

# Elections

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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 of 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 *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, 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.

### 1 EPISODE

#### CREATING THE SETTING THE CAMPAIGN HEADQUARTERS

**INTRODUCING THE CAMPAIGN HEADQUARTERS** page 15

Students discuss campaigns and campaign headquarters.

**Materials** Content Skills Set 1

**Grouping** Whole class

**Schedule** Approximately 30 minutes

**CREATING THE CAMPAIGN HEADQUARTERS** page 16

Students create the campaign headquarters.

**Materials** Portfolio 1, *Working Together on the Setting*, p. 5  
*Teaching Master 1, Tip for Working Together*, TH p. 53

**For the lesson:**

- two index cards on wall space, each approximately 4" x 4" and covered with white paper to create exterior and interior of two campaign headquarters
- various colors of construction and tissue paper
- colored markers / crayons
- blue tape/glue/staples

**Grouping** Divide the class into two groups. These two groups will form the political parties. Each group will be designing the exterior and interior of its own campaign headquarters.

**Schedule** 2 hours. Although the time can be divided over several days, students will probably want to create their headquarters in one session.

**CONCLUDING EPISODE 1** page 17

Students reflect on the experience and write a press release on the new campaign headquarters.

**Materials** Portfolio 2, *Writing a Press Release*, p. 6

**For the word bank:** thick black markers and newspaper

**Grouping** Whole class

**Schedule** About 1 hour, including time for writing the press release

**EPISODE OBJECTIVES**

- **Social Skills:** Use oral and written communication skills with group members.
- **Critical Thinking:** Discuss and then choose the best design to represent their ideas to the class.
- **Writing:** Interpret information about a new job place to visualize the setting.
- **Speaking/Listening:** Prepare for and participate effectively in conversations and collaborations to accomplish a goal.
- **Writing:** Write expository texts (news releases) to convey ideas, concepts, and information.
- **Vocabulary:** Acquire and use a range of academic language related to the content.

14 EPISODE 1 Election

#### INTRODUCING THE PRIMARY PROCESS

**CUSTOMIZE** Launch the episode Tell students that the next step in the presidential election is to choose presidential candidates. In this episode, they will select candidates to run for office and organize voters for the primary election.

**Election Options** If you have selected an election election, students accordingly.

**LITERACY** Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Activate prior knowledge about presidential primaries** Use general questions to probe for students' knowledge about presidential primaries. If a short discussion reveals that students know very little about primaries—which is often the case—have them read Content Skills Set 5 first. Then use the following questions to build common knowledge and clarify thinking.

- What is a presidential primary? (Students should understand that, typically, many people in each political party come to be president. Primary elections are held in that voters can decide which person they want to be their party's candidate for president.)
- Why are presidential primaries important to the election process? (Presidential primaries narrow down the number of candidates. People who want to be president have to win primaries in order to be selected by the party to run for president. People who don't win primaries have to drop out of the process.)
- What must candidates do to be successful in presidential primaries? (Encourage many responses. Students might mention some of the following: deliver a compelling message about what he or she can accomplish for the nation, raise a lot of money, use ads and speeches to make sure voters in the primaries know the candidate name and message, win early primaries and the primaries of big states. At this point, students can begin to understand that candidates usually tailor or even change their message to appeal to the interests of voters in different states.)

**CUSTOMIZE** **Vocabulary in the Process** The voting process varies from state to state. For example, in some states voters can participate for their party in the primary while other states do not have the restriction. Therefore, customize this aspect of the Storypath to mirror the process in the state of your choice.

**AUTHOR NOTE** **Qualifying candidates** Have students get together in their small groups from Episodes 2 and 3. Each small group will select a presidential candidate from among their candidates.

**EPISODE 1** Election **27**

## 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 projected via a laptop, depending on your teaching needs.

#### EPISODE 1

#### TEACHING MASTER

#### T1

#### TIPS FOR WORKING TOGETHER

**Teamwork**

- If you don't understand an idea, ask questions.
- If you can't decide whether to keep an idea, go on to another idea. Later, see if you can reach a decision more easily.
- If you don't like an idea, disagree nicely—be specific about what you don't like.
- Support one another. Say things like "I like your idea." "What other ideas do we think of?" "How can we work out our disagreement?"
- Be flexible. If you're willing to give a little, other people will be, too.

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TEACHING MASTER Election **53**

## Assessment

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

#### UNIT QUESTIONS FOR REVIEW

#### DISCUSSING THE PRESIDENTIAL ELECTION

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

- What role do citizens play in campaigns and elections?
- What do we mean when we say we have a representative government?
- What role do political parties play in a democracy?
- How can citizens learn about political candidates?
- How can communities resolve issues in which individual citizens' needs conflict with what is good for the community?
- How is voting influenced by party loyalty, social groups, specific issues, media reports, and the personal qualities of candidates? Can you give examples of these?
- How do you think the process of selecting our country's leaders could be improved?

#### REFLECTING ON THE PRESIDENTIAL ELECTION

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 presidential elections?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like best about working with others? What did I like least?

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## 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. When completed, the Portfolio becomes an authentic assessment tool.

**EPISODE 1**  
**PORTFOLIO**  
**1**

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

**WORKING TOGETHER ON THE SETTING**  
Work in your group to plan and make your campaign headquarters, working in a group by reviewing the checklist at the bottom of this page.

**Step 1: PLAN THE HEADQUARTERS**  
Brainstorm and list ideas for your headquarters.

|          |  |
|----------|--|
| Exterior |  |
|----------|--|

**Step 2: PRIORITIZE YOUR IDEAS**  
Look over your list. As a group, choose the ideas that you will want to use.

**Step 3: ASSIGN JOBS AND LIST ASSIGNMENTS**  
Put initials by the jobs each group member will complete. Everyone should have a job.

**Step 4: ASSESS YOUR WORK**  
Put a check next to the things you did.

- I offered ideas about the setting.
- 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.

**Assessment:** Students can realistically rate their own performance after creating a headquarters.

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**EPISODE 3**  
**PORTFOLIO**  
**4**

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

**OPTION 1: MAKING A CHARACTER**  
Follow the steps below to create a full-length character. Then you can decide what your character will look like, including hair, facial expression, and clothing. Put a check mark in the boxes as you complete each step.

**Step 1: MAKE THE HEAD**  
Draw a circle about two inches in diameter. The circle does not have to be perfectly round. Cut out the circle.

**Step 2: MAKE THE TORSO**  
Draw a rectangle about two and a half inches by four inches. Cut out the rectangle.

**Step 3: MAKE THE ARMS AND LEGS**  
Draw two rectangles for the arms that are about four inches by three-quarters of an inch. Then draw two more rectangles that are a little longer for the legs. Cut out the rectangles.

**Step 4: MAKE CLOTHING**  
Position the head, arms, and legs on the torso and glue them. Then place the body on the fabric or paper and trace around it to make clothing.

**Step 5: GLUE DOWN THE FIGURE**  
Glue the body on construction paper, and then glue the clothing and other items to the body.

**Step 6: ADD DETAILS**  
Add details such as hair, feet, hands, facial features, jewelry, and any other items you want for your character.

**Assessment:** Directions are followed for making a realistic character. Character is carefully constructed.

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**SET 1 SLIDE 2**

Hocking County Republican Party Headquarters, 2016

Hillary Clinton Campaign Headquarters, New Hampshire, 2016

**Dateline**

**1789**  
**In the beginning, there were many limits on who could vote.**  
The founders of our nation thought that most of the population was not educated enough to choose good leaders. This meant that women, African Americans, and poor people couldn't vote. In fact, only white, male landowners who were over the age of twenty-one were allowed to choose the nation's leaders. Soldiers from the Revolutionary War who were under twenty-one or did not own property wanted to vote, but they were ignored.

**1848**  
**Seneca Falls, New York**  
Lucretia Mott and Elizabeth Cady Stanton organize the first meeting for women's suffrage. Together with Susan B. Anthony and many others, these women realize that the struggle for equal rights begins with gaining the right to vote. At first, the women are not taken seriously. Many men felt that women had lower intelligence and should not be allowed to make such important decisions.

**1901**  
**Property Requirements Eliminated**  
Almost every state allows all free white males over the age of twenty-one to vote, whether or not they own property.

Elizabeth Cady Stanton (left) and Susan B. Anthony (right), pioneers of the fight for women's suffrage.

**SET 3 SLIDE 6**

## CONTENT SLIDE SETS

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

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

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is 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" PDF chart provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

# LITERACY AND STORYPATH

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

## Reading

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

**In Their Own Words**

In 1940, Franklin Delano Roosevelt ran for his third consecutive term as president. He was the first and last president in our history to serve more than two terms. FDR first came into office in 1933, during the Great Depression, and immediately set out to keep his campaign promise of "change."

The first few months of his presidency are known as "The Hundred Days." In this short time period, Roosevelt started his New Deal program to solve the economic problems that faced the nation. New Deal agencies created jobs for the unemployed, gave aid to struggling farmers, and strengthened the value of American money.

In 1940, World War II was raging in Europe, and America's foreign policy became a central issue in this election. In addition, the New Deal programs were still new and needed continued support to grow. Following are excerpts from Roosevelt's last speech of the campaign of 1940, in which he tried to rally support for his foreign policy and continue support for his New Deal programs.

Cleveland, Ohio  
November 2, 1940

Mr. Chairman, ladies and gentlemen:

In making this, my final national address of the campaign, I express once more my deep regret that I could not carry out my wish to go to other States in the great Middle West, in the South and across the Mississippi River. It has been solely in the interest of peace and the maintenance of peace that your great Secretary of State and I have felt that we should both remain within easy distance of the National Capitol in these trying days.

Tonight in Cleveland, I am happy through this great audience of my old friends, to give this message to America. . . .

The American people, who faced with courage the most severe problems of all of our modern history. The start toward a solution of these problems led to the made seven years ago by providing the bare necessities of life—food and shelter and clothing. The American people insisted that those obligations were a concern of Government; they denied that the only solution was the profiteer.

Your Government assumed its proper function as the working representative of the average men and women of America. And the reforms in our social structure that we have achieved these permanent reforms are your achievement.

The New Deal has been the creation of you, the American people. You provided work for free men and women in America who could find no work. Life men were given the opportunity on roads to be built, homes to be erected, rivers to be harnessed, power to be used for farms and homes and industry. . . .

For the youth of the land you opened chances for jobs and for education. And for old age itself you provided security and rest. . . .

The task which this generation had to do has been begun. The forward march of democracy is under way. Its advance must not and will not stop.

During those years while our democracy moved forward, your Government has worked with you and for you. Your Government has at times been checked. But always, with the aid and the consent of whole people, we have resumed our march. . . .

And although in all these years there have been thoughts apparent in my mind— to preserve peace in our land, and to make the lives of democracy for the benefit of the common people of America. . . .

We will make it—we will make it before the next term is over.

We will make it, and the world, we have, will make it, too.

1. Why do words matter when a candidate is running for president? (connecting, making inferences)

2. What do candidates have to consider when they are trying to get votes? (making inferences)

## 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.

| Elections                     |   |  |
|-------------------------------|---|--|
| 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.                             | 1. Think about what you want to know and what you already know.<br>2. Read the text and think: What is the "big idea" here?<br>3. Look for information that is important to the big idea. Some facts are interesting but not important.<br>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.                          | 1. Think about what you want to know.<br>2. Choose two events or ideas to compare and contrast.<br>3. List important information about one event or idea.<br>4. For each item on the list, look for information about how the other idea is the same or different.<br>5. Look for keywords 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."                 | 1. Think about what you want to know and what you already know.<br>2. Look for clues in the text that give you new information.<br>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.                                 | 1. Think about what new information you want to remember.<br>2. Think about what you already know.<br>3. Look for connections between the new information and what you already know from experience or reading.<br>4. These connections will help you remember the new information.  |
| Scanning                      | Use it to quickly find the specific information you need.   | 1. Think about what information you need to find.<br>2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.<br>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 time lines. | 1. Think about what you want to know and what you already know.<br>2. Look for information that explains the visual. For example, look at labels, captions, axes, or map keys.<br>3. Search for the specific information you want.<br>4. Put the information into words to help you understand the visual.                             |

## Writing

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

**EPISODE 1**  
**PORTFOLIO**  
**2**

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

### WRITING A PRESS RELEASE

A press release is a written communication that provides information about an event. News media outlets will be interested in the press release if they believe it will be of interest to their readers or listeners.

Tips for a press release:

- You are promoting the new campaign headquarters in your community.
- You want your information to be riveting. The reader wants to read your press release.
- Quotes can liven up your press release. For example, what's special or unique about the campaign headquarters? Ask a classmate for a quote.

**Step 1: DRAFT THE ARTICLE**

**First:** Draft the headline. This is a short phrase that identifies the event in a way that will grab the reader's attention.

**Second:** Write one or two sentences about your campaign headquarters. What are two important ideas you want to share about the campaign headquarters?

**Third:** Briefly answer these questions ...

Who:  
What:  
Where:  
Why:

**Fourth:** Add in a strong quote. Make it emotional and powerful.

**Step 2: EDIT THE ARTICLE**

Ask a classmate to read your press release to see whether it is clearly written. Write down any improvements you and your reader can think of. Then review the following questions and check them if your answer is yes.

- Does the headline make the reader want to read more?
- Does the introduction draw the reader in? Does the reader want to read the press release?
- Are the words riveting? Does the writing capture the reader's attention?
- Are the questions answered?
- Is the information clear?
  - Is each sentence a complete sentence?
  - Are all the words spelled correctly?
  - Are capital letters used correctly?
  - Are commas, periods, and other punctuation marks used correctly?

**6** PORTFOLIO  
District

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## Speaking and Listening

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

**TEACHING MASTER**  
**T11**

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

### SELF-ASSESSMENT: SPEAKING AND LISTENING

At various times during the unit, you will have an opportunity to both present and listen to information. Use the checklist below to prepare for these experiences and then assess how well you did.

3: Consistently demonstrates this skill.  
2: Mostly demonstrates this skill or has to be prompted to demonstrate the skill.  
1: Inconsistently demonstrates this skill.

Episode: \_\_\_\_\_

| Speaking Skills   | 3 | 2 | 1 |
|---|---|---|---|
| Information is presented in a clear and coherent manner.    |   |   |   |
| Eye contact was made with the audience.                     |   |   |   |
| There was adequate volume so everyone could hear.           |   |   |   |
| There was clear pronunciation demonstrating prior practice. |   |   |   |
| Uses vocabulary appropriately.                              |   |   |   |
| The presentation demonstrates the group worked together.    |   |   |   |

One thing I did exceptionally well:

If I were to do this presentation again, I would improve on \_\_\_\_\_

| Listening Skills  | 3 | 2 | 1 |
|---|---|---|---|
| Pays attention to the speaker.  |   |   |   |
| Avoids fidgeting and/or crowding distractions.                            |   |   |   |
| Asks questions or makes comments, demonstrating attention to the speaker. |   |   |   |
| Interactions demonstrate you worked collaboratively with your group.      |   |   |   |

**TEACHING MASTER**  
District **63**

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## Reading Mini-Lessons

Use the Reading Mini-Lesson Framework in 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 texts.

- 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 Skills Sets suggest applicable strategies that the students will need to use on their own.

### READING MINI-LESSON FRAMEWORK

- 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.
- 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 . . ."
- 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.
- Assess students' progress.** Students' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy and assess their understanding of social studies content.

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District

# ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELLs, 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 levels 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 in the United States 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 languages. As they learn more English, they will begin to incorporate English into their written and oral languages. This validates the students' native languages 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 time lines, 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.

# 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.

## 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 1**  
**PORTFOLIO**  
**1** 

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

**WORKING TOGETHER ON THE SETTING**  
Work in your group to plan and make your campaign headquarters. Review the expectations for working in a group by reviewing the checklist at the bottom of this page.

**Step 1: PLAN THE HEADQUARTERS**  
Brainstorm and list ideas for your headquarters.

| Exterior         | Interior         |
|------------------|------------------|
| <br><br><br><br> | <br><br><br><br> |

**Step 2: PRIORITIZE YOUR IDEAS**  
Look over your list. As a group, choose the ideas that you will want to use.

**Step 3: ASSIGN JOBS AND LIST ASSIGNMENTS**  
Put initials by the jobs each group member will complete. Everyone needs a job.

**Step 4: ASSESS YOUR WORK**  
Put a check next to the things you did.

- I offered ideas about the setting.
- 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.

**Assessment:** Students can realistically rate their own performance after creating the setting.

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**ASSESS: Character Information**

- is complete and is based on class discussion, additional research, and student's own ideas;
- is realistic about experiences and job; and
- demonstrates a balance of imagination and believability.

**CONCLUDING EPISODE 3**

**LITERACY**  
**Speaking and Listening**  
Present information such that listeners can follow the line of reasoning and the organization. The introduction is appropriate to the task and audience.

**Meet the characters in small groups and as a class**  
Encourage students to use their job applications to help them prepare their introductions. Have students take on the identities of their characters as they practice presenting their introductions to the small group. Use Portfolio 5, page 10, *Character Introduction*, to guide the process.

**ASSESS: Character Introduction**

- student was in character;
- important information and interesting details were included;
- information was believable and realistic to the job;
- the introduction was clearly and confidently communicated; and
- eye contact was made with the audience.

You can use this checklist above to assess students' introductions to the class. After students have introduced their characters to their small groups and incorporated any improvements they've thought of, have each small group introduce its characters to the whole class (a few each day to maintain interest). After each group's introductions, allow time for students' questions about characters. Ask questions yourself to stimulate students' thinking. For example, "Why does Poppy want to be a pollster? Where does Juan get ideas for his speeches?"

**Discuss students' experiences**  
Give students time to reflect on their work. Encourage them to record their ideas and opinions as they respond to questions like these:

- What's the best thing about the character I've created?
- Why is my character suited to his or her campaign job?

This is a good opportunity to assess students' progress in understanding the role of a campaign worker. You may or may not wish to allow students the opportunity to share their ideas with the rest of the class.

**EPISODE 3**  
**PORTFOLIO Elections 5** **25**

## 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.

**TEACHING MASTER**  
**T11**

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

**SELF-ASSESSMENT: SPEAKING AND LISTENING**

At various times during the unit, you will have an opportunity to both present and listen to information. Use the checklist below to prepare for these experiences and then assess how well you did.

- 3: Consistently demonstrates this skill.
- 2: Mostly demonstrates this skill.
- 1: Inconsistently demonstrates this skill or has to be prompted to demonstrate the skill.

Episode: \_\_\_\_\_

| Speaking Skills   | 3 | 2 | 1 |
|---|---|---|---|
| Information is presented in a clear and coherent manner.    |   |   |   |
| Eye contact was made with the audience.                     |   |   |   |
| There was adequate volume so everyone could hear.           |   |   |   |
| There was clear pronunciation demonstrating prior practice. |   |   |   |
| Uses vocabulary appropriately.                              |   |   |   |
| The presentation demonstrates the group worked together.    |   |   |   |

One thing I did exceptionally well: \_\_\_\_\_  
 If I were to do this presentation again, I would improve on \_\_\_\_\_

| Listening Skills  | 3 | 2 | 1 |
|---|---|---|---|
| Pays attention to the speaker.  |   |   |   |
| Avoids fidgeting and/or creating distractions.                            |   |   |   |
| Asks questions or makes comments, demonstrating attention to the speaker. |   |   |   |
| Interactions demonstrate you worked collaboratively with your group.      |   |   |   |

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## Social Skills

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

**EPISODE 1**  
**TEACHING MASTER**  
**T10**

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

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of working in a group. Use this chart during this unit to keep track of how well you work with others. Rate yourself.

- 3: Consistently demonstrates this behavior
- 2: Mostly demonstrates this behavior
- 1: Inconsistently demonstrates this behavior or has to be reminded about the behavior expectations

Episode: \_\_\_\_\_  
 What is the event? \_\_\_\_\_

| Social Skill Behaviors   | 3 | 2 | 1 |
|--|---|---|---|
| <b>Contributions to the group:</b><br>I provided useful ideas to the group to accomplish a task.   |   |   |   |
| <b>Problem solving:</b><br>I suggested solutions to problems, both in how to work effectively as a group and how to accomplish the task. |   |   |   |
| <b>Task focus:</b><br>I stayed focused on the task and did my fair share of the work.  |   |   |   |
| <b>Working with others:</b><br>I listened to other's ideas. I was willing to compromise in order to accomplish the task.                 |   |   |   |
| <b>Attitude:</b><br>I was positive and encouraging to others in the group.   |   |   |   |

One thing our group does well together: \_\_\_\_\_  
 One thing our group needs to work on: \_\_\_\_\_  
 One thing I do well: \_\_\_\_\_  
 One thing I can do better: \_\_\_\_\_

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## End of the Unit

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

**UNIT QUESTIONS FOR REVIEW**

**DISCUSSING THE PRESIDENTIAL ELECTION**

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

- What role do citizens play in campaigns and elections?
- What do we mean when we say we have a representative government?
- What role do political parties play in a democracy?
- How can citizens learn about political candidates?
- How can communities resolve issues in which individual citizens' needs conflict with what is good for the community?
- How is voting influenced by party loyalty, social groups, specific issues, media reports, and the personal qualities of candidates? Can you give examples of these?
- How do you think the process of selecting our country's leaders could be improved?

**REFLECTING ON THE PRESIDENTIAL ELECTION**

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 presidential elections?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like best about working with others? What did I like least?

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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' strengths and weaknesses as learners. These activities allow you to assess students on a variety of subjects and on a number of different levels.

**1. AN ESSAY ON THE ELECTION**

**Activity**  
**Directions:** Answer the following three questions. Be sure that each answer has a topic sentence with at least three supporting sentences.

**Question 1:** What role do political parties play in the democratic process?  
**Question 2:** Explain how voting is influenced by each of these four topics:

- party loyalty
- social groups
- political issues
- personal qualities of the candidate

Give an example for each of the four—party loyalty, social groups, political issues, and personal qualities of the candidate—from the unit or from real life.

**Question 3:** Based on your Storypath experiences, what changes would you make in the campaign process? Explain why you would make those changes.

**Criteria for Assessment**

**Question 1:** The student discusses the democratic process to show that political parties

- organize a campaign;
- formulate party platforms;
- advocate issues that are identified as important to winning votes; and
- try to shape people's thinking about the issues and candidates throughout the campaign process.

**Question 2:** The student provides specific examples from the Storypath or a real election for each of the four areas.

**party loyalty** People become loyal to parties due to having a favorite candidate from that party or because they follow family voting practices.

**social groups** People often vote according to their friends' and family's voting practices.

**political issues** People become very attached to certain political issues and vote for the candidate who endorses their stands on these issues.

**personal qualities of the candidate** People might vote for a candidate because the candidate seems honest or seems like a friendly person.

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