISODE OBJECTIVES



- **Culture/Social Historical Interaction** *Identify ways different groups express culture through language, stories, symbols, and traditions.*
- **Social Skills** *Organize, plan, make decisions, and take action in group settings to prepare for the parade.*
- **Critical Thinking** *Consider and evaluate alternatives to make key decisions about the parade.*
- **Civic Competence** *Practice civic discussion and participation using a meeting format.*
- **Speaking and Listening: Comprehension and Collaboration** *Recount key ideas and details. Participate in collaborative conversations.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the parade.*

\*TH = Teacher's Handbook

Name \_\_\_\_\_ Date \_\_\_\_\_

## **INTERVIEW: I AM SPECIAL**

We are learning about what makes each of us special. We are planning a parade with that theme. Please take a few minutes to discuss the following questions with your child. If necessary, please help write answers to the questions below.

1. What are things your child does well?

---

---

---

2. What are your child's favorite activities?

---

---

---

3. What holidays are special for your family?

---

---

---

4. What makes your child special?

---

---

---

---



Name \_\_\_\_\_ Date \_\_\_\_\_

**INTERVIEW: OUR CULTURAL HERITAGE AND HISTORY**

We are learning about the people of our community and are planning a parade to honor our community’s cultural heritage and history. Please take a few minutes to discuss the following questions with your child. If necessary, please help write answers to the questions below. These questions can focus on American culture if this is most appropriate. Explain that your heritage is also your family history.

**1.** What is your family’s cultural or ethnic heritage?

\_\_\_\_\_

**2.** Is there a country, geographic area, or state that is part of your family’s heritage? What are some of the features of this area?

\_\_\_\_\_

\_\_\_\_\_

**3.** What symbols show your family’s heritage? (If you put *American* above, list American symbols.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4.** Are there special colors for these symbols or colors that represent your culture?

\_\_\_\_\_

**5.** What ideas do you have for making a float that shows your family’s heritage?













\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## SELF-ASSESSMENT: SOCIAL SKILLS

EPISODE \_\_\_\_\_

	Not often/Never	Sometimes	Always
1. I listened to other people's ideas.			
2. I did my fair share of the work.			
3. I took turns.			
4. I disagreed politely.			
5. I stayed on task.			
6. I like to work with others because			
7. I don't like to work with others when			



SET 2

SLIDE 2

# Cultural Parade



◀ Colorful posters are created to tell people about the parade.

**Why do people make parade posters?**

*(connecting,  
understanding visuals)*

**2:00 PM, September 15**  
On Main Street between Maple Avenue and Elm Street



Workers build a float based on a designer's sketch. ▲



SET 2

SLIDE 4

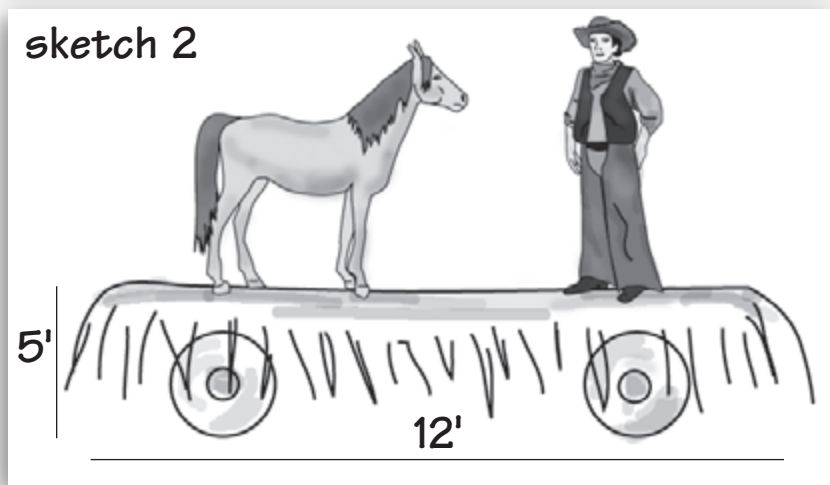
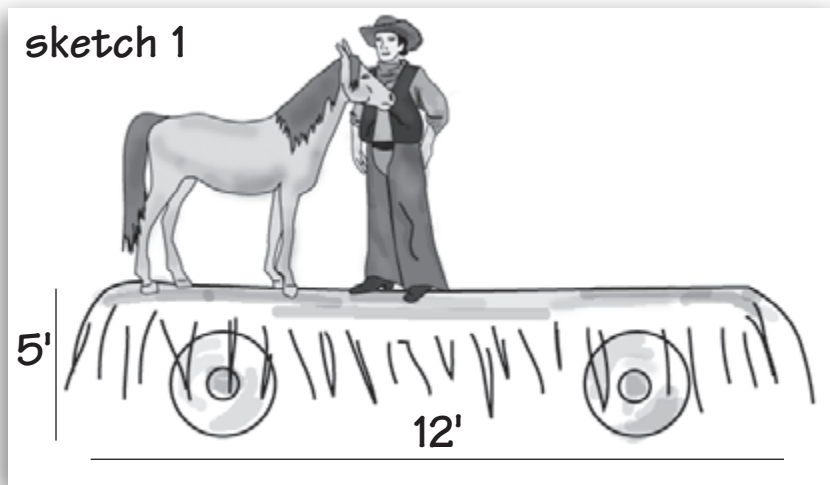


Parade planners create a map of the parade. ▲  
Everyone in the parade follows the map.



## DESIGNING THE FLOAT

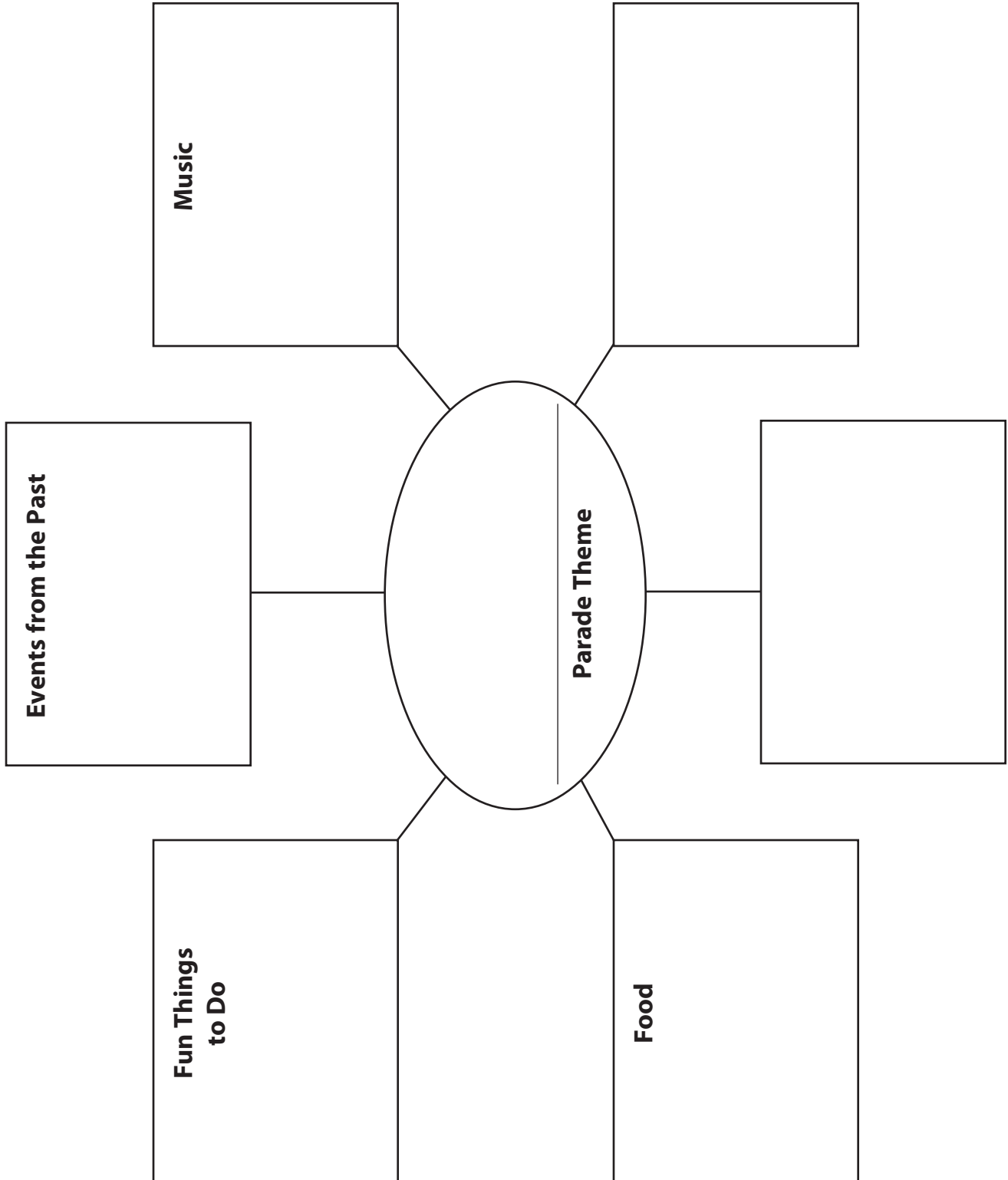
A designer draws a picture, called a sketch, that shows the shape and features of the float. The sketch is used by the builders to make a float. Look at these two sketches for a float.



Which of these pictures do you think will make a better float? Why?



# CONCEPT MAP





## ASSESS YOUR FLOAT

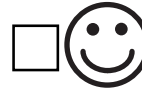
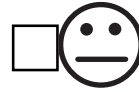
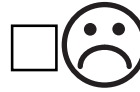
Look at your float and decide how you did. After you assess your float, you may want to make it better.

Needs Work

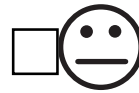
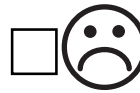
OK

Well Done

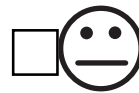
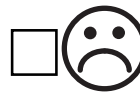
1. The float is interesting to look at.



2. The float is colorful.



3. The float is balanced.



4. The float is carefully made.

