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# *The Civil Rights Movement* **Freedom Summer**

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**STORYPATH**<sup>®</sup>

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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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A special thanks to Rita Bender, widow of Michael Schwerner, for her review of the curriculum.

—Margit E. McGuire

## Class Test Sites

### Seattle, Washington

- Maryamu Eltayeb-Givens
- Anita Morales
- Susan Rome
- Paula Wittman
- Beth Brunton

### Edmonds, Washington

- Alexandra Miletta
- Bob Shepard

## STP421

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# *The Civil Rights Movement* **Freedom Summer**

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

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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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EPISODE

27

**BUILDING CONTEXT**  
**LIFE AND WORK IN COLONIAL BOSTON**

**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*, pp. 10-11  
Portfolio 8, *Writing a Report*, p. 12  
Portfolio 9, *Self-Assessment*, p. 13  
Coaster Cards 2 and 3

Optional: cardboard grocery boxes for dioramas, poster board for posters; construction and tissue paper; textured materials such as yarn, fabric scraps, 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, *Using Notes: Daily Life Presentations*, p. 15  
Preps for presentations if students so choose

**Grouping** Whole class for the word banks; individually for the writing activity

**Schedule** Approximately 1½ hours

**EPISODE OBJECTIVES**

- **Culture/Social Interaction** Identify how wants and needs were met in colonial times.
- **History** Describe how people's lives were affected by the conditions that existed in colonial times.
- **Cause/Effect** Identify how character's work contributed to the economy of colonial Boston.
- **Social Skills** Organize, plan, and make decisions while planning reports with group members.
- **Critical Thinking** Identify criteria for quality reports.
- **Literacy** Conduct research; take notes; draft, edit, and write a report.
- **Literacy** Present and report to the class to share information.
- **Literacy** Listen actively to 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 1765. 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.

**ELL 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

**colonists** people who live in a colony. Colonists 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 colonists, the parent country continued to rule over the colonists, 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 colonies 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 ungraded. 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 colonists, 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 communicate;
- 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.

EPISODE 5 PORTFOLIO 14

DATE \_\_\_\_\_

PRIMARY SOURCE: NEWSPAPER ARTICLE

**The BOSTON Evening-Post.**

*Containing the fullest & most interesting Advice, Foreign and Domestic.*

October 29

The inhabitants of this town have been late greatly insulted and abused by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was pushed by an officer, when a scuffle ensued, he was afterwards men by the same officer in company with another, both as yet unknown, who repeated his blows, and as he supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A mob of this town on going under the rails of the Common in his way home, had a thrust in the breast with a bayonet from a soldier, another person passing the street was struck with a musket, and the last evening a merchant of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expelling with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse masters, assuring them that the soldiers were come to protect their freedoms, that with their help and assistance, they should be able to drive all the English to the devil with discourse of their import, tending to excite an insurrection. Depositions are now taking before magistrates, and prosecutions at common law are intended; the inhabitants are determined to oppose by the law of proceedings, apprehending it the most honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will remain an unconnected spectator such a conduct in any under his command.

—Here observe you may behold some of the first fruits springing up from the seed of bitterness a standing army. Troops quartered upon us at a time of peace, pretence of preserving order in a nation as a ready before their arrival at any large town in the whole extent of his Majesty's dominions; and a little time will show whether we are to be governed by the sword or the common law of the land.

—From The Boston Evening-Post, October 29, 1768.

18 PORTFOLIO Page 18

EPISODE 5 PORTFOLIO 15

DATE \_\_\_\_\_

**PRIMARY SOURCE READING GUIDE**

**The Boston Evening-Post**

The article from the Boston Evening-Post is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

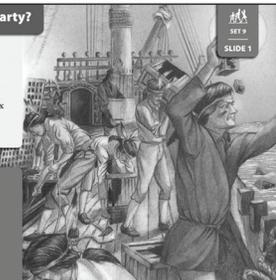
- In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.
- Do you think the writer supports the patriots or the loyalists? How do you know?
- The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.
- Reread the last paragraph of the article. What are the "first fruits"?
- What is this article mostly about?

19 PORTFOLIO Page 19

from the *Struggle for Independence* unit

**What was the Boston Tea Party?**

On December 16, 1773, three ships from Britain loaded with chests of tea were docked in Boston Harbor. Britain had cut the price of tea in half, but the tea tax remained. The next day, the governor was going to have the tea unloaded, and the tax would be paid. The people of Boston had other ideas.



1. What might people watching from the shore have thought? (making inferences)

3. Why do you think the colonists dressed as Mohawk Indians? (making inferences)

2. How did this protest differ from a riot? (scanning)

**What happened at the Boston Massacre?**

Paul Revere's Engraving of the Boston Massacre

Paul Revere, an artist and silversmith, made this engraving of the Boston Massacre at the request of Samuel Adams. Many prints were made and distributed all over the colonies.



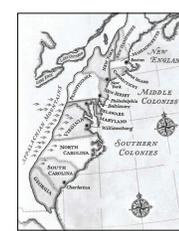
4. Compare the two pictures are the same and different, (understanding, comparing and contrasting) did Revere depict the event the way it really happened? (making inferences)

**Student Handout**

**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 1705, 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.

from the *Struggle for Independence* unit

## CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts 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 along with the handouts. 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. The handouts may also be used without the slides.

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 and handouts are conveniently available in a printable format on the CD.

# 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.

**Colonial 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)**

**Student Handout**

SET 1

Slide 2

**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 Carolina, and Georgia

Slide 2

**Colonial Government**

In 1705, 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.

STUDENT HANDOUT  
The struggle for independence 3

## 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 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"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Read the text and think: "What is the 'big idea' here?"</li> <li>3. Look for information that is important to the big idea. Some facts are interesting but not important.</li> <li>4. The details you find may cause you to change your big idea.</li> </ol>
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"> <li>1. Think about what you want to know.</li> <li>2. Choose two events or ideas to compare and contrast.</li> <li>3. List important information about one event or idea.</li> <li>4. For each item on the list, look for information about how the other idea is the same or different.</li> <li>5. Look for clue words such as "similarly," "also," and "however."</li> </ol>
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"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for clues in the text that give you new information.</li> <li>3. Compare this new information with what you already know to figure out what the author is saying.</li> </ol>
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> <li>1. Think about what new information you want to remember.</li> <li>2. Think about what you already know.</li> <li>3. Look for connections between the new information and what you already know from experience or reading.</li> <li>4. These connections will help you remember the new information.</li> </ol>
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> <li>1. Think about what information you need to find.</li> <li>2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.</li> <li>3. When you find what you're looking for, slow down and read carefully.</li> </ol>
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"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.</li> <li>3. Search for the specific information you want.</li> <li>4. Put the information into words to help you understand the visual.</li> </ol>

from the *Struggle for Independence* unit

## Writing

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

EPISODE 3  
PORTFOLIO  
8

DATE \_\_\_\_\_

**WRITING: A REPORT**  
**Daily Life in Colonial Boston**

In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.

Title: \_\_\_\_\_

Introduction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Supporting Examples and Details**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

12 PORTFOLIO  
Struggle for Independence © 2008 Houghton Mifflin Harcourt

from the *Struggle for Independence* 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.

PORTFOLIO  
24

DATE \_\_\_\_\_

**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. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

\_\_\_\_\_

\_\_\_\_\_

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Struggle for Independence © 2008 Houghton Mifflin Harcourt

from the *Struggle for Independence* unit

## Speaking and Listening

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

EPISODE 3  
PORTFOLIO  
10

DATE \_\_\_\_\_

**PRESENTING A REPORT**  
**Daily Life in Colonial Boston**

You will present your report to the class. Use the guidelines below to prepare for your presentation.

The title of my report: \_\_\_\_\_

Three important facts to share about my topic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Props or costumes I can use

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ways to make my presentation interesting

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special information or details to include

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

I presented the information in the role of my character.

I included three important facts.

I kept the presentation short and to the point.

I spoke clearly and confidently.

I used dramatic expression to communicate the role of my character.

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from the *Struggle for Independence* unit

## Reading Mini-Lessons

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

**HOW TO CONDUCT READING MINI-LESSONS**

The Reading Tips chart on the back of each Content Card provides a quick reminder for students to use as they work with the cards. These Reading Tips cover strategies that are especially effective for reading and understanding non-fiction 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 Cards 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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