



The Parade

Celebrating Cultural Diversity

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Handbook**

**Teaching
Masters**

**Student
Portfolio**

**Content
Slides**

**Reading
Tips**

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STORYPATH®

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Class Test Sites

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The Parade

Celebrating Cultural Diversity

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 students learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

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

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

AN INQUIRY APPROACH

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

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

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

THE STORY STRUCTURE

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

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

Typical structure of a Storypath unit

CREATING THE SETTING

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

CREATING THE CHARACTERS

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

BUILDING CONTEXT

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

CRITICAL INCIDENTS

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

CONCLUDING EVENT

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

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

CREATING THE SETTING FLOATS FOR THE PARADE

PLANNING THE FLOATS PAGE 19

Students explore the theme of the parade through discussion and an interview.

Materials Teaching Master 2, Interview: *I Am Special*, TH p. 41 or Teaching Master 3, Interview: *Our Cultural Heritage and History*, TH p. 42
Content Slide Sets 3 and 4
Optional: world map to identify places of origin

Grouping Whole class

Schedule Approximately 20 minutes

MAKING THE FLOATS PAGE 21

Students create floats for the parade.

Materials Teaching Master 11, *Self-Assessment: Social Skills*, TH p. 50
Teaching Master 4, *Holiday Paper*, TH p. 43
Portfolio 1, *Designing the Float*, p. 6
Portfolio 4, *George Washington*, p. 7
Portfolio 5, *How Your Float*, p. 8
Content Slide Set 4
For the floats:
■ large cardboard boxes or posterboard, construction and tissue paper, markers, crayons, scissors, masking tape (optional), paint, fabric scraps, white butcher paper

Grouping Individuals or pairs for making floats

Schedule 2-3 hours. The work can be done over several days.

CONCLUDING EPISODE 2 PAGE 23

Students discuss the floats and write invitations to the parade.

Materials Portfolio 6, *Word Bank*; TH Introduction, p. 9
Portfolio 7, *Writing the Invitation*, p. 10
Materials for invitations

Grouping Whole class for discussion, individuals for writing invitations

Schedule Approximately 45 minutes

EPISODE OBJECTIVES

- **Culture/Social Interaction** Explain and describe similarities and differences among cultural groups.
- **Cultural/Social Interaction** Identify ways different groups express culture through language, history, arts, music, and traditions.
- **History** Identify historical events and people from our past who have shaped our culture and community.
- **History** Identify different ways to study people and their past.
- **Social Skills** Plan and make decisions with varying float skills, partner or small group.
- **Critical Thinking** Explain ideas from family members and class discussion in ways to create float.
- **Writing Research to Build and Present Knowledge** Gather and organize information from interviews and other research to create float.
- **Reading: Key Ideas and Details** Determine central ideas or themes of a text and apply to the construction of projects.
- **Writing: Text Types and Purposes** Write an invitation to inform families about the parade.
- **Vocabulary: Acquisition and Use** Apply and use vocabulary words: language related to the parade.

PLANNING THE FLOATS

Activate prior knowledge
Have students recall the list they made of things that are in a parade. Help them identify floats as one of the parade's most important features and explain that they will turn their work as parade-planners by designing and creating floats. Based on the parade's theme, discuss with students what kinds of floats they might make. Use questions like the ones below to guide the discussion.

Questions related to the "I Am Special" theme:

- ❖ What makes you special?
- ❖ What are things you do well? (Guide the discussion so that students recognize and identify skills and attributes that they do well for themselves and their classmates.)
- ❖ How could we show things that are special about ourselves?
- ❖ How can we find out more about what makes us special? (Guide the discussion so that students understand that families can help answer that question.)

Questions related to the "Celebrating Cultural Diversity and History" theme:

- ❖ What cultural groups are represented in our community? Where do people or their families come from? (If necessary, remind students that some American families have relatives who originally lived in other countries. Lead students to understand that their community is made up of people from many different countries and cultures. Students may want to use Content Slide Set 3 as a reference.)
- ❖ What are some of the symbols that represent our different cultural backgrounds and history? (Students may list special clothing, food, or art. Students can refer to Content Slide Set 4 for information about other cultural symbols they may want to include on their floats.)
- ❖ How can we find out more about the various cultural groups in our community? (Help students generate a range of options, including interviewing family and community members.)

Conduct the interviews
Distribute copies of either Teaching Master 2, TH page 41, "Interview: I Am Special" or Teaching Master 3, TH page 42, "Interview: Our Cultural Heritage and History," and explain to students that they will need to interview their family members, friends, or other members of the community to get ideas for their floats. Students may want to add their own questions to the interview as well.

Once students have completed their interviews, use the information they collect to continue the discussion about floats.

CONDUCT INTERVIEWS

3

4

TEACHING MASTER

T3

T4

EPISODE 2

The Parade 19

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.

Assessment

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

EPISODE 2

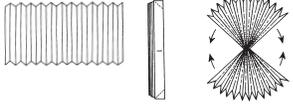
TEACHING MASTER

T4

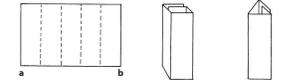
FOLDING PAPER

These ideas can be used to add interest, dimension, and texture to floats.

Fold paper back and forth to make accordion pleats. Cut corners on an angle as shown. Then staple or tape the paper in the middle, letting the pleats fan open.



Divide a rectangle into four or five equal parts. Then fold on dotted lines and lap a over b to form a three- or four-sided figure as shown below.



Cut paper strips in various colors, widths, and lengths. Staple or glue them together to form a chain.



TEACHING MASTER

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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 tools for you because they're multidisciplinary. They allow for the variances in students' abilities as learners. These activities also allow you to assess students on a variety of subjects on a number of different levels. Each synthesis activity is followed by criteria for assessment.

- 1. PORTFOLIO RESPONSE**

Activity
Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, meet with each student to discuss the following questions:

 - What did you learn from each Portfolio item you chose?
 - Why are those ideas important?

Criteria for Assessment
Learning objectives are demonstrated if

 - an explanation for selecting each item and its importance for learning is clearly conveyed,
 - the student demonstrates an understanding of what makes people special or of various aspects of culture, such as symbols, traditions, history, and clothing,
 - reflections are thoughtful and clearly communicated.
- 2. I AM SPECIAL INTERVIEW**

Activity
Students can ask a member of the community to interview them about parades and what makes them special. With the help of an adult, a student can identify someone in the community to be the interviewer. This person could be a family member or a friend. The person will be conducting the interviews and assessing the student's learning. The student should contact the person, explain the assignment to the interviewer, and set up the time for the interview. The interviewer should ask the following questions and record the student's responses:

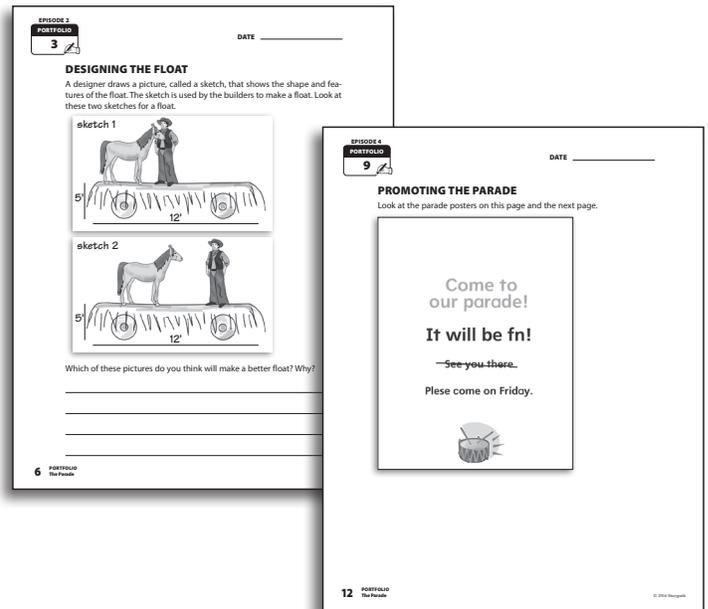
 1. What did you learn about what makes you and your classmates special?
 2. What do you learn about working with others during the parade?
 3. What was one of the problems that the parade planners had? How was the problem solved?
 4. What did you like best about the parade? Explain.
 5. What did you like least about the parade? Explain.
 6. How did the parade help people learn about others in the community?

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STUDENT PORTFOLIO

Students use the Portfolio to read, write, build vocabulary, 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.



CONTENT SLIDE SETS

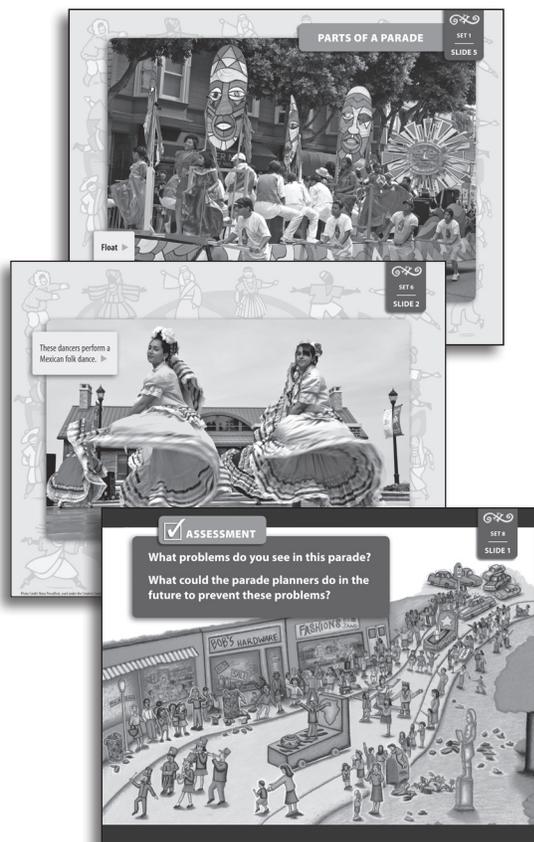
Each unit includes sets of Content Slides that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides in each set provide focused nonfiction content and can be used for independent, paired, or small group reading.

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 to make slides available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A Reading Tips chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce Reading Tips for each student or group.

Note that the slides are conveniently available in a printable format on the CD.

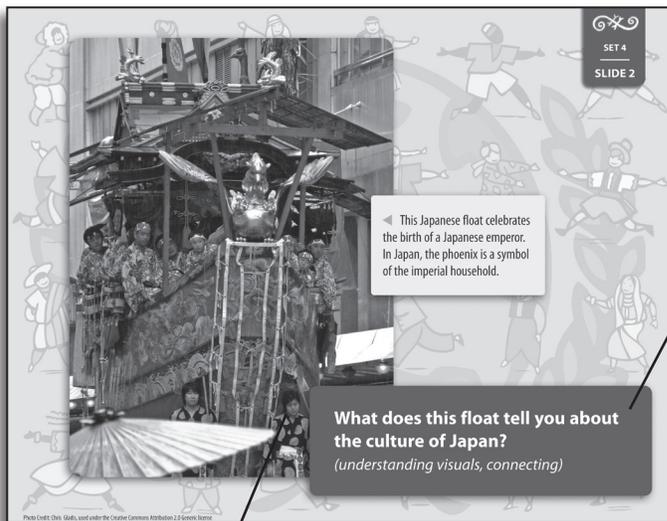


LITERACY AND STORYPATH

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 listen as a teacher or another student reads.



Comprehension

Discussion questions on Content Slides 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.

The Parade Celebrating Cultural Diversity		
Reading Tips		
Reading strategy	When do readers use the strategy?	How do I use it?
Main idea/ supporting details	Readers use it to find the big idea. Then they pick out facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Think about what you already know. 3. Read the text and think, "What is the big idea here?" 4. Look for information that seems important to the big idea. Some information is interesting but not important.
Comparing and contrasting	Readers use it to find information that tells 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 the first event or idea. 4. For each item on the list, look for information about how the other idea is the same or different.
Connecting	Readers use it to understand new information by making connections with what they already know.	<ol style="list-style-type: none"> 1. When you come across new information that you want to remember, think about what you already know. 2. Look for connections between the new information and what you already know from experience or reading. 3. Think to yourself, "This is like . . ."
Understanding visuals	Readers use it to find important information presented in visual form, such as maps, diagrams, and photographs.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Think about what you already know. 3. Look for information that explains the visual. For example, look at labels, captions, or map keys. 4. Search for the specific information you want.

ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them to beginner status simply because they do not have the same background as students born in the United States who learned English as their native language.

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, pre-teach 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 pre-teach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting-and-pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and whenever 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.

Self-Assessment

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

DATE _____

EPISODE 3
PORTFOLIO
5

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

	Needs Work	OK	Well Done
1. The float is interesting to look at.			
2. The float is colorful.			
3. The float is balanced.			
4. The float is carefully made.			

8 PORTFOLIO The Parade © 2016 Sonlight

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.

Name _____ Date _____

TEACHING MASTER
T11

SELF-ASSESSMENT: SOCIAL SKILLS

EPISODE _____

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

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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 PARADE
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.

- ❑ Why are parades important to a community?
- ❑ How are the different cultural groups in our community alike? How are they different?

For "I Am Special" theme

- ❑ Why is it important to celebrate what makes us special?
- ❑ How are we alike?
- ❑ How are we different?

For "Celebrating Cultural Diversity and History" theme

- ❑ How do people express their cultural heritage?
- ❑ What does "cultural diversity" mean?
- ❑ Why is it important to celebrate the cultural diversity of our community?
- ❑ How does knowing about our history help us better understand our community?
- ❑ How does cultural diversity enrich our community?
- ❑ How do people in a community work together to solve disagreements?

REFLECTING ON WORKING TOGETHER
Students need time to reflect on their experience and progress throughout this unit. Have students respond to questions like these:

- 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
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1. What did you learn about what makes you and your classmates special?
2. What did you learn about working with others during the parade?
3. What was one of the problems that the parade planners had? How was the problem solved?
4. What did you like best about the parade? Explain.
5. What did you like least about the parade? Explain.
6. How did the parade help people learn about others in the community?

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PLANNING THE UNIT

CELEBRATING CULTURAL DIVERSITY

MAKE KEY DECISIONS

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

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

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

CUSTOMIZE THE UNIT

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

Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those special circumstances.

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

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

INVOLVE OTHERS

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

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

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

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

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

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

Create a learning community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another’s ideas.

1

EPISODE

BUILDING CONTEXT THE PARADE

INTRODUCING THE PARADE

PAGE 15

Students listen to a poem and brainstorm about parades.

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

Grouping Whole class

Schedule Approximately 20 minutes

PLANNING THE PARADE

PAGE 16

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

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

Grouping Whole class

Schedule Approximately 1 hour

CONCLUDING EPISODE 1

PAGE 17

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

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

Grouping Whole class

Schedule Approximately 20 minutes

EPISODE OBJECTIVES



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

*TH = Teacher's Handbook

INTRODUCING THE PARADE

PORTFOLIO

1



TEACHING
MASTER

T1

Build background about parades

Introduce the unit by distributing the Portfolio and have students turn to Portfolio page 4, “Parade Poem.” Have students follow along as you read the poem on Teaching Master 1. After reading the poem, lead a discussion about parades using questions like the ones below. Encourage students to draw on their own experiences of seeing or being in parades. As students brainstorm, record their responses on the board or on a large sheet of paper.

- ❗ What kinds of things might you see in a parade? (*Encourage students to use the poem you read as a starting point and add ideas based on their own experiences. Possibilities include floats, musicians, marchers, people in costumes or ethnic dress, flags, and balloons.*)
- ❗ Why do people have parades? (*Guide students to understand that parades might be held to honor a person or a group of people or to celebrate a special event.*)
- ❗ What are some of the parades you know about or have seen? (*If students mention parades such as those in honor of Chinese New Year, Cinco de Mayo, or St. Patrick’s Day, take the opportunity to talk about the cultural heritage and history associated with each parade.*)

Ask students, “Do you think we could create a story about parades? Do you think we could be the parade planners in our story?” Review and discuss the elements of a story with students: setting, characters, and plot.

Introduce the theme of the parade

Introduce the theme you have chosen for the parade, such as “We Are Special” or “Celebrating Our Cultural Diversity and History.” Being “special” can focus on our favorite activities like sports, foods, or things we do well. Alternatively, a cultural focus has to do with the food, clothing, celebrations, stories, language, and historical traditions of a group of people. If necessary, build understanding about cultural diversity by reading and discussing books such as Sheila Hamanaka’s *All the Colors of the Earth* (see page 62 of this Handbook for additional resources). If your focus is history and culture, help students identify the different cultures in their community. To reinforce student learning about parades, refer students to Content Slide Set 1.



CONTENT
SLIDE SET

1

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Recount key ideas
and details.

PLANNING THE PARADE

Discuss the role of parade planners

Ask students whether they think they could plan a parade based on the theme you have chosen. Explain that they will act as “parade planners” and that their job will be to plan all the features of the parade and to make sure everything goes smoothly. Generate ideas about parade planning by using questions such as the following:

- ❓ What do parade planners need to do? (*Help students create a list that includes tasks such as designing floats, choosing performers and other people to be in the parade, designing costumes, selecting music, finding a place to have the parade, and advertising the parade. Students can find more information about planning a parade on Content Slide Set 2.*)
- ❓ What parts of the parade would show the theme? (*the costumes, music, floats, and performers*)
- ❓ What skills would parade planners need to have? (*Encourage students to connect the work of school to the work of designing a parade by discussing such skills as organization, cooperation, writing, drawing, and reading.*)

Call a meeting

Point out that before work on the parade can begin, several important decisions need to be made. Call a meeting of the parade planners. Discuss with students how meetings are conducted. Guide them to understand that

- people talk one at a time;
- people wait to be called on before speaking;
- people listen to one another;
- everyone has a chance to state his or her opinions and ideas.

Conduct the meeting

Have one of the students lead the meeting. Select a student that you believe will handle the responsibility well. Provide the leader with a simple meeting agenda, or guide the discussion so that students address these key points:

- ❓ Who will come to see the parade? (*Help students decide who the best audience for the parade would be. Possibilities include other students in the school, family members, residents of an older adults’ center, or any other option that is appropriate and manageable.*)
- ❓ Where will the parade be held? (*Help students decide whether the parade will be held in the school building, around the neighborhood near the school, or in another location. The location students choose should be practical in terms of the audience they have selected.*)
- ❓ What will the parade route be? (*Guide students in the planning of a parade route.*)
- ❓ When will we have the parade? (*Prompt students to select a date that will give them ample time to plan and create the parade.*)

CUSTOMIZE

Parade Themes

This unit focuses on the theme of celebrating our history and cultural diversity. You can easily adapt the unit to focus on the specific cultural groups of your own community, or select another theme that aligns with your curriculum goals.

AUTHOR NOTE

Understanding Culture

If cultural diversity is the chosen theme, students will deepen their understanding of culture as the concept is discussed and explored in reference to the specifics of creating floats and participants for the parade.

CUSTOMIZE

Meeting Skills

The meeting format can be adapted to meet the needs and experiences of students in your classroom. For example, to make meeting rules more concrete, compare and relate them to classroom rules.



CONTENT
SLIDE SET

2

CUSTOMIZE

ELL In whole class discussions such as this one, encourage ELL students to

- share ideas first with partners;
- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.



ASSESSMENT

ASSESS: In the meeting, students

- listen carefully;
- make practical suggestions about when and where to have the parade;
- constructively question and evaluate the suggestions of others;
- reach agreement with others on key decisions about the parade;
- demonstrate social skills in the context of group discussion (see the Teaching Master 11, TH page 50, “Self Assessment: Social Skills”).

COMMON CORE

Speaking and Listening: Comprehension and Collaboration

Participate in collaborative conversations.

TEACHING MASTER

T11

CONCLUDING EPISODE 1

CUSTOMIZE

Word Categories

Students could use two different colors to underline words in the poem “Parade” to reinforce the difference between words that describe and words that are “things.” Then they can add those words to the word bank.

Reflect on the meeting

Have students reflect on the meeting and their role as parade planners. Use questions like the ones below:

- ❗ What kind of person would make a good parade planner?
- ❗ Why is it important for parade planners to work well together?
- ❗ Would you like having the job of a parade planner?
- ❗ What did you like about the meeting?
- ❗ What would you like to see happen differently next time there is a meeting of the parade planners?

ELL Create a word bank

As a class, brainstorm a list of words about the parade. Include descriptive words, words that describe feelings about the parade, and words that relate to the parade’s theme. Write the words on index cards and post them so students can copy them into Portfolio page 5, “Word Bank: The Parade.” As the unit progresses and students develop floats and costumes for the parade, other words will be added to the word banks.

COMMON CORE

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the parade.

ELL Encourage students to illustrate the vocabulary words.



ASSESS: Word banks

- include words that are related to parade theme;
- include describing words that reflect a parade.

Create Portfolio folders

After completing their word banks, have each student make a folder with a pocket or distribute ready-made folders with pockets. At the end of the Storypath, the folder pockets can be used to hold students’ work that is created during the unit.



ASSESSMENT

2

EPISODE

CREATING THE SETTING FLOATS FOR THE PARADE

PLANNING THE FLOATS

PAGE 19

Students explore the theme of the parade through discussion and an interview.

Materials Teaching Master 2, *Interview: I Am Special*, TH p. 41 or Teaching Master 3, *Interview: Our Cultural Heritage and History*, TH p. 42
Content Slide Sets 3 and 4
Optional: world map to identify places of origin

Grouping Whole class

Schedule Approximately 20 minutes

MAKING THE FLOATS

PAGE 21

Students create floats for the parade.

Materials Teaching Master 11, *Self Assessment: Social Skills*, TH p. 50
Teaching Master 4, *Folding Paper*, TH p. 43
Portfolio 3, *Designing the Float*, p. 6
Portfolio 4, *Concept Map*, p. 7
Portfolio 5, *Assess Your Float*, p. 8
Content Slide Set 4
For the floats:

- large cardboard boxes or posterboard, construction and tissue paper, markers, crayons, scissors, masking tape (optional: paint, fabric scraps, white butcher paper)

Grouping Individuals or pairs for making floats

Schedule 2–3 hours. The work can be done over several days.

CONCLUDING EPISODE 2

PAGE 23

Students discuss the floats and write invitations to the parade.

Materials Portfolio 2, *Word Bank: The Parade*, p. 5
Portfolio 6, *Word Bank: The Invitation*, p. 9
Portfolio 7, *Writing: The Invitation*, p. 10
Materials for invitations

Grouping Whole class for discussion; individuals for writing invitations

Schedule Approximately 45 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** Explore and describe similarities and differences among cultural groups.
- **Culture/Social Interaction** Identify ways different groups express culture through language, history, stories, symbols, and traditions.
- **History** Identify historical events and people from our past who have shaped our culture and community.
- **History** Identify different ways in which people celebrate the past.
- **Social Skills** Plan and make decisions while creating floats with a partner or small group.
- **Critical Thinking** Organize ideas from family interviews and class discussion in new ways to create floats.
- **Writing Research to Build and Present Knowledge** Gather and organize information from interview and other resources to create the float.
- **Reading: Key Ideas and Details** Determine central ideas or themes of a text and apply to the construction of the parade float.
- **Writing: Text Types and Purposes** Write an invitation to inform families about the parade.
- **Vocabulary Acquisition and Use** Acquire and use accurately academic language related to the parade.

PLANNING THE FLOATS

Activate prior knowledge

Have students recall the list they made of things that are in a parade. Help them identify floats as one of the parade’s most important features and explain that they will start their work as parade planners by designing and creating floats. Based on the parade’s theme, discuss with students what kinds of floats they might make. Use questions like the ones below to guide the discussion.

Questions related to the “I Am Special” theme:

- 1 What makes us special?
- 2 What are things you do well? (*Guide the discussion so that students recognize and identify skills and attributes that they do well both for themselves and their classmates.*)
- 3 How could we show things that are special about ourselves?
- 4 How can we find out more about what makes us special? (*Guide the discussion so that students understand that families can help answer that question.*)

Questions related to the “Celebrating Cultural Diversity and History” theme:

- 1 What cultural groups are represented in our community? Where do people or their families come from? (*If necessary, remind students that most American families have relatives who originally lived in other countries. Lead students to understand that their community is made up of people from many different countries and cultures. Students may want to use Content Slide Set 3 as a reference.*)
- 2 What are some of the symbols that represent our different cultural backgrounds and history? (*Students may list special clothing, food, or art. Students can refer to Content Slide Set 4 for information about other cultural symbols they may want to include on their floats.*)
- 3 How can we find out more about the various cultural groups in our community? (*Help students generate a range of options, including interviewing family and community members.*)

Conduct the interviews

Distribute copies of either Teaching Master 2, TH page 41, “Interview: I Am Special” or Teaching Master 3, TH page 42, “Interview: Our Cultural Heritage and History,” and explain to students that they will need to interview their family members, friends, or other members of the community to get ideas for their floats. Students may want to add their own questions to the interview as well.

Once students have completed their interviews, use the information they collect to continue the discussion about floats.

AUTHOR NOTE

Symbolism

Young students have a difficult time understanding symbols, so select the most common examples and explain how they represent ideas. Flags and holiday symbols work well because they are concrete and students are familiar with them.

AUTHOR NOTE

Cultural Understandings

For students whose families know little about their ethnic heritage, reinforce the cultural attribute of what it means to be American—flags, American holidays, traditions, and foods. These attributes are as important as the ones we remember from our ancestors.

CUSTOMIZE

ELL Students can conduct the interview in their first language.



CONTENT
SLIDE SETS

3
4

TEACHING
MASTERS

T2
T3

Questions related to the “I Am Special” theme:

- ❗ What do you do well?
- ❗ What are your favorite things to do?
- ❗ What holidays do you like to celebrate?
- ❗ What ideas do you have for making your floats?
- ❗ How can you show what makes you special on your float? (*Guide the discussion so students understand that the symbols of what makes them special can be shown on the float—sports equipment, activities they like to do drawn as a picture and put on the float, foods, holiday symbols, and so forth.*)

AUTHOR NOTE

Acculturation Process

Sometimes students are not eager to share their cultural heritage because they are trying to be “like everyone else.” Be prepared for this possible response.

CONNECT

Global Studies

Use a world map to locate the places of origin that students identify. Mark each country or region to help students make connections to other places and how historical events have shaped their heritage.

Questions related to the “Celebrating Cultural Diversity and History” theme:

- ❗ What is your family’s ethnic or cultural heritage? (*Students may indicate broad ethnic categories, such as Hispanic or Asian, as well as specific countries of origin, such as Mexico or China.*)
- ❗ What symbols show your family’s heritage? (*Record responses on a chart that students can refer to as they create their floats.*)
- ❗ Are there special colors that can be used on your floats?
- ❗ What ideas do you have for making floats that show your family’s heritage? (*Discuss the ideas of heritage and family history providing examples to help students make connections to the past.*)
- ❗ How many floats will we need in our parade? (*Students can work individually or in pairs to create the floats.*)
- ❗ What kinds of floats will we have? (*Generate a list based on the information students have gathered. One cultural group can be represented by more than one float, but guide students to aim for a balance that is representative of your community.*)

Establish criteria for the floats

Before students create their floats, have them decide what constitutes quality work. Ask students, “What makes a good float?” Brainstorm with students a list of criteria for the floats. Guide students to include general criteria, such as the following:

- organized
- carefully prepared
- accurately reflects the culture
- attractive

You may want to write the criteria on a checklist and post it for students’ reference. The list can be used for assessment and may be modified as students continue their work and discover other important criteria they want to include.

COMMON CORE

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the parade.

Writing: Research to Build and Present Knowledge

Gather and organize information from interview and other resources to create the float.

AUTHOR NOTE

Float Themes

Students sometimes want to select cultural groups different from their own for their floats. Letting students pursue their own interests is important, and the learning goal—which is to learn about various cultural groups and their history—is still achieved.

MAKING THE FLOATS

Organize the work

Once the class has decided how many floats to have in the parade, a float can be assigned to each student, or students can form their own groupings based on common interest in specific cultures. Use Teaching Master 11, TH page 50, “Self-Assessment: Social Skills,” to guide students in a discussion about ways they can work together effectively; or have students complete the Teaching Master on their own. As you watch students working together, you may want to continue to use the “Self-Assessment: Social Skills” master to help organize your observations.

There are a variety of ways to manage the creation of the floats. Here’s one method for organizing students’ work:

Step 1 Decide whether students will create two- or three-dimensional floats. Then distribute poster board or cardboard boxes—one to each student or pair—to establish the scale for the floats. If students are making two-dimensional floats, it is probably easiest to have them think about the side view of a float, with room for some artistic license as the float is created in more detail. Students can add to the size, depth, and height of the floats by adding such features as flagpoles, sails, towers, or geographic features.

Step 2 If working with partners, have students meet to discuss plans for their floats. Encourage students to keep in mind the following points as they design their floats:

- **Balance** Have students compare the two pictures on Portfolio page 6, “Designing the Float.” Ask, “What’s wrong with the first float? Does the second float look better? Why?” Students should note that the design of the first float is lopsided. Help them identify that the second float is more appealing because it is balanced.
- **Color** Refer students to the photographs of floats on Content Slide Set 4. Ask, “What colors do you see on these floats? Are the colors bright or dull? Why do you think floats are usually decorated in bright colors?”
- **Texture** Encourage students to create features for their floats that will add texture and dimension. Squares of tissue paper can be twisted and gathered in the middle to make simple flowers. For techniques for folding paper to make objects more three dimensional, display Teaching Master 4, TH page 43, “Folding Paper.”

Step 3 Determine a strategy for students to access resources that can be used for researching ideas for floats. Students might begin by using Content Slide Set 4 and information from their interviews. You can also make available a variety of picture books and magazines that pertain to the cultures and history to be represented in the parade. Make classroom charts to guide students’ research, recording symbols and other information they can use for their floats. Have them complete the Portfolio page 7,

TEACHING
MASTER

T11

AUTHOR NOTE

Pacing

Set a time limit for creating the floats, otherwise students will most likely want to continue working for a long time. They can add to their floats when time permits.

PORTFOLIO

3



CONTENT
SLIDE SET

4

TEACHING
MASTER

T4

PORTFOLIO

4



CUSTOMIZE

Management Tip

Focus on the floats for now. Later you can decide what kind of people will be in the parade: musicians, dancers, and others.

COMMON CORE

Reading: Key Ideas and Details

Determine central ideas or themes of a text and apply to the construction of the parade float.

AUTHOR NOTE

Timing of Research

For the “Cultural Diversity and Heritage” theme, I suggest students begin making their floats before doing any research. Having students research too early in the process reduces their creativity. Students can expand on their ideas as they acquire new information.

CUSTOMIZE

ELL Art activities allow students with limited English to express what they know visually.

“Concept Map,” to help them think more deeply about the theme. In the center of the concept map, have students write or draw a picture to represent the parade theme. Examples for either theme (“I Am Special” or “Celebrating Cultural Diversity and History”) are included. Have students add other topics as appropriate.

CONNECT

Mathematics

When students organize the floats for the parade, they

- determine the total number of floats;
- categorize the floats according to various attributes;
- put the floats in sequential order.

TEACHING MASTER

T11



ASSESSMENT

Step 4 Display the floats in random order and then ask students to consider how to organize the floats. Floats might be sequenced according to cultural groups, or by size, color, or any other category that students identify. If the floats are two-dimensional, determine how long a sheet of butcher paper will be needed to display them, based on the number of floats, their size, and the space needed for the people in the parade. After students have decided on an order for the parade, attach the floats so that they can be moved when the parade participants are added in Episode 3.

Guide student work

As students work on the parade, try to restrict your role to asking questions about their various tasks. It’s critical that students begin to feel ownership for the parade and make decisions about the features of their floats. If students create features that won’t work well, those features can be used as problem-solving opportunities. As you watch students working together, you may want to use Teaching Master 11, TH page 50, “Self-Assessment: Social Skills” to help assess their cooperative group skills. Encourage them to talk about how to be positive and supportive, listen respectfully, work to resolve conflicts, and do their fair share of the work. Assist pairs as necessary and watch for opportunities to teach mini-lessons as students are working on the floats. When students demonstrate a need to know more, teach mini-lessons to clarify content, develop skills, or reinforce creative arts concepts.

When students near the completion of their floats, have them assess their own work using Portfolio page 8, “Assess Your Float.” Depending on students’ skills, discuss each of the criteria and have them mark the most appropriate “face” or have students complete the self-assessment on their own. If they decide they can make improvements on their floats, encourage students to do so.

ASSESS: The floats

- are based on information from family interviews, class discussion and other resources in designing their floats;
- include appropriate objects placed in appropriate places;
- include features that are to scale and representative of the students or culture selected;
- are balanced, colorful, and include texture in the artistic presentation;
- are carefully prepared.

AUTHOR NOTE

Sequencing of Floats

You may want to wait until the day of the parade to have this discussion. It will be more meaningful to sequence the parade at the time of the event, especially if the floats are three-dimensional.

PORTFOLIO

5



CONCLUDING EPISODE 2

Discuss the floats

Once the floats have been completed, ask students to look at their floats and comment on them. As students discuss the floats, add new words to the class word bank and to Portfolio 2, “Word Bank: The Parade.” Here are some questions to initiate the discussion:

- ❓ What do you like about our floats?
- ❓ Would you like to see a parade with these floats in it?
- ❓ How do the floats tell us about what is special about us or important in people’s cultural histories?
- ❓ How do these floats help us learn about ourselves, our history, or other people’s cultures?

PORTFOLIO

2



CUSTOMIZE

Theme Adaptations

If the theme is “I Am Special,” adapt these questions accordingly.

Find our common heritage

Help students identify the similarities and differences among floats. If the parade theme is “Celebrating Cultural Diversity and History,” use this opportunity to talk about our common heritage as Americans. To stimulate thinking about this idea, ask questions such as the following:

- ❓ How are our floats different? How are they alike? (*Responses will vary based on the cultures represented and the features of the floats.*)
- ❓ What are some symbols that we all share as Americans? (*Guide the discussion so that students identify examples such as the American flag, the Statue of Liberty, and the bald eagle. As appropriate, make connections to historical events and people.*)
- ❓ What are some symbols that we share as members of our community? (*Students might list local sports teams, a geographic feature, a landmark, or an annual tradition.*)

If they are interested in exploring this idea further, students could create a float that demonstrates our common heritage.

Invite people to the parade

Students explore the parade in more depth and imagine it more vividly as they engage in writing activities. If possible, determine a date and time for the parade. If you are not able to determine a specific date and time, decide on a general time and place for the parade and then guide students through a writing process to prepare an invitation. Depending on students’ skills, write a whole class invitation that they can copy for invitees. Or each student can draft an invitation and then make a final copy for the invitees—most likely their families.

Begin the process by explaining the information that needs to be included on the invitation: name of the event, date, time, and place. Then discuss with students what other information might be included on the invitation. Guide the discussion so that students realize that they should include information that would tell about the theme of the parade and why the invitees would want to come.

COMMON CORE

Writing: Text Types and Purposes

Write an invitation to inform families about the parade.



ASSESSMENT

As a class, brainstorm words that students could use for their invitations. Add these to the class word bank and Portfolio page 9, “Word Bank: The Invitation.” Next have students draft their invitations on Portfolio page 10, “Writing: The Invitation.” Students can then edit and copy the invitation onto another sheet of paper to take home to their families.

ASSESS: Invitation Writing

- follows the correct format;
- includes words from the word bank;
- includes sentences that tell about the parade;
- is carefully prepared.

Invitation Drawing

- relates to the parade event and includes details;
- shows careful work.

CUSTOMIZE

ELL If students are not able to write invitations, write part of the invitation for them. Then have students create illustrations that tell about the parade.

CREATING THE PARADE PARTICIPANTS PEOPLE IN THE PARADE

3

EPISODE

INTRODUCING THE PARADE PARTICIPANTS

PAGE 26

Students discuss the parade participants and their costumes for the parade.

Materials Optional: Teaching Master 5, *Parade Participants*, TH p. 44
Portfolio 8, *Word Bank: Parade Participants*, p. 11
Content Slide Set 5
Optional: websites, magazines, and books containing photos of various cultural groups wearing authentic costumes

Grouping Whole class

Schedule Approximately 1 hour

CREATING PARADE PARTICIPANTS

PAGE 27

Students create parade participants and their costumes for the parade.

Materials Optional: Teaching Master 5, *Parade Participants*, TH p. 44
Teaching Master 6, *Shape for the Parade Figure*, TH p. 45
Content Slide Set 6
For the figures:

- various colors of construction and tissue paper
- yarn, wallpaper and fabric scraps, paper doilies, ribbon, lace, buttons
- colored markers, crayons, paste, scissors, masking tape
- optional item: wool fiber for hair
- optional: cardboard for mounting figures on the floats

Grouping Individuals or pairs

Schedule 1–2 hours

CONCLUDING EPISODE 3

PAGE 28

Students present their parade participants to the class.

Materials Students' completed parade participant figures

Grouping Partners or small groups for practicing introductions; whole class for presentations

Schedule Approximately 1 hour spread over several days

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Explore and describe similarities and differences among cultural groups.*
- **Culture/Social Interaction** *Identify ways different groups express culture through costume, music, and dance.*
- **History** *Identify historical events and people from our past who have shaped our culture and community.*
- **History** *Identify different ways in which people celebrate the past.*
- **Social Skills** *Plan and make decisions while creating parade participants and costumes with a partner or small group.*
- **Critical Thinking** *Organize ideas from discussion in new ways to create people for the parade.*
- **Reading: Key Ideas and Details** *Determine central ideas or themes of a text and apply to the construction of the parade float.*
- **Speaking and Listening: Presentation of Knowledge and Ideas** *Present information such that listeners can follow.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the parade.*

INTRODUCING THE PARADE PARTICIPANTS

CUSTOMIZE

Management Tip

Before starting the episode, decide whether you want students to use the method shown on page 27 to make their characters or another method.

AUTHOR NOTE

Appropriate Costumes

Students sometimes focus on Halloween costumes, clown costumes, or marching band costumes. As these costumes may shift the focus away from the parade theme, you will have to decide whether or not you want students to develop these costumes.

CUSTOMIZE



The Content Slide Sets

provide visuals that put concepts about the parade in context.

TEACHING MASTER

T5

Launch the episode

Explain to students that now that they've made floats for the parade, they will need to create people to participate and perform in the parade. Begin a discussion by asking, "Who are the people in the parade?" As students brainstorm, list their ideas on the board. The list might look like this:

- marching bands
- musicians
- dancers
- people on the floats (relate to the theme of specific floats)
- mayor and other well-known people in the community
- grand marshal (This will be addressed in Episode 6, page 37; however, if students raise the issue earlier in the Storypath, address it at that time.)

Once you have a list of ideas, focus on those people who will help students further develop understanding of their parade theme. Ask students if they could work together to create the people who will be needed in the parade.

Discuss costumes

Ask students what the various participants might wear in a parade. Discuss with students why people might have special costumes or clothing that is worn for special celebrations, such as parades. Students can refer to the photographs in Content Slide Set 5 to see examples of dress-up clothes, historical and ethnic dress worn for special occasions.

Students may already have specific ideas about costumes, or they may need some help learning about suitable costumes. Depending on students' knowledge base, you may want them to do additional research on costumes that are suitable for the parade theme. Teaching Master 5, TH page 44, "Parade Participants," provides a simple set of questions to guide students' research. Students can work on the activity guide with family members or other adults to find out more about the costumes that could be worn for the parade.

CORE LITERACY

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the parade.

- new vocabulary can be introduced in context;
- vocabulary can be used in simple sentences to write and speak about the parade participants;
- new vocabulary words can be added to "Word Bank: Parade Participants" on Portfolio page 11.

PORTFOLIO

8



CONTENT SLIDE SET

5

CUSTOMIZE

Using Resources

Magazines and websites such as *National Geographic* and *National Geographic World* frequently have photographs of costumes worn for special occasions. Students may want to explore these resources to get additional ideas for costumes.

CREATING PARADE PARTICIPANTS

Organize the work

Students can work individually or with their partners from Episode 2 to develop the people for their floats or people who accompany the floats. If students have completed Teaching Master 5, they can use the information to think about how they want to make their characters. Have each student create a figure to represent a parade participant. If students worked with a partner, they should decide together what kind of parade participant each of them will make.

To facilitate the work of the partners, revisit cooperative learning skills. Ask, “What do we need to do to work effectively with our partners?” You can use Teaching Master 11, TH page 50, “Self-Assessment: Social Skills” to guide the discussion. The list generated by students may include the following:

- Be flexible.
- Be positive.
- Be respectful.
- Listen to each other’s ideas.
- Work together to solve problems.
- Do your fair share of the work.

Make the figures

Students can use the step-by-step process that follows to create the figures or another method you prefer. As students begin work on the costumes (Step 2), ask questions about when this costume is usually worn and why it is special. Questions such as these help students connect the significance of the costume to the culture.

Use Teaching Master 6, TH page 45, “Shape for the Parade Figure.”

Step 1 Cut out the shape.

Step 2 Make the costume. Color on the figure or trace around the figure and cut out paper or fabric shapes to make the costumes.

Step 3 Add details such as hair, feet, hands, facial features, jewelry, and hat.

Step 4 Mount the figures.

ASSESS: The parade participants

- wear appropriate costumes based on the parade theme;
- demonstrate care in making the figures.

COMMON CORE

Reading: Key Ideas and Details

Determine central ideas or themes of a text and apply to the construction of the parade float.

AUTHOR NOTE

Assessment Process

When students are guided to create their own assessment criteria for working with a partner, ownership of the process is fostered and the goals become more meaningful.

AUTHOR NOTE

Making the Figures

These figure shapes can also be purchased precut from school supply stores.

CUSTOMIZE

Mounting Figures

If the floats are three-dimensional, you may want to mount the figures on cardboard so that they can stand upright.

TEACHING
MASTER

T5

TEACHING
MASTER

T11

TEACHING
MASTER

T6



ASSESSMENT



Optional Activity: Exploring music and dance

As students create the characters of musicians and dancers, they may express interest in incorporating music and/or dances into the parade. If cultural diversity is the parade theme, play recordings of music from the cultures represented in the parade or from a historical time period. Ask students to describe the music, identify the instruments they hear, and talk about how the music makes them feel. Students who are interested in dance can learn simple dances of different cultural groups or create dances to go with the music.

Ask students, "Why are music and dance a part of every culture?" Help students understand how culture is reflected and expressed through these art forms. For more information on the cultural role that music and dance play in parades, students can refer to Content Slide Set 6. Provide time for students to select music and practice their dances. Make a list of the music to be played during the parade and the dances to be performed, and display in the classroom.

CUSTOMIZE

Involving Families

Family members can be valuable resources for information about cultural groups. Invite family members to share their cultural knowledge by playing music or instruments, teaching dances, or contributing stories or information relevant to the theme of the Storypath.

CONCLUDING EPISODE 3

COMMON CORE

Speaking and Listening: Presentation of Knowledge and Ideas

Present information such that listeners can follow.

Meet the parade participants

Explain to students that they will make presentations about their parade characters over the next several days so that everyone will know the people in the parade.

ELL Model a presentation for students. One way to help students focus their presentations is to list on the board two or three things they should discuss, such as what makes them special or the name of the cultural group that is represented and why the clothing is special to that particular cultural group. Remind students to keep their presentations brief, and tell them that classmates may ask questions about the parade figures after the presentations.

As students make their presentations, ask questions to stimulate students' thinking. Use questions like the ones below:

- 1 How did you learn about the costume for your figure?
- 2 What is important about the costume?
- 3 Why do people wear costumes, instead of everyday clothing, for special occasions? (*Guide students to understand that costumes have special meaning and that wearing traditional costumes is one way that people celebrate their cultural heritage.*)

For the cultural diversity and history theme:

- 1 How does the costume tell about the culture? (*This could be difficult for students, so help students see the connection between specific holidays or celebrations, climate factors, or dances that are traditionally performed and the costumes that are being discussed.*)
- 2 How does this costume tell about the person's past? (*Guide students to understand that clothing from the past is different from today as customs have changed.*)

Once a number of characters have been presented, help students identify the similarities and differences among the various costumes so that they understand that all cultures have special clothes for special occasions, and yet each costume uniquely reflects that culture and history.

CUSTOMIZE

Adding Props

Students may wish to create simple props to accompany their parade figures, such as instruments (for musicians) or flags to be carried by marchers. If students pursue this option, guide them to create props that are culturally appropriate.

BUILDING CONTEXT

PROMOTING THE PARADE

4

EPISODE

INTRODUCING THE TASK OF PROMOTING THE PARADE

PAGE 30

Students decide how to promote the parade.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes

PROMOTING THE PARADE

PAGE 30

Students create promotional materials for the parade.

Materials Portfolio 9, *Promoting the Parade*, pp. 12–13
Portfolio 10, *Word Bank: Promoting the Parade*, p. 14
Portfolio 11, *Draft: Promoting the Parade*, p. 15
Content Slide Set 2

For promotional items:

- construction and poster paper, markers, crayons, masking tape, glue, scissors (optional: paint)
 - optional: technology suitable for promoting the parade.
- Optional: for mapping the parade route:
- butcher paper or poster board
 - markers, colored pencils, crayons
 - map of parade area, such as a street map or city map

Grouping Students organize themselves to get tasks done.

Schedule 1–2 hours

CONCLUDING EPISODE 4

PAGE 31

Students reflect on their work and the success of their promotional campaign.

Materials None

Grouping Whole class

Schedule Approximately 20 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Demonstrate understanding of how parades can positively serve the community and promote understanding among cultural groups.*
- **Culture/Social Interaction** *Demonstrate how parade planners can work together to solve problems.*
- **History** *Identify historical events and people from our past who have shaped our culture and community.*
- **History** *Identify different ways in which people celebrate the past.*
- **Social Skills** *Organize, plan, make decisions, and take action in group settings to promote the parade.*
- **Critical Thinking** *Analyze the problem of promoting the parade and consider ways to solve the problem.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the parade.*
- **Writing: Production and Distribution of Writing** *Write to persuade people to come to the parade.*

INTRODUCING THE TASK OF PROMOTING THE PARADE

Introduce this episode by pointing out that the parade planners have completed the preparations for the parade. Then pose the question, “How can we let lots of people know about the parade so that they will come to see it?” Guide students in a discussion about promoting the parade by using questions such as the following:

- 1 How can we let people know about the parade? (*Students’ suggestions might include posters, fliers, or invitations.*)
- 2 What other methods could we use? (*Encourage students to consider nontraditional methods of promoting the parade. For example, they could videotape or audiotape a “commercial” or send messages on the Internet to promote the parade.*)
- 3 What do we need to tell people about the parade? (*Students should specify information such as the date, time, and theme of the parade and where the parade will be held. Students might also want to include information about special features of the parade, such as the floats, costumes, music, and dance.*)

For the theme of cultural diversity and history:

- 4 Why would it be important for people to see a parade that celebrates the cultural diversity and history of our community? (*One possible response is that it is important to increase people’s understanding and appreciation of other cultures. Accept a variety of responses.*)

The answers to the questions above should guide the content focus of the promotional material.

AUTHOR NOTE

Meaningful Experiences

In a pilot setting, students performed the parade for the students of the school and their families. The promotional items had an authentic purpose and students could see the results of their efforts.

PROMOTING THE PARADE

CUSTOMIZE

Individualize Learning

ELL The open-endedness of this activity lets students organize information by drawing, writing, singing, or reading. Students can use technology to record or visually present advertisements, or create banners, posters, or fliers.

Organize the work

Guide students as they develop and create promotional materials for the parade. Here is one method for facilitating their work:

Step 1 Have students look at the two examples on Portfolio pages 12–13, “Promoting the Parade,” and discuss which is better.

Step 2 Based on Step 1, have students work as a class to generate a list of words that can be used to promote the parade. Add these words to the class word bank and to Portfolio page 14, “Word Bank: Promoting the Parade.” Students can refer to them as they create their promotional materials.

PORTFOLIO

9



COMMON CORE

Vocabulary

Acquisition and Use

Acquire and use accurately academic language related to the parade.

PORTFOLIO

10



COMMON CORE

Writing: Production and Distribution of Writing

Write to persuade people to come to the parade.

Step 3 Help students establish criteria for making their promotional items. List the criteria on the board so that they can use them as a checklist as they prepare their materials. Guide students to include general criteria, such as the following:

- attracts attention and generates interest in the parade;
- clearly tells about the parade and includes the date, time, place, and theme of the parade and why it is important to the community;
- is carefully prepared.

Use these criteria to assess students' promotional items.

Step 4 Have students draft their ideas for promoting the parade on Portfolio page 15, "Draft: Promoting the Parade." Depending on their skills, students can either write or draw their ideas.

Step 5 Based on how you are going to promote the parade, organize students so that each has a task. If possible, let students make as many decisions as possible—for example, who will do which tasks, whether they will work alone or with someone else, what materials they will need. If students want to see an example of promotional materials for a parade, refer them to Content Slide Set 2.

Step 6 Depending on the items students produce, send, show, or display them so that information about the parade will reach its intended audience. For example, send fliers home to notify family members or display posters in the school or neighborhood.

CUSTOMIZE

ELL Encourage students to illustrate their vocabulary words.

PORTFOLIO

11



CONTENT SLIDE SET

2

AUTHOR NOTE

Mapping the Parade Route

One school district got aerial maps from the city to help students plan the parade route and determine the best route for the parade.

Optional Activity: Mapping the parade route

Students can create a simple map of the parade route as part of their promotional materials. Draw a simple map of the area in which the parade is to be held on a large sheet of paper. Help students identify and label streets for the map if the parade is to be held outdoors or classrooms and hallways if it is to be held in the school. Then have them indicate where the parade will begin and end and use arrows to show the route the parade will follow. If they like, students can add other features to the map, such as a legend or landmarks. Post the map of the parade route on the wall of the classroom.

CONNECT

Map Skills

When students create maps, they can

- plot a route using arrows;
- label streets, landmarks, or other features;
- approximate distances;
- create a legend.

CONCLUDING EPISODE 4

Use questions like the ones below to help students reflect on their experience.

- ❗ How effective do you think our promotional materials will be?
- ❗ How do we know that people understand the theme of our parade?
- ❗ Have people talked about our parade? Do we have any feedback?
- ❗ Why is it important to promote the parade?
- ❗ How well did we work together?

5

EPISODE

CRITICAL INCIDENT THE PARADE ROUTE

INTRODUCING THE PROBLEM

PAGE 33

Students discuss a letter from a community member who objects to the parade route.

Materials Teaching Master 7, *Letter*, TH p. 46
Content Slide Set 8

Grouping Whole class

Schedule Approximately 30 minutes

RESPONDING TO THE PROBLEM

PAGE 33

Students decide how to respond to the complaint about the parade route.

Materials Teaching Master 8, *Letter Format*, TH p. 47
For letters:
■ pencils and paper (if students write group letters)

Grouping Whole class or small groups

Schedule 1 hour

CONCLUDING EPISODE 5

PAGE 34

Students reflect on how they responded to the problem by discussing, drawing, and writing about the event.

Materials Portfolio 12, *Solving the Problem*, p. 16

Grouping Whole class, individuals for drawing and writing

Schedule Approximately 20 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Describe the importance of cultural unity and diversity within a community.*
- **Social Skills** *Persuade and negotiate in the resolution of a parade route conflict.*
- **Critical Thinking** *Consider and evaluate alternatives to make key decisions about the parade.*
- **Civic Competence** *Practice civic discussion and participation using a meeting format.*
- **Civic Competence** *Take actions to address and alleviate community concerns about the parade.*
- **Reading: Key Ideas and Details** *Read to determine what the text says explicitly and to make logical inferences from it.*
- **Writing: Production and Distribution of Writing** *Write to respond to the problem and offer a solution.*
- **Speaking and Listening: Presentation of Knowledge and Ideas** *Present information such that listeners can follow.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the parade.*

INTRODUCING THE PROBLEM

TEACHING
MASTER

T7

CUSTOMIZE

ELL In whole class discussions such as this one, encourage ELL students to

- share ideas first with partners;
- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

COMMON CORE

Reading: Key Ideas and Details

Read to determine what the text says explicitly and to make logical inferences from it.

Receive a letter

In this episode, students will address concerns about the parade route raised by a member of the community. By this time, students are invested in the parade, so they should be motivated to convince community members that the parade is important and that it should not be canceled.

With a sense of drama explain that a letter has arrived. If possible, have one of the students read Teaching Master 7, TH page 46, “Letter,” otherwise you can read the letter to the class.

Discuss the letter

After the letter has been read, suggest to students that a meeting be called to discuss what they have heard. If necessary, have students review the meeting rules from Episode 1. Use questions like the following to help students review the problem and decide how to respond to it.

- 1 Why do some community members object to having the parade in their neighborhood? (*Parades are noisy, they cause traffic problems, and they create litter. If students need help visualizing problems that could be caused by a parade, refer them to Content Slide Set 8.*)
- 2 What does the letter writer think about the parade’s theme? (*He doesn’t think the parade theme is a good reason for a parade because he doesn’t understand why it is important.*)
- 3 What does he plan to do about the parade? (*He plans to write to the local government to try to have the parade stopped.*)
- 4 How can we respond to the letter? (*If necessary, guide students to consider responding to the letter with a letter of their own. Students may have other ideas as well, such as having a meeting with the person who wrote the letter. If this is feasible, facilitate a meeting.*)

RESPONDING TO THE PROBLEM

Write a letter

Have students continue their meeting. As they discuss the letter they will write, remind them to respond to the concerns raised by members of the community by discussing the following questions:

- 1 What can we do about the problem of noise caused by the parade?
- 2 What can we do about the problem of litter?
- 3 What can we do about the traffic problem?
- 4 Why is it important to have a parade?

As much as possible, let students come up with their own specific suggestions for addressing the problems, such as keeping music at a reasonable volume, creating a cleanup crew to take care of litter, and

CUSTOMIZE

Management Tip

Adapt Teaching Master 7, “Letter,” to your particular situation, or use another means of introducing the problem, such as making it a newspaper article.



CONTENT
SLIDE SET
8

AUTHOR NOTE

Adapting the Letter

In a pilot classroom, the parade was to be held in the gymnasium. The janitor objected because using the gymnasium would disrupt other classes and he would not have time to clean the gym after lunch and before the start of the parade. The students then had to address these problems and offer solutions.

COMMON CORE

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the parade.

Speaking and Listening:

Presentation of Knowledge and Ideas

Present information such that listeners can follow.

holding the parade at a time of day when traffic volume is low. Students should also be able to make a good case for why it is important to celebrate the parade theme.

Review with students the format for writing a letter by displaying Teaching Master 8, TH page 47, “Letter Format.” Depending on their writing skills, students can work independently or in small groups to draft and revise letters. Alternatively, students can dictate a letter to you and observe as you draft and revise the letter.

TEACHING
MASTER

T8



ASSESSMENT

ASSESS: Student’s letters

- suggest possible solutions to problems;
- persuade people to support the students’ position;
- follow a simple letter format;
- are clear and carefully prepared.

A solution to the controversy

You will have to decide on the appropriate outcome to the complaint—which is probably that the parade can continue, but possibly with stipulations. You may want to guide the outcome to reflect the notion that people can influence community decisions through civic discussion and participation. This notion will be reinforced if the students “persuade” the community members and local government to allow the parade to occur. Make the outcome specific to your Storypath.

COMMON CORE

Writing: Production and Distribution of Writing

Write to respond to the problem and offer a solution.

CONCLUDING EPISODE 5

Use questions like the ones below to help students think more deeply about the critical incident and reflect on how community conflicts are resolved.

- ❓ Why was it important for the parade planners to respond to the letter?
- ❓ Why is it important to clearly communicate your ideas?
- ❓ Why is knowing about the parade theme important in a community?
- ❓ How did the two groups find common ground to solve the problem?
(*You may need to define the concept of “common ground”—if indeed common ground was found.*)
- ❓ Our country is a democracy and it is important for people to have a voice and express their opinions about an issue. How did that happen in this situation?
- ❓ What else could have happened?
- ❓ In what ways did we work together to solve the problem?

CUSTOMIZE

Reflecting on the Episode

There are a variety of options for concluding this episode. Other possibilities include interviewing the students about the incident and recording their responses for a news report, or having students hold a press conference to discuss what happened.

AUTHOR NOTE

Developing Citizenship Skills

Guiding students through the process of responding to the critical incident develops understanding for problem solving within a community context. This incident provides opportunities for students to practice citizenship skills such as compromise and negotiation.



Write about the event

Depending on students' skill levels, have the class complete Portfolio page 16, "Solving the Problem." You can write about the resolution of the parade route as a whole class, and students can copy this writing into their Portfolio, or each student can individually write about the event.

ELL Another option is to have students first draw a picture of what took place then write about what happened. Instruct them to use the information they discussed at the class meeting to increase the details on the picture. Having them add details to their pictures should increase the details they include in their writing. Students can use their pictures as the basis for writing about the parade route problem.



ASSESSMENT

ASSESS: The writing

- is copied correctly from the board (beginning);
- accurately describes what happened (advanced).

The drawing

- shows some activity that happened related to the problem.

6

EPISODE

CONCLUDING EVENT HAVING THE PARADE

INTRODUCING THE CONCLUDING EVENT

PAGE 37

Students discuss final preparations for the parade.

Materials	Content Slide Set 7
Grouping	Whole class
Schedule	Approximately 25 minutes

PLANNING AND HAVING THE PARADE

PAGE 37

Students plan and participate in the parade.

Materials	Optional: Teaching Master 9, <i>Hats</i> , TH p. 48, and Teaching Master 10, <i>Paper Costumes</i> , TH p. 49 For the costumes (optional): <ul style="list-style-type: none">■ butcher paper, markers, crayons, masking tape, stapler (optional: paint) For the parade: <ul style="list-style-type: none">■ cardboard boxes and string, rope for pulling floats
Grouping	Individuals for invitations and costumes; whole class for the parade
Schedule	2–3 hours spread over several days

CONCLUDING EPISODE 6

PAGE 38

Students reflect on the parade and what they learned then draw and write about the parade.

Materials	Portfolio 13, <i>The Parade</i> , p. 17
Grouping	Whole class
Schedule	30 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways different groups use symbols, music, dance, and artistic expression to show culture.*
- **Culture/Social Interaction** *Participate in activities that show the importance of appreciating unity and diversity within and across cultures.*
- **History** *Identify historical events and people from our past who have shaped our culture and community.*
- **History** *Identify different ways in which people celebrate the past.*
- **Social Skills** *Organize, plan, make decisions, and take action in group settings to prepare for the parade.*
- **Social Skills** *Work together to successfully conduct the parade.*
- **Writing: Text Types and Purposes** *Write explanatory text to convey information about the parade.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to the parade.*

INTRODUCING THE CONCLUDING EVENT

Explain to students that it is almost time to hold the parade. Begin a discussion of the final preparations for the parade using questions like these:

- ❓ What are the tasks that still need to be done? (*Students can refer to Content Slide Set 7 for information about the final preparations for a parade.*)
- ❓ How will we organize our work?
- ❓ Who will lead the parade? (*Explain that the leader of the parade is usually called a grand marshal.*)
- ❓ What qualities should a grand marshal have? (*Once students have identified specific qualities, ask them who might fill that role. It could be the principal, a teacher, a parent, or someone else students identify.*)

AUTHOR NOTE

Organizing the Parade

In a pilot classroom, students first paraded their floats. Then they put the floats aside and performed four dances reflecting four different cultural groups. This way, all the students were able to participate in both aspects of the parade.

AUTHOR NOTE

Practicing the Parade

It is helpful if children rehearse one or two days before the parade. This helps students learn the parade route and helps ensure that all the components—such as music and dance—flow smoothly.

TEACHING MASTERS

T9
T10

CUSTOMIZE

Parade Costumes

Invite children who have costumes—not Halloween—from home to wear them the day of the parade and share information with the class about the costumes and where they are traditionally worn. Some children may have costumes at home but may prefer not to wear them.



CONTENT
SLIDE SET

7

CONNECT

Mathematics

Students can reorder the floats for the actual parade. As they organize the parade, students

- categorize and sequence the floats;
- create and solve story problems involving the order and number of floats and participants.

CUSTOMIZE

Technology

The parade can be recorded and then viewed later by students as part of the reflection process.

CUSTOMIZE

Floats

You may have other ideas for parading with the floats, such as putting them on wagons and pulling them. Any method is fine as long as it is simple and manageable for you and the students.

PLANNING AND HAVING THE PARADE

Plan the parade

Let students do as much as possible of the planning themselves. Here is one way to manage students' work:

Step 1 If a grand marshal has not already been chosen, have students decide on a process for selecting a leader for the parade. Remind them that the grand marshal is usually someone who has been recognized for outstanding achievements or for his or her position in the community. Invite the person that students select to lead the parade or select one of the children.

Step 2 If not done in Episode 2, have students make invitations to send to family members and other special guests they would like to have attend the parade. To do this, have students dictate what the invitation should say, prompting them with questions as necessary. Then have students write their invitations.

Step 3 (optional) If time and resources permit, students may want to assemble or make props and costumes for the parade. Props for parade participants might include flags, banners, balloons, or instruments. Students who have costumes at home that reflect their cultural heritage may wish to wear them for the parade. Alternatively, Teaching Master 9, "Hats," and Teaching Master 10, "Paper Costumes," are available to help students create simple costumes.

Hold the parade

Shortly before the parade, have students assemble the floats. The floats can be carried, or they can be detached from the frieze and attached to grocery boxes with rope looped through the boxes for pulling the floats. Help students get into costume. Prepare the music and get in position for the parade. The grand marshal leads and the parade begins.

CONCLUDING EPISODE 6

Reflect on the parade

Use questions like the ones that follow to discuss the parade:

- ❓ Why is it important to have a parade that celebrates your theme?
- ❓ What did you like best about our parade?
- ❓ In what ways were the floats alike?
- ❓ In what ways were the floats different?
- ❓ How did the different floats add to the parade? (*Reinforce for students the importance of similarities and differences in making each float special and important.*)
- ❓ What did we learn about having a parade?

Write about the parade

Have the class complete the Portfolio page 17, “The Parade.” Depending on students’ skill levels, have them first draw a picture of the parade and then write about what happened. You can write about the parade as a whole class, and students can copy this writing into their Portfolio, or each student can individually write about the event.

ELL Another option is to have students first draw a picture of what took place at the parade and then write about what happened. Having them add details to their pictures should increase the details they include in their writing.

ASSESS: The writing

- is copied correctly from the board (beginning);
- accurately describes the parade (advanced).

The drawing

- shows the parade with details.

Prepare for the synthesis of students’ learning

Students have worked together to design, plan, and take part in a parade. During the process, they have explored the cultural diversity and history of their community and used problem-solving skills to overcome objections to the parade.

The next step in student learning is the synthesis of their experiences. Synthesis activities allow students the opportunity to demonstrate the level of their understanding and help you assess what they have learned from the unit.

You will find a selection of synthesis activities on pages 52–54 of this Handbook.

COMMON CORE

Vocabulary Acquisition and Use

Acquire and use accurately academic language related to the parade.

PORTFOLIO

13



ASSESSMENT

COMMON CORE

Writing: Text Types and Purposes

Write explanatory text to convey information about the parade.

AUTHOR NOTE

Student Reflection

Depending on their ability level, children can reflect on the parade by writing sentences or paragraphs.

The Parade

It was the week of the parade. I was excited and nervous at the same time. What if I made a mistake? It would be pretty embarrassing in front of parents, teachers, and students. I decided to stay calm. After all, the parade isn't until Tuesday. I could just picture myself in my traditional dress, pants, band, and holding my fan. My partner, Katherina will be in her traditional dress and holding the Asian float. The rest of my class are going to have costumes and hold their floats, too. On the day of the parade, I was so nervous. The first parade was for the kindergarteners. It turned out to be good. The second, I did dances from Brazil, Scandinavia, Asia and a few more. Same with the third. I had a good time.

-Annie Nguyen, third grade

PARADE POEM

PARADE

A band is playing
out in the street;

Horns are tooting
and big drums beat.

A little fife
plays a merry tune,
up and down,
all afternoon.

Behind the band
the marchers come,

With flags and banners,
and kettle drum.

People line up
by the curb to see;

They wave their hands
excitedly.

Windows fly open
and heads pop out;

People clap hands
and yell and shout.

Oh, what fun
to see a parade,

And hear all the music
the band has made.

"Parade" from *City Poems* by Lois Lenski. Reprinted by permission of The Lois Lenski Covey Foundation Inc.

Name _____ Date _____

INTERVIEW: I AM SPECIAL

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

1. What are things your child does well?

2. What are your child's favorite activities?

3. What holidays are special for your family?

4. What makes your child special?

Name _____ Date _____

INTERVIEW: OUR CULTURAL HERITAGE AND HISTORY

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

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

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

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

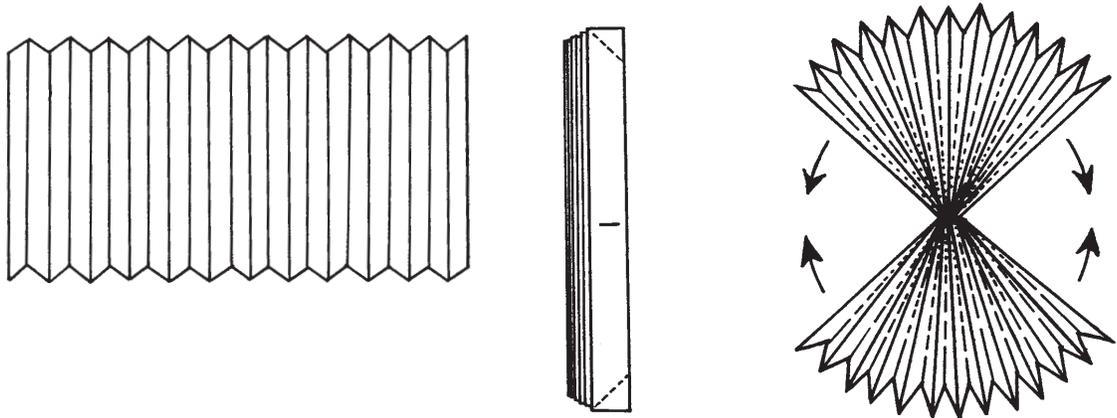
4. Are there special colors for these symbols or colors that represent your culture?

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

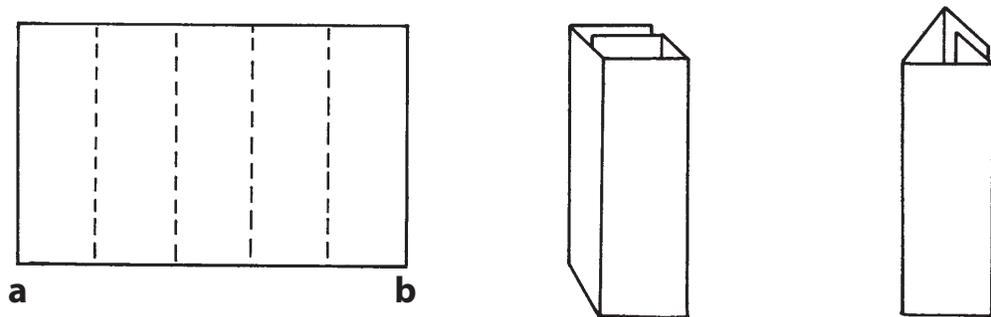
FOLDING PAPER

These ideas can be used to add interest, dimension, and texture to floats.

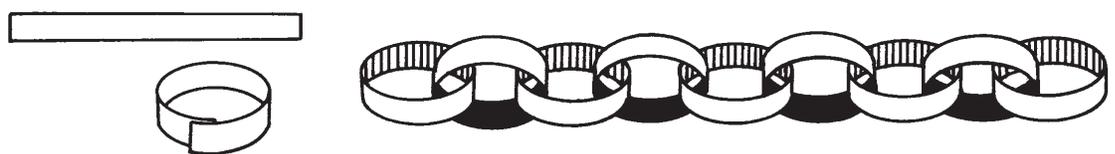
Fold paper back and forth to make accordion pleats. Cut corners on an angle as shown. Then staple or tape the paper in the middle, letting the pleats fan open.



Divide a rectangle into four or five equal parts. Then fold on dotted lines and lap **a** over **b** to form a three- or four-sided figure as shown below.



Cut paper strips in various colors, widths, and lengths. Staple or glue them together to form a chain.



Name _____ Date _____

PARADE PARTICIPANTS

What is your parade participant’s cultural heritage?

When is this costume worn—other than in parades?

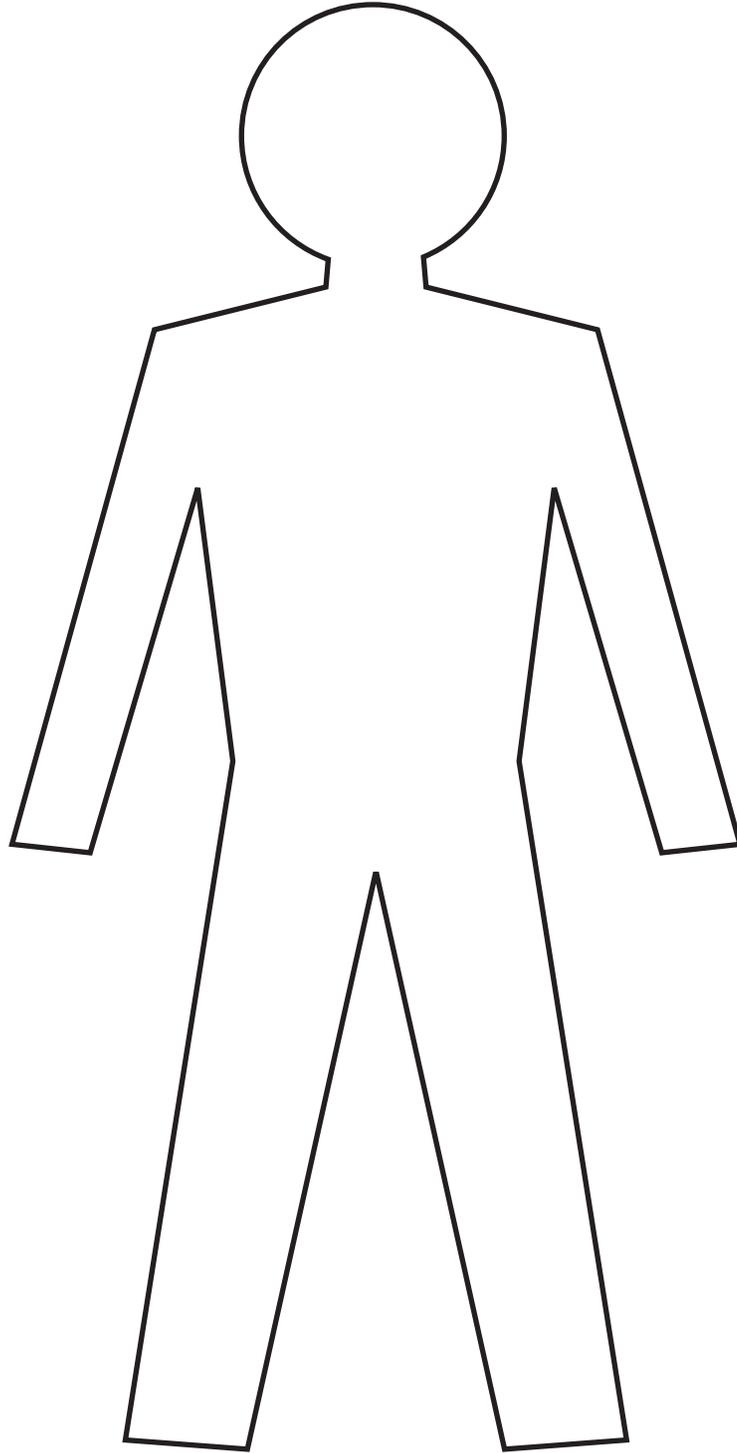
What colors are in the character’s costume?

Describe the costume:

Where can you find a picture of the costume?

Name _____ Date _____

SHAPE FOR THE PARADE FIGURE



LETTER

(Adapt to reflect the particular location of your parade.)

Dear Parade Planners,

I see from your promotional items that you are planning a parade and that the parade route will go down my street. My neighbors and I do not want the parade in our neighborhood. Parades are noisy, cause traffic problems, and create a lot of litter.

Moreover, a parade celebrating _____ is not important. I don't understand why we need a parade for that reason.

(parade theme)

Therefore, we are writing to our local government officials telling them that they should not allow you to have the parade.

Sincerely,

Mr. Robert Davis

LETTER FORMAT

Today's date

Your address

*Name and address
of the person you're
writing to*

Dear (name of the person you are writing to):

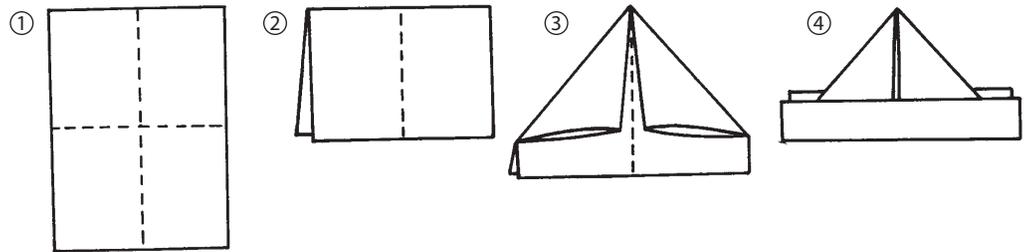
Sincerely,

Your name(s)

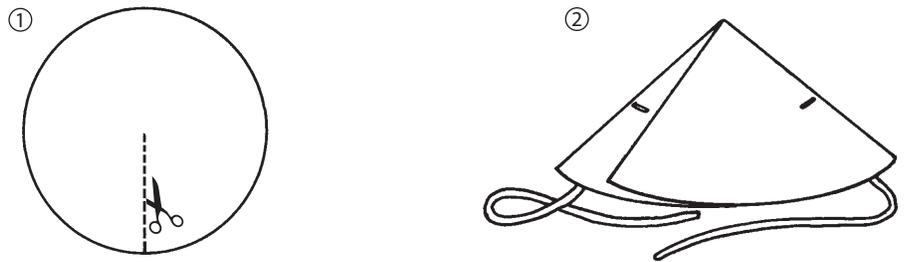
HATS

Students can create simple hats and then draw traditional patterns or symbols on them.

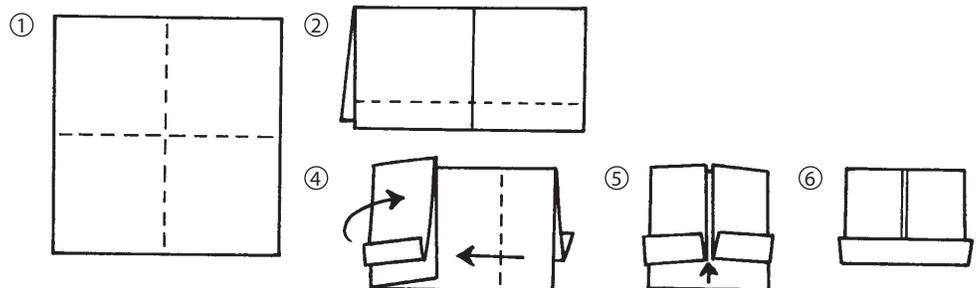
To make this hat, use a sheet of newspaper approximately 16 by 20 inches in size. Crease the paper in the center in both directions. After it is folded in half, bring the two upper corners over to the center line and fold the bottom up at the front and back.



This type of hat can be made from a cone by cutting a circle about 15 inches in diameter out of a stiff paper, such as tag board. Shape the cone to head size, and attach strong ties, such as cotton roving yarn, to the sides. Students can decorate the hat with crayon, marker, or paint.



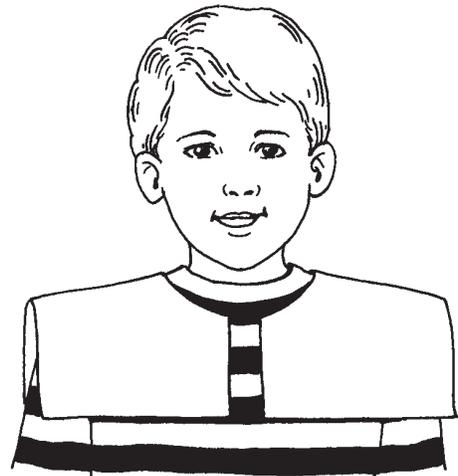
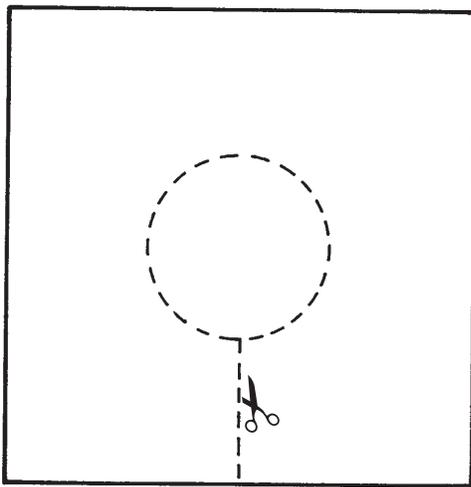
This structure can be used to create many types of hat designs. Use a square 21 to 25 inches long on each side, according to head size. Fold as shown on the diagrams and add details to create interest.



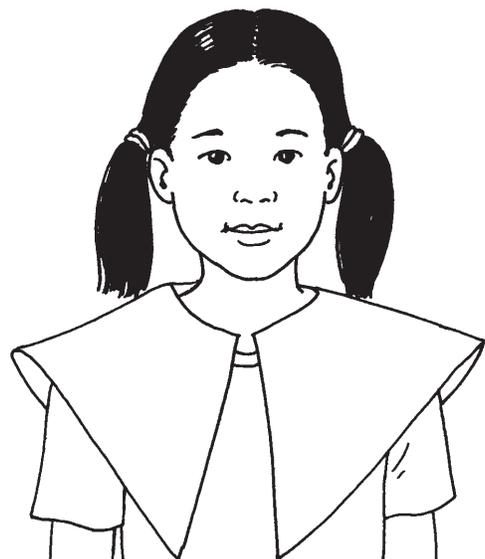
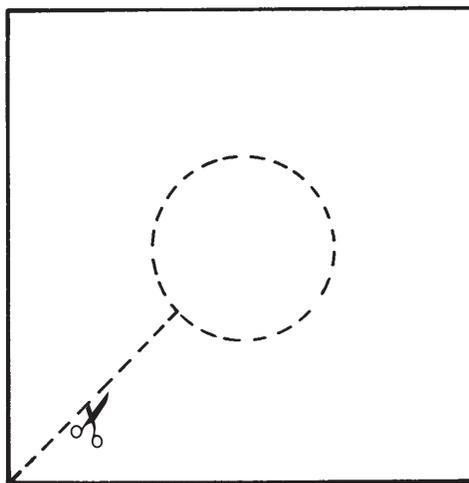
PAPER COSTUMES

These simple costumes can be made from butcher paper, and then decorated with paint, cut paper, or other materials. Students can draw or color traditional patterns or symbols on their costumes.

The vertical line of a square can be cut for a collar. Shoulders can be cut and draped.



The diagonal line of a square can be cut for a collar. Shoulders can be cut and draped.



Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

EPISODE _____

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



UNIT QUESTIONS FOR REVIEW

DISCUSSING THE PARADE

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.

- ❓ Why are parades important to a community?
- ❓ How are the different cultural groups in our community alike?
How are they different?

For “I Am Special” theme

- ❓ Why is it important to celebrate what makes us special?
- ❓ How are we alike?
- ❓ How are we different?

For “Celebrating Cultural Diversity and History” theme

- ❓ How do people express their cultural heritage?
- ❓ What does “cultural diversity” mean?
- ❓ Why is it important to celebrate the cultural diversity of our community?
- ❓ How does knowing about our history help us better understand our community?
- ❓ How does cultural diversity enrich our community?
- ❓ How do people in a community work together to solve disagreements?

REFLECTING ON WORKING TOGETHER

Students need time to reflect on their experience and progress throughout this unit. Have students respond to questions like these:

- 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?



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 tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities also allow you to assess students on a variety of subjects on a number of different levels. Each synthesis activity is followed by criteria for assessment.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, meet with each student to discuss the following questions:

- What did you learn from each Portfolio item you chose?
- Why are those ideas important?

Criteria for Assessment

Learning objectives are demonstrated if

- an explanation for selecting each item and its importance for learning is clearly conveyed;
- the student demonstrates an understanding of what makes people special or of various aspects of culture, such as symbols, traditions, history, and clothing;
- reflections are thoughtful and clearly communicated.

2. I AM SPECIAL INTERVIEW

Activity

Students can ask a member of the community to interview them about parades and what makes them special. With the help of an adult, a student can identify someone in the community to be the interviewer. This person could be a family member or a friend. The person will be conducting the interview and assessing the student's learning. The student should contact the person, explain the assignment to the interviewer, and set up the time for the interview. The interviewer should ask the following questions and record the student's responses:

1. What did you learn about what makes you and your classmates special?
2. What did you learn about working with others during the parade?
3. What was one of the problems that the parade planners had?
How was the problem solved?
4. What did you like best about the parade? Explain.
5. What did you like least about the parade? Explain.
6. How did the parade help people learn about others in the community?

Criteria for Assessment

Question 1 Students' responses should include specific statements about what makes them special.

Question 2 Students should be able to explain how people worked together using a specific example from the Storypath. Answers should reflect at least one of the following cooperative group skills: being positive, being a supportive and respectful listener, working to resolve conflicts, and doing a fair share of the work.

Question 3 Students should be able to identify a problem that arose during the Storypath and explain how the problem was solved.

Question 4 Students should identify what they liked best and support their choices with reasons.

Question 5 Students should identify what they least liked and support their choices with reasons.

Question 6 Responses should identify the parade's theme and its importance to the community.

3. CULTURAL DIVERSITY AND HISTORY: COMMUNITY COLLAGE/PICTURE

Activity

Students reflect on what they've learned by creating pictures or collages that reflect their community's cultural diversity and history. Students can draw or cut pictures from magazines that show

- people from a variety of cultural groups;
- cultural symbols;
- costumes of different cultures;
- food, toys, and musical instruments of different cultures;
- historical events important to the community;
- people engaged in activities or traditions that reflect culture.

Students can add other items that reflect culture and history to their collages, such as photos, pieces of fabric, stickers, and small flags. Then students can write or dictate two or three sentences that explain their pictures. Have students use their word banks as resources for their sentences. Remind students to organize their collage/picture by category, by making patterns, or in some other way.

Criteria for Assessment

Learning objectives are demonstrated if

- the collage/picture represents at least three different cultures;
- the collage/picture includes various aspects of culture and history;
- the collage/picture is well-organized and demonstrates careful preparation;
- students write or dictate two or three sentences explaining their pictures;
- students use the word bank as a resource for writing.

4. DISCUSS THE PARADE PROBLEM THROUGH PICTURES

Activity

Students can respond to the illustration in Content Slide Set 8. Give students time to analyze the illustration. Then you can discuss the illustration with each student or have each student write about the picture depending on the student's ability.

Have students use the illustration to respond to the following:

1. What is happening in the community?
2. What are some problems the parade is causing?
3. What are the possible solutions to these problems?
4. What might the parade planners do in the future so these problems don't happen again?

Criteria for Assessment

Question 1 The student identifies that a parade is happening and people are watching the parade. The student also may identify the problems associated with the parade.

Question 2 The student should be able to identify at least three problems from the illustration.

Question 3 The student should be able to share ideas about how to make the parade go more smoothly, including making rules for a parade, having police or volunteers to remind people about appropriate behavior, planning ahead so people could avoid driving in the area at the time of the parade, or anything else that is logical and realistic and based on the illustration.

Question 4 The student should be able to logically and realistically connect the problems to ways to prevent the problems in the future.



EXTENDING STUDENTS' EXPERIENCES

CREATING A BOOK

Students reflect on and extend their experience as parade planners by creating a guidebook about how to plan a parade (Option 1) or a descriptive book about their parade (Option 2).

Materials Chart paper, pencils
Art supplies, such as crayons, markers, and paints

Grouping Whole class

Schedule 1–2 hours

Option 1

Students create a book that includes information and tips about the following aspects of planning a parade:

- making a Float
- making Costumes
- planning the Parade Route
- promoting the Parade

Students may want to include other information as well, based on their experience planning a parade in this Storypath unit. Depending on their writing abilities, students can contribute their own writing to the book, or they can dictate their ideas to an adult or older student. Have students illustrate the guide or include photographs taken at their own parade, if available. The guide can be shared as a resource to other classrooms or school groups who want to plan a parade.

Option 2

Students create a book that describes their experiences during the Storypath. This activity will help students reflect on their experiences and reinforce their storytelling skills. Sections in the book might include the following:

- floats
- costumes
- music and/or Dance
- spectators

Have each student choose one aspect of the parade to write about. Once topics have been selected, students can write and illustrate descriptive sentences about their topics on large sheets of paper. Photographs of the parade can be incorporated as well. Then bind the sheets together and display the collaborative book in the classroom.

CONDUCTING AN INTERVIEW

Students compare and contrast their Storypath experience of planning a parade with the experiences of a professional parade planner.

Materials Chart paper, marker (for recording questions)

Grouping Whole class

Schedule 1–2 hours

Invite a parade organizer or someone who helps create parades to visit the classroom. Explain to students that they will be interviewing the parade planner. As a class, brainstorm a list of questions for the guest speaker prior to that person's arrival. Students should draw on their own Storypath experiences as they prepare questions. After the interview, have students compare the speaker's experiences with their own experiences planning a parade. If appropriate, students should write a class letter or individual letters thanking the guest for visiting the class and talking with them.

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3	Synthesis 4
History											
Identify examples of change and cause-and-effect relationships.	Identify historical events and people from our past who have shaped our culture and community.		●	●	●		●	●		●	
	Identify different ways in which people celebrate the past.		●	●	●		●				
Culture/Social Interaction											
Identify ways different groups, societies, and cultures address similar human needs and concerns.	Explore and describe similarities and differences among cultural groups.		●	●				●	●	●	
	Demonstrate understanding of how parades can positively serve the community and promote understanding among cultural groups.				●				●		
Cite ways in which language, stories, music, and artistic creations express culture and influence behavior.	Identify ways different groups express culture through language, stories, symbols, and historical traditions.	●	●					●	●	●	
	Identify ways different groups express culture through costume, music, and dance.			●				●	●	●	
	Identify ways different groups use symbols, music, dance, and artistic expression to show culture.						●	●	●	●	
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Demonstrate how parade planners can work together to solve problems.				●				●		●
	Explain how people affect the environment when conducting a parade.				●						
Describe the importance of cultural unity and diversity within and across cultures.	Describe the importance of cultural unity and diversity within a community.					●		●	●		
	Participate in activities that show the importance of appreciating unity and diversity within and across cultures.						●			●	
Social Skills											
Organize, plan, make decisions, and take action in group settings.	Organize, plan, make decisions, and take action in group settings to promote/prepare for the parade.	●			●		●				
	Plan and make decisions while creating floats with a partner or small group.		●								
	Plan and make decisions while creating parade participants and costumes with a partner or small group.			●							
Persuade, compromise, debate, and negotiate in the resolution of conflicts and problems.	Persuade and negotiate in the resolution of a parade route conflict.					●					
Work with others to decide on an appropriate course of action.	Work together to successfully conduct the parade.						●				

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3	Synthesis 4
Critical Thinking											
Organize ideas in new ways.	Organize ideas from family interviews and class discussion in new ways to create floats.		●					●			
	Organize ideas from discussion in new ways to create people for the parade.			●				●			
Define issues or problems and consider alternatives, and then make a decision based on evaluation of alternatives.	Consider and evaluate alternatives to make key decisions about the parade.	●				●			●		●
	Analyze the problem of promoting the parade and consider ways to solve the problem.				●			●	●		●
Civic Competence											
Identify and practice selected forms of civic discussion and participation.	Practice civic discussion and participation using a meeting format.	●				●					
Explain actions citizens can take to influence public policy decisions; recognize and evaluate the variety of formal and informal actions that influence and shape public policy.	Take actions to address and alleviate community concerns about the parade.					●					

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3	Synthesis 4
Reading Processes											
Key Ideas and Details 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.	Read to determine what the text says explicitly and to make logical inferences from it.					●	●				●
Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Determine central ideas or themes of a text and apply to the construction of the parade float.		●	●							●
Writing Processes											
Research to Build and Present Knowledge Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.	Gather information from interviews and other resources to create the float.		●								
Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write an invitation to inform families about the parade.		●								
	Write explanatory text to convey information about the parade.						●	●	●	●	●
Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Write to persuade people to come to the parade.				●						
	Write to respond to the problem and offer a solution.					●					

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3	Synthesis 4
Speaking and Listening Processes											
Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Participate in collaborative conversations.	●									
Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Recount key ideas and details.	●									
Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information such that listeners can follow.			●	●			●			
Vocabulary Acquisition and Use											
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.	Acquire and use accurately academic language related to the parade.	●	●	●	●	●	●	●	●	●	●

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- identifying main ideas and supporting details
- comparing and contrasting
- making connections
- understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete to developing readers. Language that will help you includes the following:

- “I think about what I already know when . . .”
- “When I look for the main idea, I . . .”
- “A clue that will help me is . . .”
- “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 the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

ADDITIONAL RESOURCES

LITERATURE

Easy

Baer, Gene. Illustrated by Lois Ehlert.

THUMP THUMP, Rat-A-Tat-Tat.

New York: Harper Trophy Reprint, 1991.

Vivid collages and rhythmic text capture the excitement of a parade and the sounds of a marching band. Fiction.

Braud, Alexis. *Parade.* London: Pelican, 2016.

A book for young children to introduce the concept of a parade.

Crews, Donald. *Parade.* New York: Harper Trophy Reprint, 1986.

A very simple and colorful book about a parade. Fiction.

Average

Copsey, Sue. *Students Just Like Me: Celebrations!*

New York: Dorling Kindersley, 1997.

Bright photographs and engaging text celebrate students from cultures around the world.

Hamanaka, Sheila. *All the Colors of the Earth.* New York: Harper Collins, 1999.

This book explores tolerance and diversity through captivating art and poetic text.

Sweet, Melissa. *Balloons over Broadway.* New York: Houghton Mifflin Harcourt, 2011.

The book describes the puppeteer of New York's Thanksgiving Day Parade and how he created the helium balloons for the parade.

MULTIMEDIA

The Web provides many examples of parades that you can share with your class.

PROFESSIONAL READING

Harrold, Robert. *Folk Costumes of the World.*

Cassell PLC, 1999.

Over 200 costumes in color, with descriptions relating each to its traditions, music, dance, and ritual.

STORYPATH®



The Parade

Celebrating Cultural Diversity



www.teachstorypath.com



Why do communities have parades?

The people who make up a community may come from many different cultures. Each cultural group has its own special traditions, food, and clothing. There are many ways to celebrate the different cultures in a community. Communities often have parades to celebrate cultural holidays and traditions.

What is one way to celebrate the different cultures in a community?

(main idea/supporting details)



▲ A family celebrates Kwanzaa.



▲ People in a parade celebrate Greek culture.



Communities also have parades to celebrate historical events—events that have happened in our past. Memorial Day, celebrated in May, is one such holiday. On this day, we remember the people who have died while serving in the military. We also celebrate our traditions. Traditions are cultural experiences that come from our past. For example on the Fourth of July, we are celebrating the founding of our nation. One of our traditions is to celebrate with American flags and fireworks.



◀ Military vehicle with American flags during Memorial Day Parade.



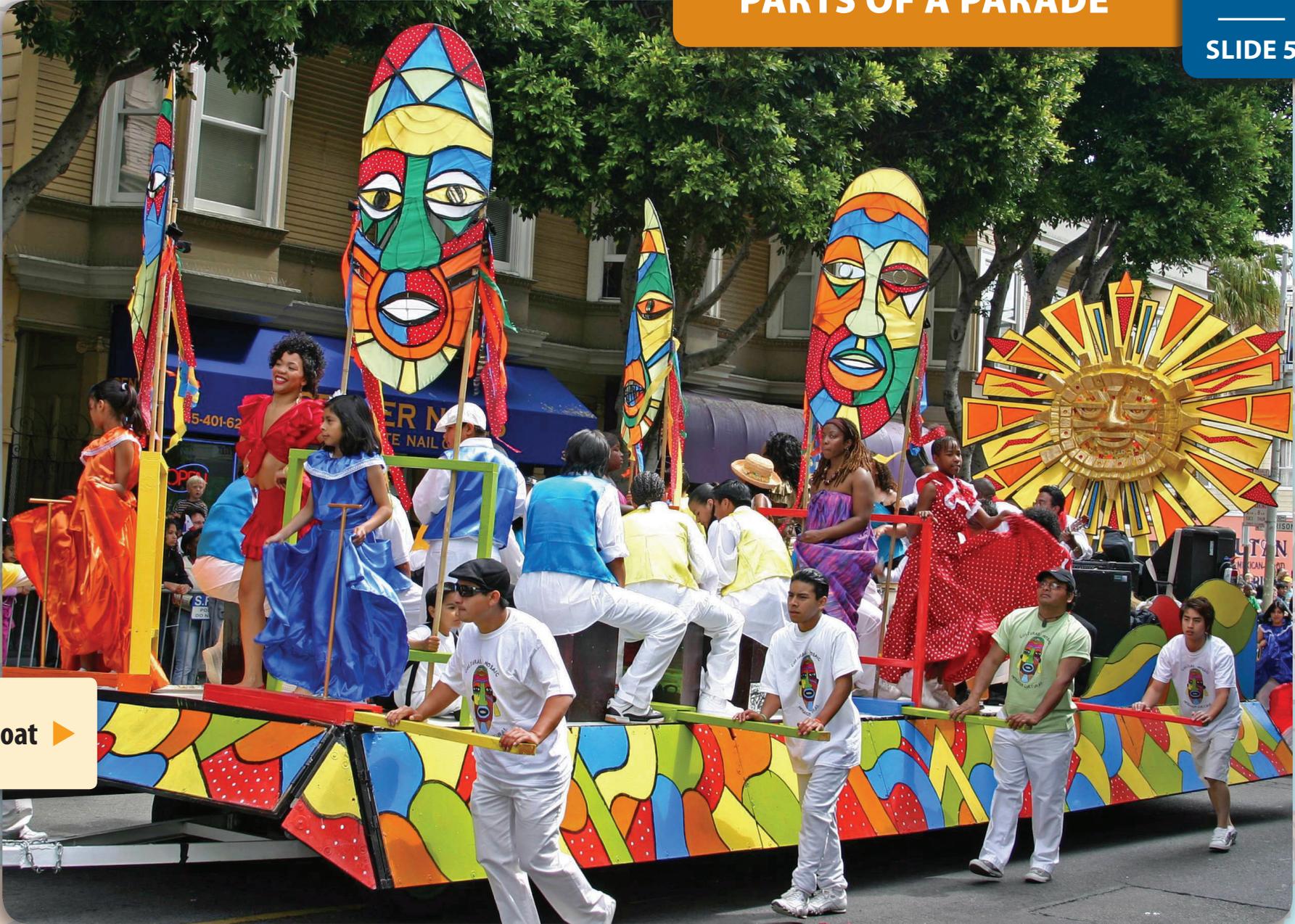
▲ These children are dressed in red, white, and blue—traditional colors from our flag. They are following the tradition by dressing in clothing that is like our American flag.

Are there historical events that you celebrate in your community? *(making connections)*



PARTS OF A PARADE

SET 1
SLIDE 5



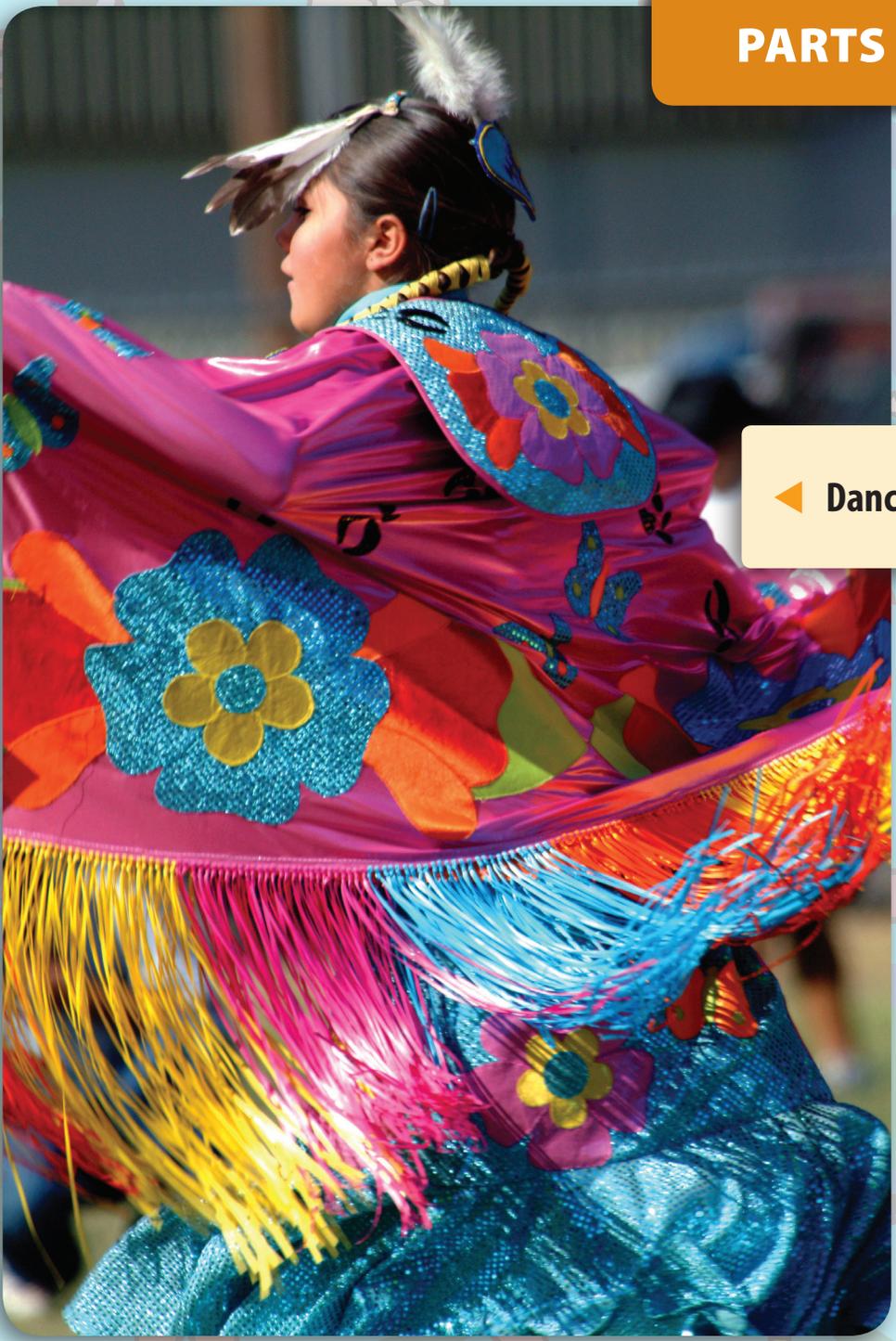
Float ▶



SET 1

SLIDE 6

PARTS OF A PARADE



◀ Dancers



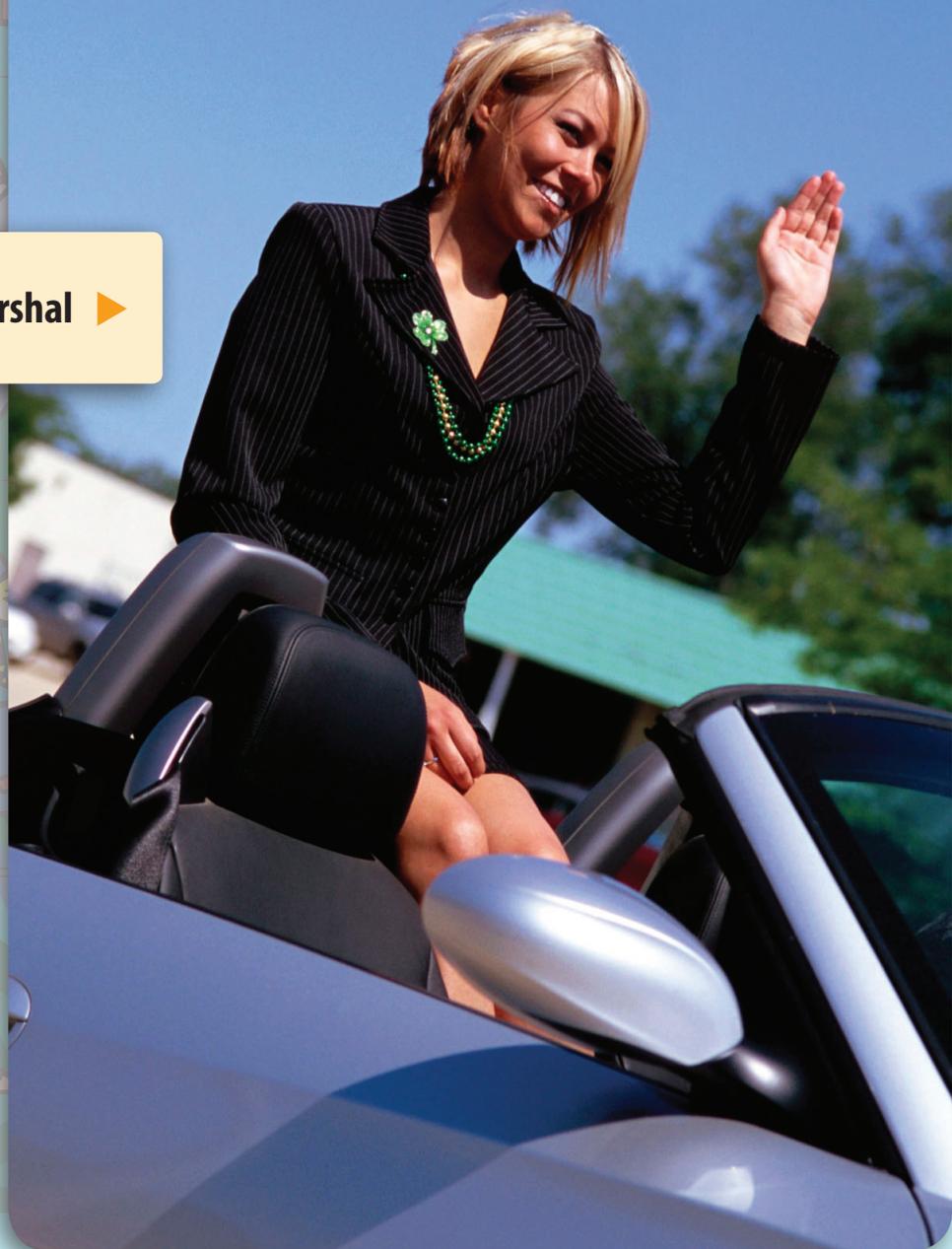


PARTS OF A PARADE

SET 1

SLIDE 7

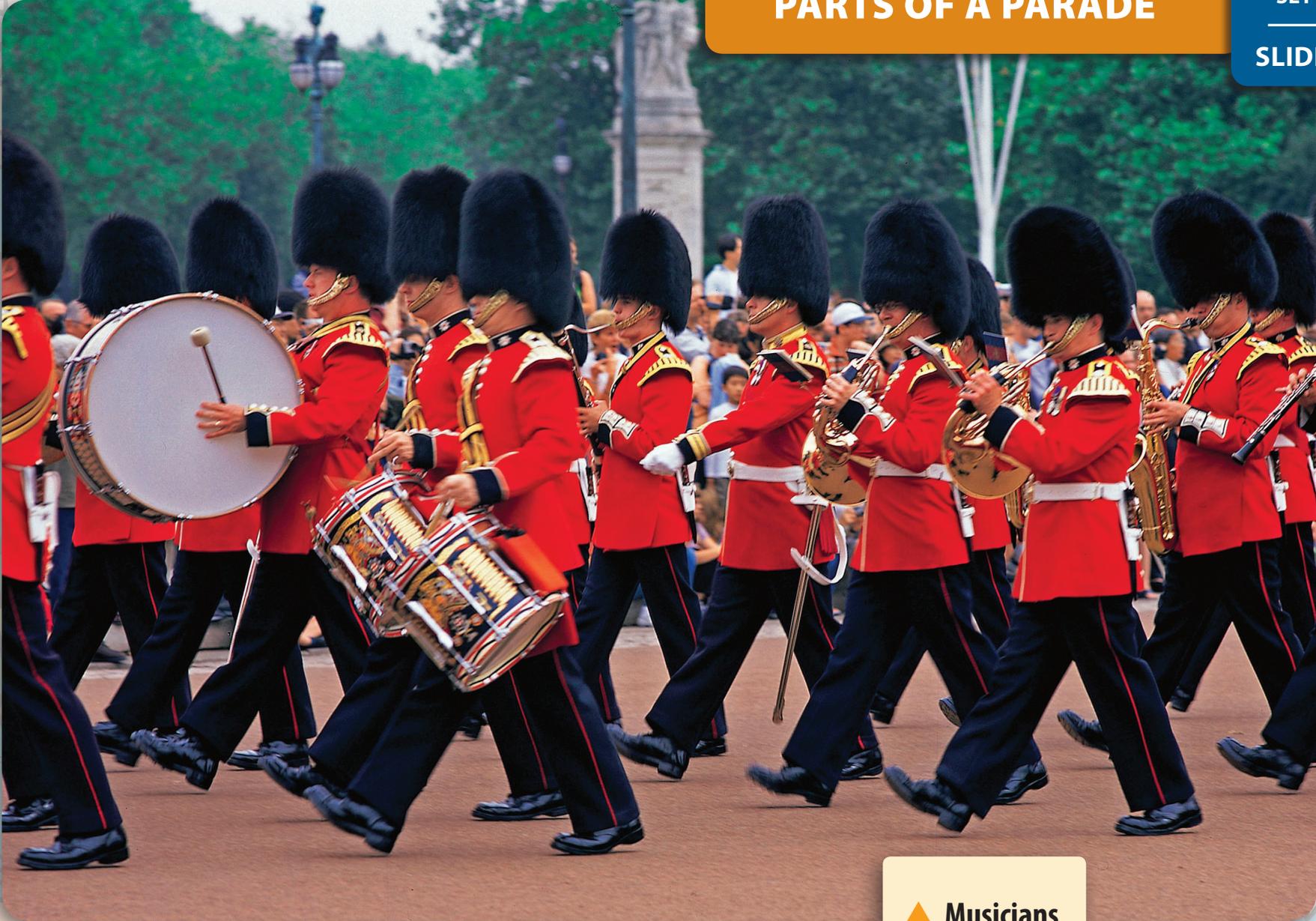
Grand Marshal ▶





PARTS OF A PARADE

SET 1
SLIDE 8



▲ Musicians



Describe the different parts of a parade. What else could be in a parade that is not pictured here?
(understanding visuals)



Who creates a parade?

People from the community work together to create a parade.



Cultural Parade



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

Why do people make parade posters?
(connecting, understanding visuals)

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



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



SET 2

SLIDE 4



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



Cultural Parade



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



What kinds of workers are needed to create a parade?
(main idea/supporting details)



What makes us special?

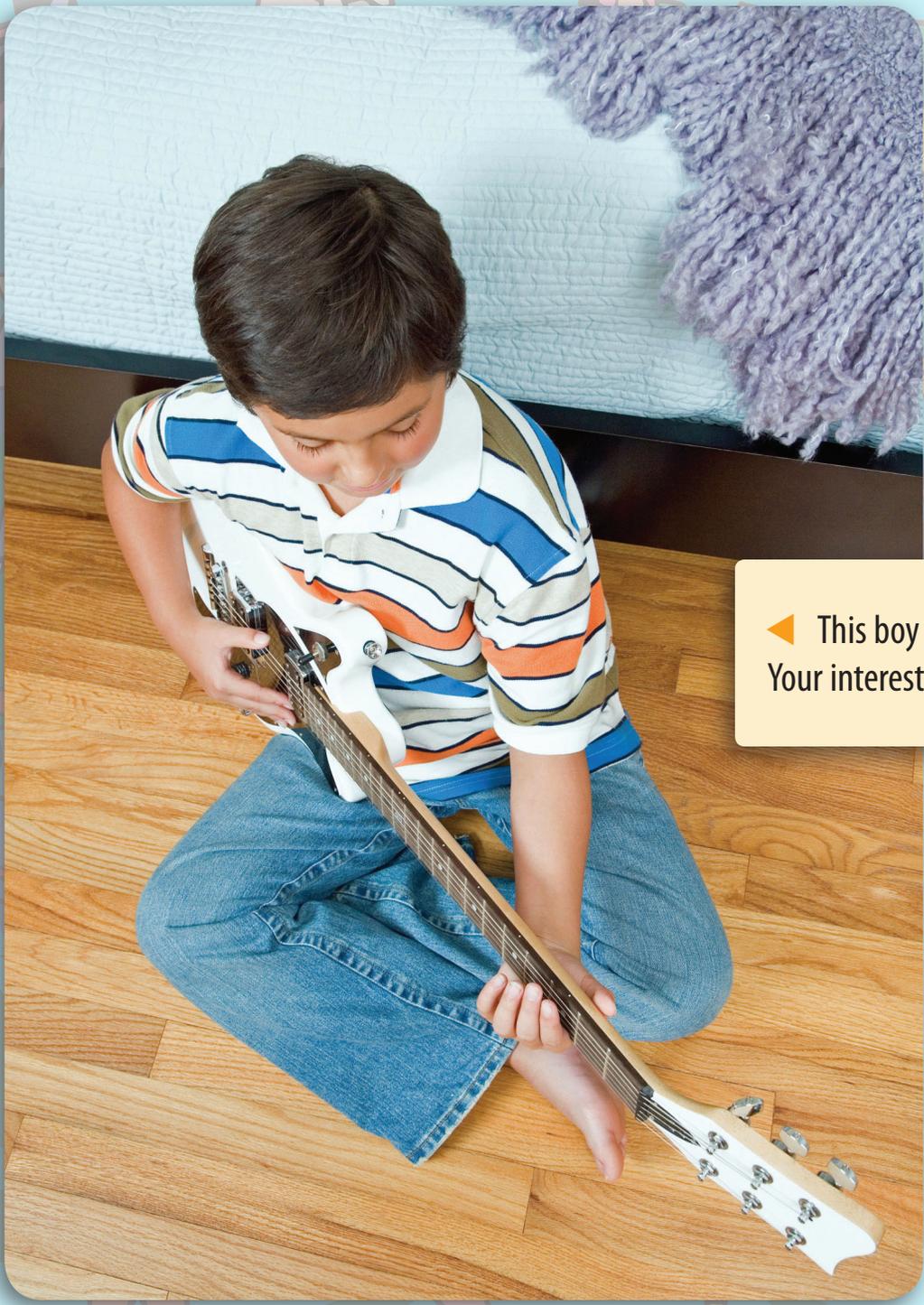
Each person is special in some way. Our families make us special. The activities we like to do make us special. Our beliefs and the holidays we celebrate make us who we are.

What holidays does your family celebrate? *(connecting)*



SET 3

SLIDE 2



◀ This boy likes to play guitar.
Your interests make you special.



SET 3

SLIDE 3

These children like
to play soccer. ▼





▲ Many families have favorite foods they enjoy together. This family says a prayer together before they begin their meal.



Culture

People express culture in many different ways. These are just some of the ways that people show how their culture is special:

Religion

People show their religious beliefs in different ways.

Clothing

The designs and styles of clothing might tell us about people's traditions.

Music and Dance

People from cultures all over the world enjoy music and dance.

Celebrations

People all over the world express their cultural heritage through celebrations.

Food

Each culture has its own special foods.

Art

People from many different cultures express their heritage and stories through art.

How do people express culture?

(main idea/supporting details)



History

Historical symbols and figures

Flags
George Washington

Parades tell about our history. We may celebrate special events such as the 4th of July. People wave the American flag and sometimes dress up like historical figures.



Music

Fife and drum band





Community Traditions

American Indians on horses

Mardi Gras

Folk dancers





Why do we have floats in a parade?

The work of planners, designers, builders, and painters all comes together in the beautiful floats we see in parades. Floats often tell a story, explore a theme, or teach us about a culture.



◀ This Japanese float celebrates the birth of a Japanese emperor. In Japan, the phoenix is a symbol of the imperial household.

What does this float tell you about the culture of Japan?

(understanding visuals, connecting)



People play instruments on this float. ▼





This float in the Portland, Oregon, parade has a trolley decorated with roses. Notice how people are dressed in historical costumes and celebrating an old time trolley.



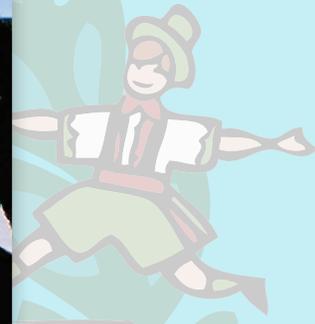
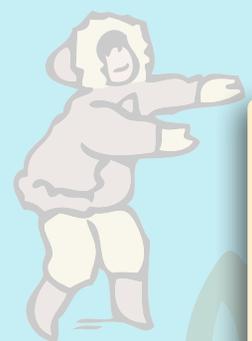


Why do people wear costumes in a parade?

People around the world wear special clothes for special events. The clothes or costumes people wear can tell you something about their culture. People in parades often wear costumes.



In Scotland, traditional skirts, called kilts, are worn by boys and men. The colors and pattern in a Scottish kilt tell about a family's heritage. ▼



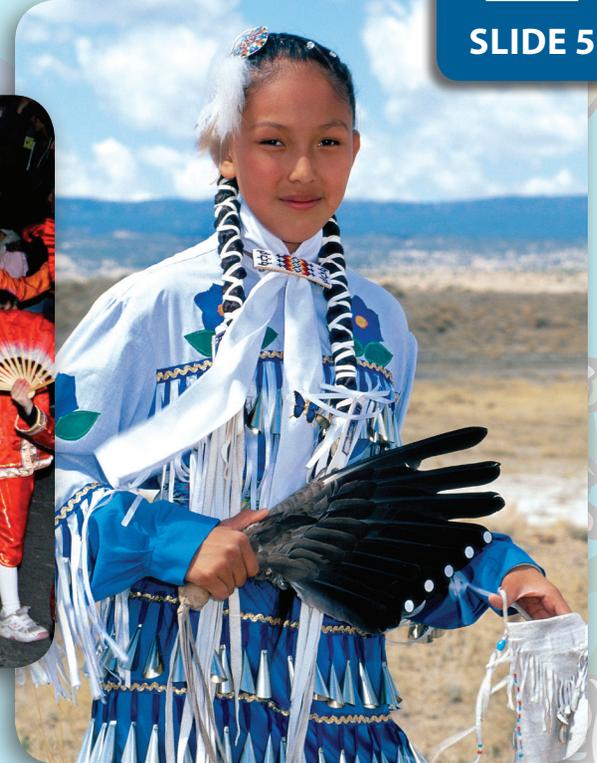


◀ This girl wears traditional clothing from her family's American Indian culture.





▲ Children in red costumes twirl fans in a Chinese New Year Parade.



What can you learn from the clothing these people are wearing?
(connecting, understanding visuals)



What do musicians and dancers do in a parade?

Japanese drummers beat large wooden drums in a parade.





These dancers perform a Mexican folk dance. ▶





◀ These dancers perform a traditional dance from Africa.



Many different kinds of musicians and dancers perform in parades. Music and dance are used to entertain, celebrate, and express culture. These musicians and dancers are celebrating their cultures.



Why are music and dancing important in a parade? *(main idea/supporting details)*

What kind of musical instrument would you want to play in a parade? *(connecting)*



How do people get ready for a parade?

To make sure the parade is a success, the planners and the people in the parade continue working right up until the parade starts. Parade participants must arrive early for the parade.

Why is it important for people to work together to plan a parade? *(connecting)*



▲ Parade members make sure their hair, makeup, and clothing are just right.



Tailors sew the colorful clothing for the parade. ▼





▲ Workers prepare the floats for the parade.



ASSESSMENT

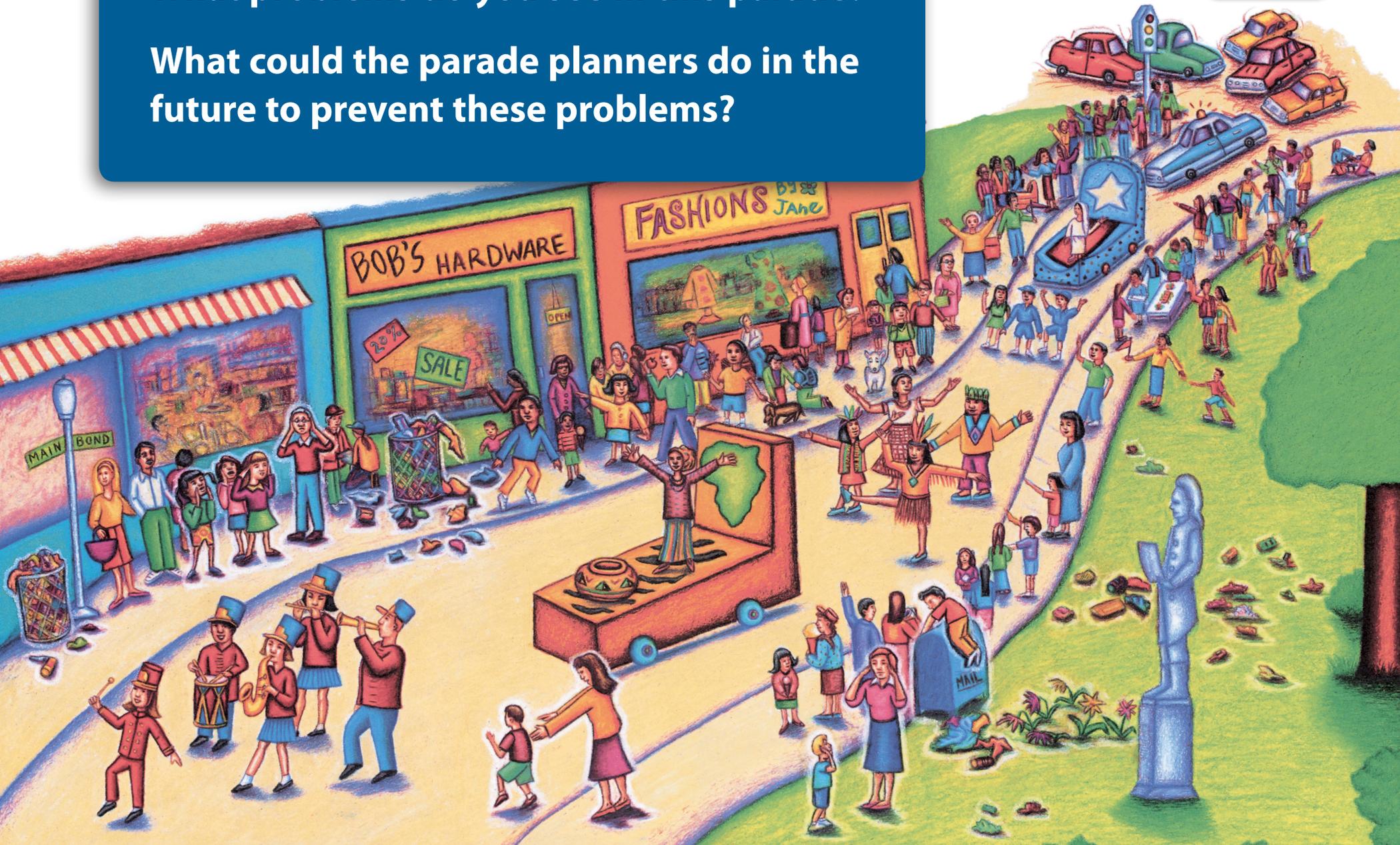


SET 8

SLIDE 1

What problems do you see in this parade?

What could the parade planners do in the future to prevent these problems?





The Parade

Celebrating Cultural Diversity

Reading Tips

Reading strategy	When do readers use the strategy?	How do I use it?
Main idea/ supporting details	Readers use it to find the big idea. Then they pick out facts and details that support it.	<ol style="list-style-type: none">1. Think about what you want to know.2. Think about what you <i>already</i> know.3. Read the text and think: "What is the 'big idea' here?"4. Look for information that seems important to the big idea. Some information is interesting but not important.
Comparing and contrasting	Readers use it to find information that tells 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 the first event or idea.4. For each item on the list, look for information about how the other idea is the same or different.
Connecting	Readers use it to understand new information by making connections with what they already know.	<ol style="list-style-type: none">1. When you come across new information that you want to remember, think about what you already know.2. Look for connections between the new information and what you already know from experience or reading.3. Think to yourself, "This is like . . ."
Understanding visuals	Readers use it to find important information presented in visual form, such as maps, diagrams, and photographs.	<ol style="list-style-type: none">1. Think about what you want to know.2. Think about what you <i>already</i> know.3. Look for information that explains the visual. For example, look at labels, captions, or map keys.4. Search for the specific information you want.