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The Civil Rights Movement **Freedom Summer**

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The Civil Rights Movement **Freedom Summer**

by Margit E. McGuire, Ph.D.

Professor of Teacher Education, Seattle University

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—Margit E. McGuire

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that 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.

BUILDING CONTEXT
LIFE AND WORK IN COLONIAL BOSTON

3 EPISODE

INTRODUCING COLONIAL LIFE page 28
Students discuss colonial life and determine ways they can learn more about it.
Materials: None
Grouping: Whole class
Schedule: Approximately 30 minutes

RESEARCHING COLONIAL LIFE page 28
Students write a report describing the daily life and work of their characters.
Materials: Teaching Master 5, Sample Report: *The Bakery*, T11 p. 62
Teaching Master 6, *Making a Dinosaur or Potter*, T11 p. 63
Portfolio 7, *Presenting a Report*, p. 10-11
Portfolio 8, *Writing a Report*, p. 12
Portfolio 9, *Self-Assessment*, p. 13
Content Cards 2 and 3
Optional: cardboard grocery boxes for dioramas, poster board for posters, construction and tissue paper; textured materials such as yarn, fabric, scrapie, cotton balls, colored markers, crayons, colored chalk, glue, tape, scissors; assorted colors of paint, brushes, water cans
Grouping: Family groups for planning and research; individually for writing the reports
Schedule: 2-3 hours plus time for students to write reports

CONCLUDING EPISODE 3 page 30
Students reflect on the experience, add to the word bank, and write about life and work in colonial Boston.
Materials: Portfolio 10, *Presenting a Report*, p. 14
Portfolio 11, *Taking Notes: Daily Life*, Presentation, p. 15
Preps for presentations: 4 students to choose
Grouping: Whole class for the word banks; individually for the writing activity
Schedule: Approximately 1½ hours

EPISODE OBJECTIVES
Students identify how events and needs were met in colonial times.
History: Students how people's lives were affected by the conditions that existed in colonial times.
Civics: Students identify how characters' work contributed to the economy of colonial Boston.
Social Skills: Students organize, plan, and make decisions while planning reports with group members.
Critical Thinking: Students identify criteria for quality reports.
Literacy: Students research, take notes, draft, edit, and write a report.
Literacy: Students present reports to the class to share information.
Literacy: Students actively read and take notes during oral presentations.

EPISODE 3
Struggle for Independence 27

from the *Struggle for Independence* unit

INTRODUCING COLONIAL BOSTON

TIMELINE
Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into ten-year segments, beginning with the year 1600 and ending with 1800. Let students add dates as the story progresses. Begin by posting these dates and events:
■ 1621: First European settler in the area (Rev. William Blackstone)
■ 1630: Boston founded
After students create the frieze, let them speculate about when their buildings were built and add this date to the timeline. Many buildings in colonial Boston were built in the late 1600s and early 1700s. For the timeline, students might choose one date such as 1700.

Launch the unit
Tell students that they will be creating a story about colonial Boston that begins around 1763. Ask a student to point out Boston's location on a map. Explain that often we can understand our own lives and communities better when we learn about the lives and communities of others in the past.
Review with students the elements of a story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of colonial Boston.
Create groups of four or five students. Students will work with these same group members throughout the Storypath.

Build background on colonialism
To build background, discuss the concept of slavery and the relationship of colonies to the mother country.
colony: a group of people living in a new territory but keeping ties with the parent country
colonian: people who live in a colony. Colonians usually remain citizens of the parent country.
mother country (or parent country): the country from which colonists come, or the country of one's parents or ancestors, relating to colonies; the parent country continued to rule over the colonies, even though the colonists lived across the ocean.
Then read the following information to the class:
After Columbus's arrival in 1492, several European nations attempted to establish settlements in the Americas. The most successful settlements were the thirteen British colonies. Although the colonists lived far from

EPISODE 1
Struggle for Independence 15

from the *Struggle for Independence* 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 4
TEACHING MASTER
T8

Name _____ Date _____

PUBLIC NOTICE: TAXES FROM BRITAIN
Stamp Act, passed 1765
By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

Townshend Acts, passed 1767
Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

TEACHING MASTER
Struggle for Independence 65

from the *Struggle for Independence* 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 a powerful assessment tool for you because they're multidimensional. They allow for variances in students' abilities as learners.

1. PORTFOLIO RESPONSE
Activity
Have students review their Portfolio and identify at least five 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 challenges did your character face? How did your character respond to these challenges?
■ What are three costs and three benefits of seeking independence from Britain?
■ What skills do you believe improved as a result of this unit? Explain why.
Criteria for Assessment
Learning objectives are demonstrated if
■ the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
■ the reflections are thoughtful, well organized, and clearly communicated;
■ the paragraphs demonstrate appropriate writing conventions.

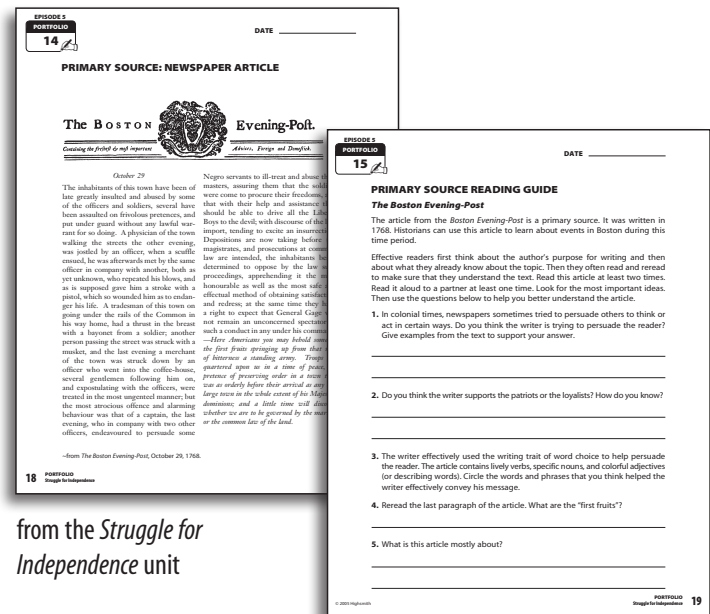
2. ANALYSIS OF A CURRENT EVENT
Activity
Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should
■ summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
■ list three ways the event is similar to the events in the Storypath.
■ write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

EPISODE 4
Struggle for Independence 75

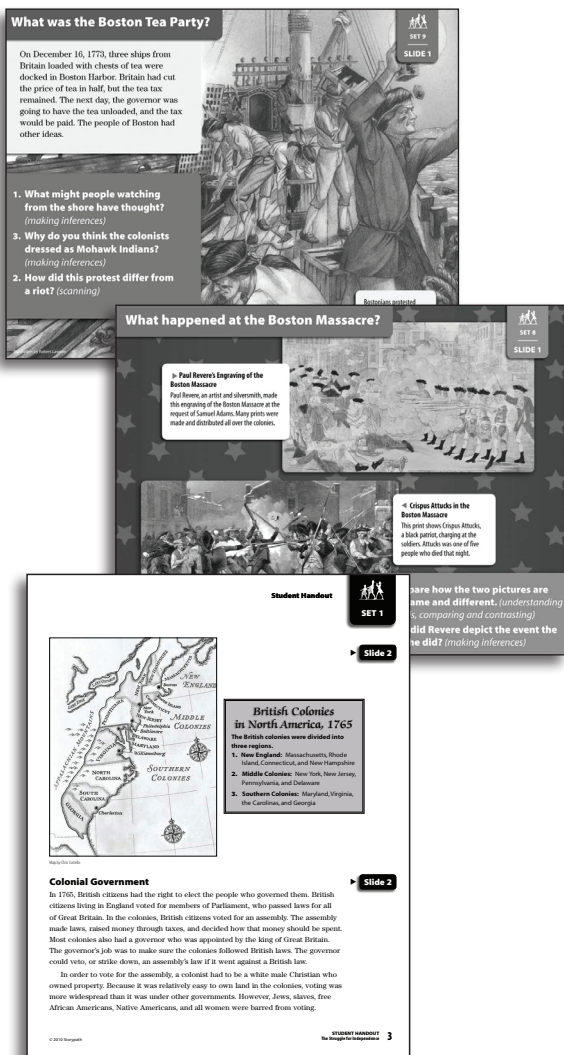
from the *Struggle for Independence* unit

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.



from the *Struggle for Independence* 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 and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

Colony Exports

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)

Illustration by Chris Conrad. Original research from Historical Statistics of the United States: Colonial Times to 1970 by the U.S. Department of Commerce, the Bureau of Economic Analysis, Washington D.C., Government Printing Office, 1975.

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolinas, and Georgia

Colonial Government

In 1765, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

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.

Struggle for Independence		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/s 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 form, 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, axes, 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 *Struggle for Independence* unit

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

from the *Struggle for Independence* unit

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

from the *Struggle for Independence* unit

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

from the *Struggle for Independence* unit

Use the Reading Mini-Lesson Framework on p. 74 of the Teacher's Handbook to conduct reading mini-lessons.

from the *Struggle for Independence* unit