



State Studies

The Visitors' Center

Click below to open files:

Teacher's
Handbook

Teaching
Masters

Student
Portfolio

Content
Slides

Reading
Tips

This PDF contains bookmarks for easy navigation.
To access these, open the PDF in Adobe Reader.

Go to "View" in the menu bar. Go down to
"Navigation Panels." Select "Bookmarks."

ACKNOWLEDGMENTS

Class Test Sites

I am grateful to Venise Jones-Poole, Hawthorne Elementary School, Seattle, Washington, who allowed me to pilot this unit in her classroom. Her flexibility, enthusiasm, and support are greatly appreciated.

My thanks to the following teachers who piloted a version of this unit in their classrooms. I am grateful for their ideas and suggestions in the development of this unit.

Su Hickenbottom
Snohomish School District
Snohomish, Washington

Leslie Noson
Seattle School District
Seattle, Washington

Kerrie Foord
Cartwright Public School
New South Wales, Australia

—Margit E. McGuire

Storypath Advisory Panel

The Advisory Panel for the Storypath program reviewed and responded to every stage of this project's development. We sincerely thank the following Storypath advisors for their comments and recommendations:

Mark Basehart
Sweet Home Central School District
Amherst, New York

Ron Eydenberg
Revere Public Schools
Revere, Massachusetts

Marilyn Lindquist
Bloomington Public Schools
Bloomington, Minnesota

Maria Cabrera
Region II School District
Chicago, Illinois

Ginny Gollnick
Oneida Nation Elementary School
Oneida, Wisconsin

Paul J. Sanborn
Haverford Township School District
Haverford, Pennsylvania

Ann L. Coyne
Bay Village City School District
Westlake, Ohio

Su Hickenbottom
Snohomish School District
Snohomish, Washington

Jacqueline Shulik
Howard County Public School District
Ellicott, Maryland

Renko Dempster
Seattle School District
Seattle, Washington

Jane Humphreys
Cypress-Fairbanks School District
Houston, Texas

Karen Wyler
Fayette County School District
Peach Tree City, Georgia

Program Consultants: Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

Program Management: Morrison BookWorks LLC

Program Design: Herman Adler Design

STP550

978-1-56004-603-5

©2006 by Storypath

All rights reserved. Printed in U.S.A.

The purchase of this book entitles the individual teacher to reproduce copies for use in the classroom. The reproduction of any part for an entire school system or for commercial use is strictly prohibited. No form of this work may be reproduced or transmitted or recorded without written permission from the publisher.

Published by Storypath
10200 Jefferson Boulevard
P.O. Box 802
Culver City, California 90232-0802
1-800-421-4246
www.teachstorypath.com

Cover Photo:

Background: Frank Kovalchek, used under the Creative Commons Attribution 2.0 Generic license

State Studies

The Visitors' Center

by Margit E. McGuire, Ph.D.

Professor of Teacher Education, Seattle University

About Storypath	2
Episode 1 The Visitors' Center	14
Episode 2 Center Employees	19
Episode 3 The State Tourism Brochure	24
Episode 4 Trouble in the Workplace	32
Episode 5 The Ad Campaign	36
Episode 6 An Unexpected Event	40
Episode 7 Visitors' Center Celebration	43
Teaching Masters	46
Assessment	
Unit Questions for Review	52
Synthesis Activities	53
Extending Students' Experiences	56
Background Information	58
Objectives Overview	59
How to Conduct Reading Mini-Lessons	62
Additional Resources	63

ABOUT STORYPATH

THE STORYPATH STRATEGY

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

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

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

AN INQUIRY APPROACH

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

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

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

THE STORY STRUCTURE

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

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

Typical structure of a Storypath unit

CREATING THE SETTING

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

CREATING THE CHARACTERS

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

BUILDING CONTEXT

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

CRITICAL INCIDENTS

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

CONCLUDING EVENT

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

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

1

EPISODE

CREATING THE SETTING THE TOY COMPANY

INTRODUCING THE TOY COMPANY page 15

Students brainstorm about the various departments within a toy company.

Materials None

Grouping Whole class

Schedule Approximately 10 minutes

CREATING THE COMPANY FLOOR PLAN page 16

Students create a floor plan of their company, including all the various departments.

Materials Portfolio 1, *Floor Plan Guide*, p. 4
Portfolio 2, *Floor Plan Sketch*, p. 3

For the floor plan:

- bulletin board or wall space, about 6' wide x 4' high, covered with paper
- various colors of construction and tissue paper
- colored markers, crayons, glue or paste, masking tape, scissors, rulers
- optional graph paper
- other materials to add texture and interest, such as fabric, aluminum foil, yarn, wallpaper scraps, and so on

Grouping Small groups that will stay together throughout the unit

Schedule 1–2 hours divided over several days or in one session

CONCLUDING EPISODE 1 page 17

Students reflect on their experiences, create word banks, and decide on a name and a slogan for their toy company.

Materials Portfolio 3, *Word Bank*, p. 4
Portfolio 4, *Creating a Company Name and Slogan*, p. 7
Content Slide Sets 1 and 2
Markers and 1" x 3" index cards for class word bank
Pocket folders or sturdy paper to make folders (one per student)

Grouping Whole class and individually or in pairs

Schedule 1 hour

EPISODE OBJECTIVES

- Knowledge** For concepts of labor, specialization, and capital resources to explain how businesses function.
- Skills** **Visual Skills** Organize, plan, and create decisions while working in their role with group members.
- Social Skills** Generate an appropriate sense of action to complete the floor plan.
- Critical Thinking** Apply ideas in determining a name and a slogan for the company.
- Critical Thinking** Explain their floor plan decisions in a way that applies their ideas to the floor plan.
- Literacy** Use spoken, written, and visual language to develop understanding of companies in the marketplace.
- Literacy** Use a specialized vocabulary to understand and communicate concepts about the marketplace.

from the *Understanding the Marketplace* unit

INTRODUCING THE TOY COMPANY

Launch the unit

Explain to students that they will be creating a story about a toy company that will be designing new and very special toys for children. Discuss with students the elements of a story: setting (where and when the story takes place), characters (the people in the story), and plot (events that happen during the story). To give students a time frame for the story, estimate six to eight weeks and announce the date of the toy fair (Episode 6). Then explain there is much work to be done to prepare for the event. In this episode, students will create a floor plan of the company; this will be the place for their story. Explain that all companies need labor, people who do the jobs in the companies. Ask students what types of jobs might be found in a toy company. List their responses on the board. Some of their ideas might include:

- CEO (Chief Executive Officer) or boss
- secretary
- inventor
- accountant
- designer
- packager
- advertising specialist
- shipper
- subcontractor
- materials purchaser

Using their suggestions for jobs, help students organize the jobs into departments, such as design, production, advertising, sales, business/accounting, and shipping. Ask students where those departments might be located in the company. Lead them to list locations such as offices, a laboratory, a manufacturing plant, a design studio, and so on. As students discuss the various departments, lead them to understand that the company has specific departments because the many different jobs must be organized to make the company successful. This differentiation is called *specialization*.

Describe the setting

After students determine what departments will be included in their company, prompt them to think about where the departments will be located and what they will be like. You might use questions such as the following to start the discussion. Alter the questions to apply to your class's particular departments.

- What employees would work in the lab? In the office? In manufacturing? (Guide students to separate the jobs into departments. For example, designers might work in the lab, while accountants and customer service representatives could work in the office.)
- Would the company need capital resources? (Use will probably need to explain to students that capital resources are tools, equipment, machines, and other goods used to create products.)
- Businesses use money to invest in equipment. What kinds of equipment would be found in each department in the company? (Encourage

EPISODE OBJECTIVES

- Knowledge** For concepts of labor, specialization, and capital resources to explain how businesses function.
- Skills** **Visual Skills** Organize, plan, and create decisions while working in their role with group members.
- Social Skills** Generate an appropriate sense of action to complete the floor plan.
- Critical Thinking** Apply ideas in determining a name and a slogan for the company.
- Critical Thinking** Explain their floor plan decisions in a way that applies their ideas to the floor plan.
- Literacy** Use spoken, written, and visual language to develop understanding of companies in the marketplace.
- Literacy** Use a specialized vocabulary to understand and communicate concepts about the marketplace.

from the *Understanding the Marketplace* unit

Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

EPISODE 1
PORTFOLIO 1

DATE _____

FLOOR PLAN GUIDE

Work in your group to make your department for the floor plan.

- What department will your group create?
- List your ideas. In the first column, list each feature your department will include. In the second column, write why this feature is important to the department.

Department Features	Importance to Department

- On the next page, make a sketch of where each feature will be located on your floor plan. After you make your sketch, discuss with your group why features are located in certain places on the floor plan.
- Decide on the best ideas and make your department's floor plan. Make sure everyone has the opportunity to share. Decide who will do each task on the floor plan.
- Assess your work. Put a checkmark next to the things you did.
 - ☐ I offered ideas about the floor plan.
 - ☐ I listened to other people's ideas.
 - ☐ I asked questions when I didn't understand something.
 - ☐ I disagreed in a polite way.
 - ☐ I made positive comments to my group members.
 - ☐ I was willing to change my ideas to help the group.

4 PORTFOLIO
Understanding the Marketplace

from the *Understanding the Marketplace* unit

Assessment

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

EPISODE 1
PORTFOLIO 1

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multidimensional. They allow you to assess students on a variety of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 52–54 of this Handbook.

- 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, they should write at least one paragraph in response to the following questions:

 - List three important ideas from your Portfolio. Why are these ideas important?
 - What problems were encountered by or in the toy company? How did the company respond to these problems?
 - What have you learned about running a business?
 - What have you learned about designing new products?
 - What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment

Learning objectives were met if:

 - the portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business;
 - reflections are thoughtful, well organized, and clearly communicated;
 - appropriate writing conventions are used.
- 2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY**

Activity

Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip or a telephone conversation. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

47
Understanding the Marketplace

from the *Understanding the Marketplace* unit

STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 1
PORTFOLIO
4 DATE _____

CREATING A COMPANY NAME AND SLOGAN
Company Name

- Brainstorm at least three names for the company.

- Circle the name you like best.

Company Slogan

- Look at the criteria the class discussed for a company slogan.
- Look at the word bank for ideas for descriptive words.
- Draft a slogan. Say it quietly to yourself. How does it sound? Will it catch people's attention? Will the slogan be remembered?

- Edit the slogan.

Assessment: The company name is sensible and based on class discussion. The slogan uses striking adjectives that catch the reader's attention and provides information about the company. Clearly written and easy to remember. The modification of the research creates "logic." There is evidence that care was taken in choosing the slogan.

©2005 Storypath

EPISODE 4
PORTFOLIO
13 DATE _____

PRESENTING THE MARKETING PLAN
As a group, prepare a presentation of your marketing plan using the guidelines below.

- Make a list of three important ideas from your marketing plan.

- Share your ideas with the group and select the best ideas.
- Decide what each group member will share. Everyone should share something.
- Write down what you will share. Give reasons for your marketing ideas.

- Practice your presentation with your group. Give feedback to one of your group members on the practice introduction.

Presentation Skills	Great	Needs some work	Needs lots of work
You shared important information.			
You gave reasons for your marketing choices.			
The presentation was short and to the point.			
You were enthusiastic about your ideas.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

©2005 Storypath **PORTFOLIO**
Understanding the Marketplace **17**

from the *Understanding the Marketplace* unit

CONTENT SLIDE SETS

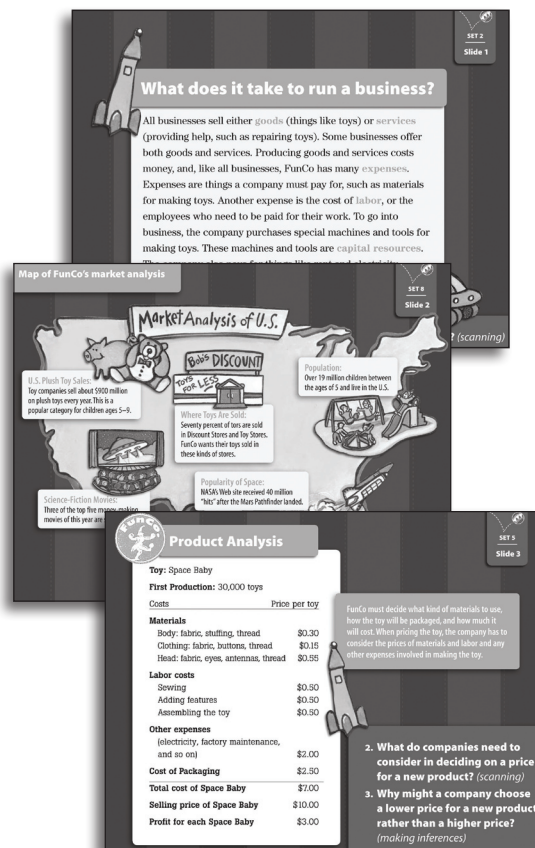
Each unit includes sets of Content Slides that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

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

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" 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.



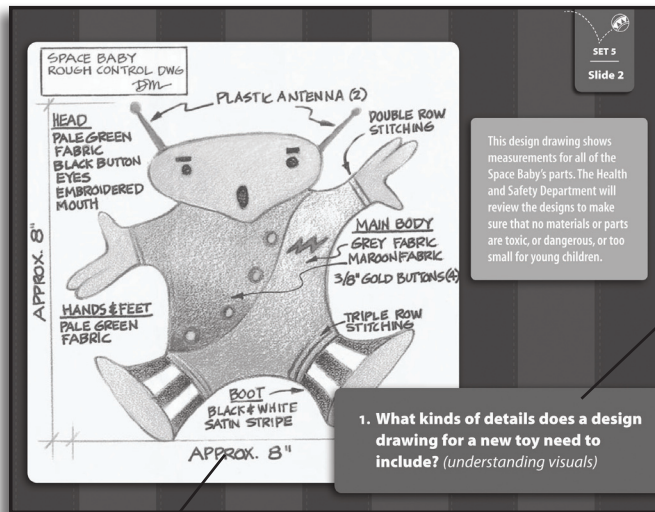
from the *Understanding the Marketplace* unit

LITERACY AND STORYPATH

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

Reading

Content Slide Sets present opportunities for students to engage in focused content reading. Students can read the slides independently or with a partner and listen as the partner reads.



from the *Understanding the Marketplace* unit

Comprehension


Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

 Understanding the Marketplace: The Toy Company		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Read the text and think: What is the "big idea" here? 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> 1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> 1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual forms such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

from the *Understanding the Marketplace* unit

Writing

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

EPISODE 3
PORTFOLIO
10

DATE _____

UNDERSTANDING OPPORTUNITY COST

In a toy company, inventors have to make choices about what toys to produce and how to make them. A company has limited resources. This means the toy inventors have to make choices. This happens every day in lots of ways. For example, if you have an allowance of \$5.00, you know that if you spend the money for a magazine, you can't spend it for a slice of pizza. You have to decide what is the most important way to spend the allowance. If you choose to buy the pizza, you give up the opportunity to buy the magazine. This is called **opportunity cost**.

In your group, you selected the best idea for the toy prototype. You know the company cannot produce every toy because this would cost the company too much money. Read Content Card 3. What choices did FunCo have to make?

1. What toy did FunCo choose to make?

2. Name one example of an opportunity cost FunCo might have had to consider.

3. What toy did you choose to make?

4. Name one example of an opportunity cost you had to consider.

This was your opportunity cost because you did not have the resources to do both. You had to make a choice.

12000 Storypath Understanding the Marketplace 13

from the *Understanding the Marketplace* unit

Speaking and Listening

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

EPISODE 3
PORTFOLIO
11

DATE _____

PRESENTING THE PROTOTYPE

As a group, prepare an introduction for your toy using the guidelines below.

1. List three important ideas about your toy. Be sure to include why someone would want to buy the toy.

2. Share your ideas with the group and select the best ideas.
3. Decide what each group member will share. Everyone should share something.
4. Write down what you will share. Keep your presentation short and to the point.

5. Practice your introduction with your group. Give feedback to one of your group members on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
Important information was shared.			
The presentation was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

14 PORTFOLIO Understanding the Marketplace 12000 Storypath

from the *Understanding the Marketplace* unit

Vocabulary Development

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

EPISODE 1
PORTFOLIO
3

DATE _____

WORD BANK

In the first column, list economic terms. In the second column, list jobs. In the third column, list interesting words that describe the toy company.

Economic Terms	Jobs	Describing Words

Assessment: Words are correctly categorized and relate to the setting.

6 PORTFOLIO Understanding the Marketplace 12000 Storypath

from the *Understanding the Marketplace* unit

Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on p. 62 of the Teacher's Handbook to conduct reading mini-lessons.

HOW TO CONDUCT READING MINI-LESSONS

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

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

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

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions on the Content 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 for developing readers. Language that will help you includes the following:
 - "I think about what I already know..."
 - "When I look for the main idea, I..."
 - "Here is a clue that will help me..."
 - "That makes me think..."
3. **Guide students to apply these steps as they read during the unit.** Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
4. **Assess students' progress.** Students' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

Understanding the Marketplace 55

from the *Understanding the Marketplace* unit

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 back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native 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 anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 3
PORTFOLIO
7

DATE _____

ORGANIZATION CHART
Use the chart below to keep track of the tasks your group completes while you design and create your toy.

Task	Group Member(s) Responsible	Scheduled Date	Date Completed
Brainstorm toy ideas.			
Choose the best idea.			
Create a sketch of the idea.			
Meet with other group(s) for feedback.			
Construct prototype.			
Prepare and practice presentation.			
Give presentation.			
Redesign, if necessary.			

Assessment: The chart is completed including the scheduled date.

10 **PORTFOLIO**
Understanding the Marketplace

©2005 Storypath

from the *Understanding the Marketplace* unit

DESIGNING AND CREATING TOYS

ELL Sketch the designs
Before students create prototypes of toys, they will need to carefully plan them in advance. Structure the designing activity based on the needs of your students. The following is one way you might organize their work. Portfolio page 10, "Organization Chart," can help students keep track of the various steps in the process.

Step 1 Have students assemble in their work groups.

Step 2 Before starting work, students could discuss skills for working in groups. Use the Social Skills Teaching Master on TH page 45. Discuss the skills and provide specific examples from the classroom setting.

- Be a good listener.
- Encourage others to participate.
- Do your fair share of the work.
- Work to resolve conflicts in the group.

Step 3 Students can work in their groups to brainstorm ideas for toys. Each group should compile a list, sketch ideas on Portfolio page 11, and then come to an agreement as to the idea the members like best. Remind them to use the criteria they outlined to help them select their best idea.

Step 4 After each group has selected its best idea, group members should make a detailed sketch of the toy on a large sheet of graph paper.

Step 5 Once the sketches have been finished, groups should conduct market research to receive feedback on their designs. You might model some questions, such as "What materials will be used to make this toy? How expensive will they be? These parts look like they could come off—how will you make this safer for young children?" On Portfolio page 12, have each group list questions to ask about the prototypes to help guide their inquiry.

ELL Make the toys
Once groups have completed their designs and received feedback from classmates, each group should make a prototype of its toy. Refer students to Content Slide Sets 4 and 5 to help them understand the process of designing a toy and creating a prototype. The more variety in art and craft materials you provide, the more interesting the prototypes will be. Students may find that they will need to modify their toys once the construction process begins. As much as possible, let students solve their own construction problems. This will help them feel more ownership over their prototypes while also teaching them elements of design and construction.

TEACHING MASTER
TS

CONNECT
Technology
If your classroom has the computer technology, encourage students to use design programs to plan their prototypes.

CONNECT
Science and Visual Arts
The prototypes will give students the chance to practice an important skill: the construction of models.
Suggest that students create charts showing each step in the construction process of their prototypes.

THE LEARNING PROCESS
Social skills are developed as students work through the construction process. Additionally, the construction process develops planning and organizational skills, "trial and error," communication skills, and problem solving.

CONTENT SLIDE SETS
4
5

PORTFOLIO
7

PORTFOLIO
8

PORTFOLIO
9

26 **EPISODE 3**
Understanding the Marketplace

from the *Understanding the Marketplace* unit

Self-Assessment

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

EPISODE 6
PORTFOLIO
16

SKETCH YOUR DISPLAY.
On a sheet of paper, sketch where you will place the information on the display. Check off each of the following as you add it to your display:

- ☐ a title
- ☐ the name of the toy
- ☐ written information about the toy
- ☐ visuals with titles and captions

ASSESS YOUR ROUGH SKETCH.
Answer these questions, making changes to your display sketch if necessary.

- Does the display attract attention?
- Is the layout simple and uncluttered?
- What is the message conveyed about the toy? Is the message clear?
- How will your display persuade people to buy your toy?

MAKE THE DISPLAY.
Follow your sketch and your answers to the above assessment questions to make your display. Pencil in where you will place your information and your visuals before you glue them onto your display.

Assessment: The display attracts attention and is well organized. It provides clear and important information about the toy and uses persuasive techniques to encourage buyers to purchase the toy.

©2005 Storypath **PORTFOLIO**
Understanding the Marketplace **21**

from the *Understanding the Marketplace* unit

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.

TEACHING MASTER
T5 Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS
Social skills are an important part of working for a company. Use the chart below to rate your group skills.

EPISODE: _____
Describe the group situation or event: _____

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together: _____

One thing our group needs work on: _____

One thing I really did well: _____

One thing I could do better: _____

©2005 Storypath **TEACHING MASTER**
Understanding the Marketplace **45**

from the *Understanding the Marketplace* unit

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 TOY COMPANY
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.

- ❶ What human resources (labor) were needed in the toy company? Capital resources? Natural resources?
- ❷ What qualifications and personality traits do people need in order to work in a toy company?
- ❸ How do workers in a business depend upon one another?
- ❹ What considerations have to be made when new products are being developed?
- ❺ What opportunity costs are considered when creating new toys?
- ❻ What responsibilities do businesses have to their customers, for example in terms of product safety? What responsibilities do businesses have to the environment or to the common good?
- ❼ What types of decisions go into making marketing plans?
- ❽ What methods can citizens in a democratic society use to respond to controversial topics in the workplace?

46 **Understanding the Marketplace**

from the *Understanding the Marketplace* unit

SYNTHESIS ACTIVITIES
The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for the variances in students' abilities as learners. These activities allow you to assess students on a variety of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 52–54 of this Handbook.

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, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What problems were encountered by or in the toy company? How did the company respond to these problems?
- What have you learned about running a business?
- What have you learned about designing new products?
- What skills do you believe improved as a result of this unit? Explain why.

Criteria for Assessment
Learning objectives were met if

- the portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY

Activity
Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip or a telephone conversation. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

Understanding the Marketplace **47**

from the *Understanding the Marketplace* unit

PLANNING THE UNIT

STATE STUDIES: THE VISITORS' CENTER

MAKE KEY DECISIONS

Select a Focus for the Visitors' Center. This unit is structured so that you can focus the topic of study on your own curriculum needs. While the unit's focus is the study of your state, you could have the visitors' center specialize in tourism in other states or regions of the world. You will see that the unit easily adapts to your special needs.

Make Space for the Storypath. You will want to have adequate wall space to make the frieze of the setting for the visitors' center as well as space to display the figures of the center employees. Sometimes teachers are tempted to put the frieze and the figures in the hallway outside of the classroom; it is important, however, to have the visual stimuli where students can easily refer to them throughout the Storypath.

Identify Resources. A key feature of this Storypath is the research that students conduct about their state. You may want to assemble a variety of resources to simplify this process, or you may want students to be involved in identifying and locating resources on their own. Regional magazines and other similar resources are useful, as are resources found on the Internet. Use current events to develop the Storypath. In Episode 6, for example, students learn to evaluate an unexpected problem and decide on a course of action. You can use a real example from the news and adapt it for your Storypath or create a fictional event.

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 each other's ideas.

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 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 to meet your curriculum needs.

Many of the tourism examples presented in this Storypath are related to Washington, D.C. Although Washington, D.C., is not a state, it is a location that may be familiar to many students. Whenever possible, you will want to expose students to tourism concepts related to their own state.

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

Connect to the World of Work. This Storypath sets a context for students to examine the roles of workers in a business—employee relations, the role of advertising, community service, and the importance of knowledge and skills learned in school and used in the workplace. You can decide which aspects of the workplace should be expanded on in your classroom.

Learn Through Community Service. If you decide to use a current event in Episode 6, such as a natural disaster, students can actually be involved in collecting blankets, clothes, and/or food for the victims. These real-life experiences provide students with the opportunity to apply and extend their learning from the Storypath. Allow enough time for this level of involvement.

Use Current Events. There are times when students will role-play as employees in this unit to understand a particular viewpoint. At other times, students will reflect on the events of this unit out of role so that situations can be examined and understood from the students' own perspectives. These are opportune times to help students connect their experiences to current events in the news. Frequently, similar situations—businesses needing to advertise, trouble in the workplace, and stories about community service—are in the news, and discussing problems extends students' understanding to real communities and ultimately makes the Storypath experience more powerful. Watch for other current events that can be woven into the Storypath. For example, an economic downturn in a particular region of the state, a natural disaster, or some other unforeseen event could impact the visitors' center that students create while providing more meaning for both the Storypath and events in the news.

INVOLVE OTHERS

Involve Families. Students frequently discuss their Storypath experiences at home. They are usually eager to talk about the visitors' center they have created. Ask family members to participate in discussions about working in a business and offer experiences or knowledge about places students are studying.

In Episode 7, students celebrate the success of the visitors' center. This is an ideal time to invite families. Students can write invitations to their celebration, and families can participate in the event.

Use Experts. Once they have begun their research about their state, students will be interested in finding out more. People who have expert knowledge about these places can be valuable resources. PowerPoint presentations and videos can be useful resources but should be shared only after students are invested in the research and have a need to know.

Visit a Visitors' Center. Once students have experienced their own visitors' center Storypath, a visit to a local visitors' center is an ideal culminating activity. Another option is to invite a tourism professional to visit the classroom. These kinds of activities allow students to knowledgeably compare and contrast the two experiences and make for a powerful learning experience.

CREATING THE SETTING

THE VISITORS' CENTER

INTRODUCING THE VISITORS' CENTER

page 15

Students discuss the purpose of a visitors' center and brainstorm possible settings and details for a center of their own.

Materials	Content Slide Set 1
Grouping	Whole class
Schedule	Approximately 45 minutes

CREATING THE VISITORS' CENTER

page 15

Students create a frieze of the visitors' center.

Materials	Optional: Teaching Master 6, <i>Self-Assessment: Social Skills</i> , TH p. 51 Portfolio 1, <i>Frieze Guide</i> , p. 4 Content Slide Set 1 For the frieze: <ul style="list-style-type: none"> ■ a large bulletin board or wall space, approximately 6' wide and 4' high, covered with white butcher paper ■ various colors of construction and tissue paper ■ colored markers, crayons, glue, paste, scissors ■ textured materials such as fabric, aluminum foil, yarn, cotton balls
Grouping	Three groups—one for each section of the frieze
Schedule	1–2 hours. The time can be divided over several days, but students will probably want to complete the frieze in one session.

CONCLUDING EPISODE 1

page 17

Students reflect on the experience, make a word bank, and devise a name and slogans for the visitors' center.

Materials	Portfolio 2, <i>Creating a State Tourism Slogan</i> , p. 5 For the class word banks: thick markers and newsprint, one set for each group For the slogans: newsprint and markers for pairs or individual students Pocket folders or sturdy paper to make Portfolio folders (one per student)
Grouping	Small groups for word banks; individually or in pairs on the slogans; entire class to reflect on episode.
Schedule	1–1 1/2 hours

EPISODE OBJECTIVES



- **Social Skills** *Plan and make decisions while creating a frieze with group members.*
- **Social Skills** *Determine an appropriate course of action to complete the frieze.*
- **Critical Thinking** *Organize ideas from class discussion in new ways, applying those ideas to the frieze.*
- **Economics** *Use concepts of advertising to develop appropriate slogans for state tourism.*
- **Literacy** *Write a slogan for state tourism.*

INTRODUCING THE VISITORS' CENTER

LITERACY

Vocabulary

- culture
- landmark
- monument
- tourism

CUSTOMIZE

ELL In whole class discussions, allow ELL students to

- contribute words, phrases, or simple sentences;
- share first in pairs, then with the whole group;
- use visuals to make concepts more appealing;
- share their prior knowledge related to the topic;
- draw or write their ideas.



CONTENT
SLIDE SET

1

Launch the unit

Explain to students that they will be creating a story about a visitors' center. Introduce the idea that the visitors' center specializes in *tourism* in their state. Review with them the elements of a story: characters (the people in the story), setting (where the story takes place), and plot (the critical incidents in the story). In this episode, students will create the setting for the story—the visitors' center and its surrounding environment.

Activate prior knowledge about visitors' centers

Before students create the visitors' center, they will need to understand the function of a visitors' center and consider various locations where a visitors' center might be located. Use questions like the following to build students' understanding.

- ❓ What is the purpose of a visitors' center? (*Guide students to understand that people go to visitors' centers to gain more information about various locations and tourist attractions to which they are traveling.*)
- ❓ What do visitors' center employees do? (*The employees provide information about specific tourism topics such as state history, recreational activities, and arts and culture.*)
- ❓ Why do people need the services of a visitors' center? (*Students may suggest that most people do not have the specialized information that is available at a visitors' center. Also, if people are unfamiliar with state tourism opportunities, center employees can provide important information.*)
- ❓ Where might a visitors' center be located in our state? (*Possibilities may include near a state park or recreation center, a museum or shopping area, or a landmark or monument.*)

As students discuss these questions, list their responses on the board to be used as references during the frieze making. If necessary, refer students to Content Slide Set 1 for examples of state tourism.

AUTHOR NOTE

Student Knowledge

Students will likely rely on their own experiences for suggesting locations. After they've brainstormed a list of locations, have them consider advantages and disadvantages of each location. Guide the discussion so students understand that visitors' centers locate in places that are convenient for tourists.

CREATING THE VISITORS' CENTER

AUTHOR NOTE

Brainstorming Details

Students don't have to recreate an actual location in your community but can draw from images of familiar places. For example, if the visitors' center will be located near a museum, they need to think about what other buildings will be nearby.

Choose details for the setting

Once students have completed brainstorming the various locations of visitors' centers in their own state, have them make a final choice. When they have identified the location, students should consider other features of the location and make a list of those features.

Use probing questions like the following to help students develop more details for the setting:

- What features will appear on the front of the buildings?
- What signs (if any) will appear on the buildings?
- What other features would appear on the street?
- What landscaping features (such as trees, flowers, and shrubs) might be in this setting?

AUTHOR NOTE

Learning Process

The frieze students make of the setting provides a common, concrete starting point for the story. Ownership is established when students contribute their ideas to the construction of the setting, and students become motivated to invest in the story's development.

- What natural features might appear in this setting (such as mountains in the background)?
- Are there any landmarks (such as a well-known building, a water tower, a radio tower) that might be in the setting?
- What might be seen in the background? (Depending on the setting, shops, buildings, or geographical features might appear in the background.)

Make a list of students' ideas so students can refer to them as they construct the frieze.

AUTHOR NOTE

The Frieze

One group of students located their visitors' center in downtown Seattle. They made a list of businesses that could be on the same block, which included a restaurant, a recreation store, and a travel agency. In the midground, tall buildings were added, including the Space Needle. Puget Sound and the Olympic Mountains appeared in the background.

Organize the frieze

Explain to students that they will create the setting that they described by using a variety of art materials. Arrange students in three groups to handle the following sections of the frieze: the background, the midsection, and the foreground. Using two small groups of three or four students each for the background and midsection is recommended, with the remaining students creating the foreground. Students could be assigned storefronts with each student creating one of the businesses.

Show students where each group will make its section of the frieze. You might outline each section to make the process go more smoothly. The group working on the background will need to make its section before the rest of the frieze is added. For the foreground, students can decide on a specific building or feature to make for the frieze.

Before students begin working in their groups, determine a strategy for the groups to work together. Group members will have to plan and negotiate the following:

- What to include in their section of the frieze
- The size of buildings or geographical features
- Where to place the various buildings and geographical features
- Who is responsible for each of the buildings and features on the frieze

Portfolio page 4, "Frieze Guide," provides both a structure for completing the work and tips for working together.

Guide students' work

Once students begin working, restrict your role to asking questions about the various tasks in which students are engaged and reinforcing and extending their learning. Students need to believe that they have ownership of their setting and can make decisions about where to locate the various features. If students have difficulty executing tasks or resolving issues in their groups, use those situations as opportunities to teach and strengthen group social skills. You can use the Teaching Master 6, "Self Assessment: Social Skills," TH page 51 to help assess students' development of these skills.

PORTFOLIO

1



TEACHING MASTER

T6

CONNECT

Mathematics

Before the groups begin work, discuss proportion and scale. You can provide a model for the size of a building or tree in the foreground of the frieze. If students are making storefronts, they can work on approximately the same size sheets of construction paper to make their buildings.

AUTHOR NOTE

Pacing

Set a time limit for creating the frieze, otherwise students may want to continue working for a long time. They can add to their setting when extra time permits.

CONNECT

Creative Arts

Suggest various design techniques for specific features. For example, torn paper works well for making geographical features such as hills, and various colors such as gray, lavender, and pink can be used for hills in the distance. Encourage students to use a variety of techniques to add interest to the frieze.

CONCLUDING EPISODE 1

Discuss students' experiences

Initiate a discussion about the completed frieze. Because the frieze reflects collective work, this is a good opportunity to discuss the social interaction and cooperative learning that took place in order to create the frieze. Use questions like these to initiate the discussion:

- What are some of the advantages and disadvantages in placing the visitors' center in this location?
- What makes this place special?
- What might attract people to this particular visitors' center?
- What did you learn from making the frieze?
- What do you like best about your frieze?

CUSTOMIZE

ELL Encourage students to illustrate the vocabulary words or cut and paste magazine pictures that illustrate them.

AUTHOR NOTE

Choosing a Name

Choosing a name could go rather quickly or take a lot of time depending on the range of possibilities suggested. It is critical that students feel a sense of ownership for the Storypath, so you'll want to be sure that students have control over the process—perhaps they can vote on it.

PORTFOLIO

2



ELL Create word banks

Organize students into groups of three or four. Ask groups to generate lists of words that describe the frieze and visitors' center, keeping in mind the visitors' center's specialization of tourism in your state. Have students use thick markers and sheets of newsprint so the lists can be posted near the frieze. During the course of the unit, encourage groups to add to their portfolio word banks.

Create a name and slogans for the visitors' center

Ask students, "How do organizations decide on a name? What are some of the names of businesses and organizations in our community?" After they have listed names, ask students to group them into categories such as business owners' names, catchy titles, and names that identify the product. Have students discuss possible names for the visitors' center. As a class, choose a name for the visitors' center.

Once students have chosen a name, ask them to recall slogans they know about various products. Write their examples on the board. Ask them to think about what makes a good slogan, and write their ideas on the board. Once a set of criteria has been established, students should focus on the role of state tourism. Using the word banks and ideas from the discussion, individual students or pairs can each write a slogan for tourism in their state on Portfolio page 5, "Creating a State Tourism Slogan." Have the students present and discuss the slogans and display them next to the frieze. In Episode 5, one of the slogans may be selected for the advertising campaign.

LITERACY

Word Bank

In optional activities for using the word bank, students can

- define and discuss words on the list;
- use the words to create phrases about the places;
- use the words to ask questions or make statements;
- use the words in a spelling list.

ELL Add non-English words to the list if some students know other languages.



ASSESSMENT

ASSESS: State tourism slogan

- uses striking words and phrases that catch the reader's attention;
- provides information about tourism;
- includes lively verbs to add interest;
- includes modifiers of the nouns that create "color";
- shows evidence that care was taken in choosing words to create the slogan.

Create Portfolio folders

When students complete their state slogans, have each of them make a folder with a pocket or distribute ready-made pocket folders to each student. At the end of the Storypath, the folders can be used to hold students' figures and other products that demonstrate their learning.

CUSTOMIZE

Using Technology

Students with access to computer print programs may want to print their slogans as banners, complete with custom lettering and accompanying graphics.

CREATING THE CHARACTERS

CENTER EMPLOYEES

2

EPISODE

DESCRIBING THE CENTER EMPLOYEES

page 20

Students discuss the traits and responsibilities of successful, qualified center employees.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes

CREATING THE CENTER EMPLOYEES

page 21

Students create themselves as center employees and prepare for job interviews.

Materials Teaching Master 1, *Employment Application*, TH p. 46
Portfolio 3, *Making a Visitors' Center Employee*, p. 6
Content Slide Sets 2–4

For the center employee portraits:

- various colors of construction paper including “skin colors”
- markers, crayons, glue, scissors
- craft materials such as paper doilies, ribbon, lace, buttons, cotton balls, fabric
- optional: yarn and/or wool fiber for hair

Grouping Students work individually to create themselves as center employees.

Schedule 2 hours. The time can be divided over several days, with one day devoted to making the center employee portraits and one day devoted to completing the Employment Applications.

CONCLUDING EPISODE 2

page 22

Students undergo interviews, introduce themselves as center employees, and reflect on their experiences.

Materials Optional: Teaching Master 2, *Prepare for Your Job Interview*, TH p. 47
Teaching Master 3, *Employment Letter*, TH p. 48
Optional, for special topics: cards, markers

Grouping Pairs of students for interviews, whole class for the introductions.

Schedule Approximately 2 hours.

EPISODE OBJECTIVES



- **Social Skills** *Organize, plan, and make decisions while creating roles.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to create a worker for the visitors' center.*
- **Literacy** *Write an Employment Application that describes skills, characteristics, and experiences.*

DESCRIBING THE CENTER EMPLOYEES

CUSTOMIZE

Management Tip

Decide on the type of portraits you want students to create before you begin this episode. “Paper-doll” type, full-size figures are suggested here, but students could create life-size figures based on their own outlines or just the head and shoulders of the figures.

Launch the episode

Introduce this episode by asking, “Who are the people who work in visitors’ centers?” Although students may or may not suggest support staff such as secretaries, receptionists, and so on, they should identify employees who are experts in state tourism. Explain to students that in this episode they are going to create state tourism experts who will work in the visitors’ center they have created. Students will imagine themselves as adults applying to work in a visitors’ center, blending what is true about themselves and what they imagine about themselves as adults.

Activate prior knowledge about the workplace

Begin a discussion about center employees by asking students what qualities and skills people need to be successful while working in a visitors’ center. Use probing questions such as the following to deepen students’ understanding:

- ❓ What do you need to know to work in a visitors’ center? (*Students might suggest that employees need to know specialized information about places to visit and things to do in their state.*)
- ❓ What skills do you need to have to work in a visitors’ center? (*Students should identify such skills as proficiency in using computers and phones, being able to understand schedules, and “people skills,” such as working well with others and communicating clearly.*)
- ❓ What personality characteristics would be important to work in a visitors’ center? (*This is an ideal opportunity to discuss traits that are important for working effectively in jobs and interacting with customers, such as promptness, organization, politeness, willingness to listen, and the ability to solve problems.*)
- ❓ What special interests might contribute to someone wanting to work in a visitors’ center? (*Students should cite such reasons as likes to travel, interested in state history, likes people, and likes to learn about new places.*)

As students discuss their ideas about employees, it may be helpful to record their responses in a chart such as the following. You can display the chart for students’ reference as they create their characters.

What Center Employees Need			
Knowledge	Skills	Personality Traits	Special Interests

CREATING THE CENTER EMPLOYEES

AUTHOR NOTE

Dress for Work

As they create the figures, allow students to construct their own understanding of appropriate dress for work. For example, some students might believe that jeans are appropriate, while other students might want to dress their figures more professionally. If needed, raise questions about their suggestions and guide students to establish company standards for professional dress.

PORTFOLIO

3



Make the figures

Explain to students that each of them will “grow up” and apply for a job at the visitors’ center. Students can begin imagining themselves in general terms, such as age, education, and life experience. Remind students that all the employees will be adults. Once they have determined the general information about themselves, students can use Portfolio page 6, “Making a Visitors’ Center Employee” to guide their work. When the figures are completed, display them near the frieze of the visitors’ center.

Announcing employment opportunities

Announce that the visitors’ center has employment opportunities. This is your opportunity to announce the areas in the state your students will be studying. You can, for example, read the specialized areas of study to the class through an employment ad. It might be similar to this example.

WANTED: STATE TOURISM EXPERTS

Our visitors’ center is expanding our services to the public. We need employees who can specialize in state history, the outdoors, and arts and culture. Limited positions available, so apply today. Please send an application to Post Office Box 1234, [your city, your state]. No phone calls or e-mails, please.

Brainstorm or list the special topics you want your students to study. When students fill out their applications, they can indicate their desired areas of interest according to your curriculum goals. Students might want to use state maps or other resources to help them focus on a topic. Refer students to Content Slide Sets 2–4 for information about the roles of the outdoors, history, and the arts in state tourism. Remind students that there are limited positions available, so while they may be qualified as center employees, they may not all be specializing in the topics they chose as their preference.

Complete employment applications

Explain to students that they will need to complete employment applications to help the center manager and his/her two assistants (the management team) get to know the people who want to work in the visitors’ center. Explain that you will select the center manager and two assistants based on the employment applications. Distribute Teaching Master 1, “Employment Application,” TH page 46, and discuss the various categories of information on the application with the class to ensure that students understand the range of possibilities for each category. Refer them to the brainstorming that was done earlier if they need more help, at which point they can add to the list of ideas.

CUSTOMIZE

Making the Figures

Students can use copied photos of themselves and “age” their faces. Or students can make a life-size head-and-torso portrait by creating faces on construction paper. Attach the face to the top of a wire coat hanger. Drape a shirt, blouse, scarf, or tie onto the hanger.

CONNECT

Mathematics

In optional activities using measurements from this activity, students can

- determine the scale being used if the figures represent people who are 5' 8" tall;
- use the scale to devise measurements for figures representing shorter or taller people.

CUSTOMIZE

Adapting the Application

If appropriate, adapt the employment application to include other information you believe is important for the Storypath. For example, if it's important for center employees to speak more than one language, add a question to the application about languages spoken.



CONTENT
SLIDE SETS

2

3

4

TEACHING
MASTER

T1



ASSESSMENT

ASSESS: The employment application

- includes believable information given the age and job;
- provides detailed information logical to the job;
- demonstrates understanding of the skills and background necessary for working in a visitors' center;
- demonstrates care in completing the application, including no spelling errors.

CONCLUDING EPISODE 2

Prepare for job interviews

When students have finished their applications, explain that they will be used as the basis for job interviews. Discuss with students appropriate behavior for job interviews. Also, discuss what questions they might expect in the interview. Write the questions on the board. The list of questions might look like this:

Why are you interested in this position?

What level of education have you completed?

What special courses have you taken to prepare you for this job?

What was the last job you had? Why did you leave?

CUSTOMIZE

ELL Teaching Master 2, "Prepare for Your Job Interview" can be used in class to practice with a partner.

AUTHOR NOTE

Unlikely Leaders

As you select three students for the roles of center manager and assistants, consider a student you would not expect to take the lead. Sometimes, these students become leaders through the Storypath experience.

TEACHING MASTER

T2

As students prepare for their interviews, you can use the applications to choose the center manager and the two assistants. These three students will also serve as the interview team. When you announce the names of the manager and assistants, you might list qualifications from their applications. This will help students make connections between the jobs and the qualifications you've identified as important for such roles.

Once the interview team has been chosen, the members can then meet and decide what questions they will ask applicants, using the listed questions as a guideline. Students may need to prepare for the interviews by doing some research. If a student listed on her application, for example, that her area of specialization is state parks and recreation, she may need to find out more about this topic in order to answer questions during the interview.

Optional: Copy and distribute Teaching Master 2, "Prepare for Your Job Interview," TH page 47. Students can take the guide home and have a family member interview them to practice for the "real" interview in the Storypath.

You can be present for the interviews and contribute questions, but let the management team lead the process.

CUSTOMIZE

Interviews

You and the management team will need to decide how elaborate the interviews will be. Interviews could be done in another room arranged appropriately, the interview team could design an interview evaluation, or another activity could be included depending on your goals and objectives.

CONNECT

**Developing
Ownership**

Listen to the introductions for information that can be woven into the Storypath as the unit develops. Using information that the students have contributed reinforces both ownership for the Storypath and motivation for learning.

Assign topics to center employees

After the management team conducts its interviews, you can determine the assignments and complete Teaching Master 3, “Employment Letter,” TH page 48, for each character. (The management team will also need an assigned special topic.) You might then have students make signs identifying their special topic. Students will work with this same “expert group” throughout the unit.

Introduce the center employees

Explain to students that they will introduce themselves at a center meeting. The center manager should run the meeting. Have students briefly introduce themselves and tell why they want to work at the visitors’ center or something interesting about themselves that other workers might want to know. Encourage them to use their imaginations as long as the information is realistic to the story line.

After the center employees introduce themselves, allow time for students to briefly ask questions of the other employees. To get the questions started, you might ask a few questions yourself. Focus on questions that get students thinking about what center employees are really like, how they will work with other employees, and what they will be able to contribute to the operation of the center. After the meeting, display the figures and their job applications.

Discuss students’ experiences

Give students time to reflect on their work. Encourage them to respond to these questions:

- What is the most interesting thing about my background?
- Which of my personality traits will be most useful in the visitors’ center? How will those traits be useful?
- What do I already know about my area of specialization?

As students answer the questions and discuss their experiences, assess how well they understand the job responsibilities of center employees.

CUSTOMIZE

Management Tip

Students can work in cooperative groups, with partners, or independently when assignments are made. The Storypath suggests procedures for cooperative groups of three or four, so adapt the procedures to your needs if you decide on a different grouping strategy.

BUILDING CONTEXT

THE STATE TOURISM BROCHURE

INTRODUCING THE STATE TOURISM BROCHURE

page 25

Students discuss what kinds of information would be included in state tourism brochures.

Materials Optional: Manila folder with 6 small envelopes glued to the inside of the folder to hold index cards used for note taking and research

Grouping Whole class

Schedule Approximately 30 minutes

CREATING THE STATE TOURISM BROCHURES

page 26

After establishing criteria for the state tourism brochures, students conduct their research and produce the brochures.

Materials Portfolio 4, *Organizing Group Work*, pp. 7–8
 Portfolio 5, *Gather Information About the State*, p. 9–11
 Portfolio 6, *Washington D.C.*, p. 12
 Portfolio 7, *In Your Own Words*, p. 13
 Portfolio 8, *Guiding Questions for Special Topics*, p. 14
 Portfolio 9, *Designing the State Tourism Brochure*, pp. 15–16
 Content Slide Sets

For researching brochures: resources such as encyclopedias, almanacs, travel magazines and books, maps, newspapers, state Web sites. For the state tourism brochures: materials will vary.

Grouping Students work cooperatively in their “expert groups” established in Episode 2.

Schedule One or two weeks depending on depth of research.

CONCLUDING EPISODE 3

page 29

After students use their brochures to give presentations, they reflect on their experiences.

Materials Portfolio 10, *Brochure Presentation*, pp. 17–18
 For brochure presentations: art supplies (poster board, markers, rulers)

Grouping Students make their presentations with their expert groups.

Schedule 2–3 hours spread over several days

EPISODE OBJECTIVES



■ **Social Skills** *Work with others to decide on an appropriate course of action for completing the brochures.*

■ **Social Skills** *Participate in organizing, planning, making decisions, and taking action while working on the brochures.*

■ **Critical Thinking** *Organize ideas from research into a brochure.*

■ **Literacy** *Read for specific information.*

■ **Literacy** *Develop a research plan based on questions.*

■ **Literacy** *Draft and revise text and images for a state tourism brochure.*

INTRODUCING THE STATE TOURISM BROCHURE

CUSTOMIZE

Organize Topics

Decide if you want to organize the topics for the brochures or if you want the students to figure this out. Obviously, the latter will take more time.

Launch the episode

Explain to students that one of their first tasks in the visitors' center is to create brochures about tourism in their state. They will need to learn about their state not only to create their brochures, but also to be able to answer visitors' questions.

Get organized

Before students begin to organize their work, ask, "What kind of information might be included in a state tourism brochure?" As students brainstorm a list of ideas, write their responses on the board. Be sure that students explain why each piece of information would be important. Students will probably suggest topics such as

- exciting things to see and do
- history and way of life
- places to stay and transportation
- major cities
- maps and photographs

You might also ask questions relating to the target audience and the tone of the brochure. Use questions to encourage a variety of suggestions, adding them to the list of ideas for brochures.

- To whom do brochures appeal?
- What should be the tone of the brochure? Should it be upbeat? Serious? Humorous?

Once students have brainstormed a list of ideas, explain that each expert group will be responsible for creating a brochure of approximately four to six pages, focusing on the group's special topic. Every brochure should also include basic information about the whole state, including a summary of state history, outdoor recreation, and arts and culture. Each page should have two to three paragraphs with an accompanying visual, such as a map, photograph, or chart. The brochures may also have interesting facts about the special topic interspersed throughout to create interest and provide more details and information "at a glance."

To help students organize their work throughout the process of researching and creating the brochures, refer them to Portfolio pages 7–16. Additionally, you may want the students to create a method for organizing their note taking. One strategy that works well is to glue small envelopes to hold note cards on the inside of a manila folder—three envelopes on each side. As they write notes, students can begin to organize the information into categories and then label the envelope for each category. Then as they read information and take notes, they can place the note cards in the appropriate envelope. When students are ready to write their brochures, the note cards are organized into categories helping them to think about how to organize their information.

PORTFOLIO

4–9



AUTHOR NOTE

"Real" Brochures

It may be tempting to share travel brochures with the class and have students replicate them. The learning process is better served if students construct their own ideas about the brochure with the teacher asking probing questions to deepen understanding. However, if students bring in their own brochures because of their "need to know," allow them to use such resources.

CUSTOMIZE

Use of Technology

Decide whether the brochures will be printed or electronic.

CREATING THE STATE TOURISM BROCHURES

Establish criteria for the brochures

When students establish their own criteria for the state tourism brochures at the beginning of the project, clear expectations are established for both you and the students. The process of establishing criteria also guides instruction and builds student ownership for the product. To help students establish criteria, ask, “What makes a good state tourism brochure?”



ASSESSMENT

Guide students’ brainstorming to include such criteria as

- accurate (well researched)
- written in center employee’s own words
- well organized
- what visitors want
- attractively presented
- interesting to read
- uses correct spelling, grammar, and punctuation
- includes basic information about state history, outdoor recreation, and arts and culture

Remind students that as they continue to work on the project, they may discover and need to add other important criteria to the list. This list of criteria will not only guide students’ work, but can also be used in the assessment of completed brochures.

AUTHOR NOTE

Establishing Criteria

Typically, students will create a longer list of criteria with more specificity, so you will need to guide the discussion to consolidate the criteria into a manageable number. You may also have specific criteria to add to the list.

AUTHOR NOTE

Using Resources

Interviewing people who have lived or traveled to places being studied can enrich the research process and provide insights that other resources cannot. The Internet can be an excellent resource for interviewing adults or students, including those who may actually live in the region being researched.

Develop a research plan

Ask students to brainstorm where they could locate information that might help them prepare their state tourism brochures. Be sure that, during the brainstorming process, students understand the types and format of information provided in each of the various resources.

Guide the class’s brainstorming so that students identify such resources as encyclopedias, almanacs, travel magazines and books, newspapers, *National Geographic* magazines, textbooks, museums, guest speakers, videos, experiences of students’ families, and the Internet.

The teacher’s challenge throughout this episode is to determine when to introduce resources and information during the production of the brochures. Introducing resources before students are ready can decrease motivation and ownership for the Storypath. Consider waiting until students are well into the research process before bringing in other

LITERACY

Vocabulary

- architecture
- heritage

AUTHOR NOTE

Teachable Moments

In the workplace, employees have “training sessions.” Introduce this concept when you want to teach a lesson on a topic that would be relevant to center employees.

resources, such as photos, guest speakers, or Web resources. By then, students will have completed enough of their own research and should find outside presentations more meaningful.

The Content Slide Sets can be used throughout the research to provide basic information and examples related to state tourism.

Once students have identified resources they might use for their research, they will need to focus on what areas they will research for their brochures. Ask students to consider various topics, referring them to the brainstorming they did at the beginning of this episode about types of information found in state tourism brochures.

Guide the discussion so that the list of potential topics includes

<u>State History</u>	<u>The Outdoors</u>	<u>Arts and Culture</u>
monuments	parks and	museums
history museums	protected areas	celebrations
architecture	climate	festivals
	scenery	heritage
	sports	
	recreation	

Organize the work

Everyone will research basic information about the state using Portfolio page 9–11, “Gathering Information about the State.” Then expert groups will research information about their special topic. Each group will use Portfolio pages 7–8, “Organizing Group Work,” to help decide the time frame, how to share the research tasks, and how to organize the research of the special topic.

Generating ideas If students need help generating topics for their brochures, you might try these methods to stimulate their thinking:

- Ask probing questions. For example, if students do not list historical information, ask, “Would it be valuable to know something of the history of the region? What if visitors want to do a history tour, what places might they visit?”
- Use “visitors” to generate topics—an adult in the school can pose as a visitor and ask questions about a region or topic to get students thinking about what to include.
- Students could prepare a survey of information they are considering including and ask family members or neighbors if these types of information would be helpful.
- Students might decide to look at other state tourism brochures to decide what to include.

LITERACY

Locating Resources

You or the librarian/media specialist may want to teach mini-lessons on locating information in such places as the Internet, encyclopedias, or the library catalog. Students may also need help in deciding which resources will be most helpful for their purpose.

PORTFOLIO

5, 7

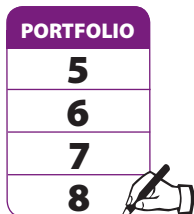


CONNECT

Map Skills

During their research, students will likely use maps. Be sure to help students with these map-reading skills:

- using directions and mileage scales;
- using coordinates to locate cities and other points of interest;
- using latitude and longitude;
- reading and interpreting symbols.



CUSTOMIZE



The Content Slide Sets

provide visuals that put concepts about tourism in context.



ASSESSMENT

Researching the brochure Students will be conducting research for their group's brochure but will be focusing on a specific topic within the brochure. Some students may need more structure in the research process, so monitor students' progress. One way to structure the process is to have students write questions to answer in their research. Guiding questions for the basic information are included in Portfolio pages 9–11, "Gathering Information About the State." For the special topics, students will need to organize their research and create their own guiding questions. Have students use note cards to gather information from a variety of resources. Demonstrate note taking by using Portfolio pages 12–13, "Washington, D.C." and "In Your Own Words," to show students how to identify key words and ideas and then take those words and create their own sentences from the research. Also, refer students to Portfolio page 14, "Guiding Questions for Special Topics" to help them organize their research.

Be sure to monitor cooperative groups to ensure that everyone is contributing.

According to their topics, students may want to begin their research by reading the Content Slide Sets, which focus on state tourism. As the research progresses, students may begin asking for more specific information. Whole-class activities such as videos, guest speakers, and visual presentations would be appropriate throughout this time period as students become more engaged in learning about their topics.

Prepare the final product

Discuss with students some strategies for designing the layout of the brochures. Have them refer to their criteria for the state tourism brochures as a starting point for the discussion. Students should use Portfolio pages 15–16, "Designing the State Tourism Brochure," as a reference. After discussing strategies, students can prepare their brochures.

Encourage students to edit their work after they have drafted the information and made their own changes. They could ask classmates or family members to help with the editing process.

ASSESS: The state tourism brochure

Ideas and Content

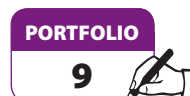
- The information is accurate.
- The information is written in the student's/employee's own words.
- Materials copied, such as graphs, photos and charts, show where the information was obtained.
- Key information is emphasized.
- Engaging words are used to attract the reader's attention.
- The brochure is written for a particular audience.
- The brochure includes basic information about the state as well as the special topic.

LITERACY

Research and Note Taking

Offer students these tips for taking notes during their research:

- Use questions you've written to guide your research.
- Use key words from your resources to construct your sentences about the topic.
- If you write someone's exact words, use quotation marks.
- If you use someone else's graph, chart, map, or photograph, be sure to tell readers where you got that information.



Organization

- The brochure is well organized and easy to follow.
- The sequence of information is logical and effective.
- The page headings are the same size and style of writing.
- The design is consistent throughout the brochure.

CONCLUDING EPISODE 3

Present the brochures

Discuss with the manager the need for center employees to present their brochures to the rest of the staff. Suggest that the center employees will be better informed as a staff, and the presentations will help the employees communicate their areas of expertise to visitors more effectively. Suggest to the manager that he/she call a meeting of the center employees and explain the need for these presentations. The center employees should suggest ideas for how the presentations should be conducted. During the meeting, students need to make decisions on these issues:

CUSTOMIZE

Technology

Presentations could be made using PowerPoint or other technology. Obviously, this will take more time.

- length of the presentations
- time line for the presentations (Suggest a series of days to maintain interest.)
- invited guests (adults in the school, parents, or community members)
- special materials that might be needed

Based on the decisions that are made in the meeting, students can prepare and give their presentations. Portfolio page 17–18, “Brochure Presentation,” will guide students’ work.

Manage the presentations

Conduct the presentations over several days. Allow center employees to ask questions about the various topics presented. The teacher may want to ask questions to

- encourage additional research;
- prompt a rechecking of facts;
- build connections between places in the state;
- create a critical incident.

Since a considerable amount of time will be needed to prepare the state tourism brochures and presentations, you might want to begin Episode 4, “Trouble in the Workplace.” This decision should depend on the pacing of the Storypath and students’ ability to simultaneously handle multiple issues.





ASSESSMENT

ASSESS: The brochure presentation

- uses effective questions to engage the audience;
- uses interesting resources to explain the topic;
- includes information that is interesting and easy to understand;
- is focused;
- is clearly and enthusiastically delivered;
- uses strategies to engage the audience.

Discuss students' experiences

To help consolidate the learning about the various places presented in the presentations, ask students to compare and contrast what they are learning about the various regions of the state. Guide the discussion so that students begin to formulate their own generalizations about their state. You can begin this process by asking students to compare and contrast different places and constructing a chart of major topics to make comparisons. You could also pair up the cooperative groups to have them compare and contrast their topics of specialization. During their discussions, students should come to conclusions such as the following:

Culture and Social Interaction

- States/regions address human needs and concerns in similar ways.
- The ethnic heritage of groups of people often reflect how regions of the state develop over time.
- A region reflects its cultural heritage and setting through special events and holiday celebrations.

History

- Over time the state has changed due to historical events, geographical changes, and economic development.
- The state has been affected by national and world events.

Geography

- People have created environments that reflect the needs and wants of the community.
- Environments have changed over time.
- The natural resources of the state have affected its development.

Economics

- The resources of state have influenced economic development.
- Human factors have also affected the economic development.

As part of reflecting on their experiences, students might also assess their work in the groups. Teaching Master 6, “Self Assessment: Social Skills,” TH page 51, can be used for this purpose.

**ASSESSMENT****ASSESS: Social Skills**

- How well did group members stay on task?
- What contributions did each member of the group make to the state tourism brochure?
- How did the group address problems?
- How did group members support and encourage each other?

Optional Activity: Responding to “Visitors”

You might want to bring “visitors” to class during the research process to enliven the Storypath and introduce problems to tackle. Adults generally will play the roles more seriously than students from other classrooms. Brief the visitor about the Storypath and assign a role. Below are suggestions for role-plays, but you may think of role-plays that grow more naturally out of your class’s Storypath. Suggestions for visitor role-plays include

- A visitor needs information about a particular topic that students have not considered for their state tourism brochures.
- A visitor presents a problem that the cooperative group must work together to solve.
- A visitor wants advice about a place to visit.
- A visitor is disagreeable, and students must respond helpfully and politely.

Debrief the visitor role-play to reinforce the learning desired from the experience. As the Storypath continues, you might continue to bring in visitors to address issues that are important to the learning goals of the Storypath and to enliven the Storypath at different times.

4

EPISODE

CRITICAL INCIDENT TROUBLE IN THE WORKPLACE

INTRODUCING AND SOLVING THE PROBLEM

page 33

The manager and assistants discover that there are personnel problems in the visitors' center. Employees attempt to solve the problem during center meetings.

Materials None

Grouping Whole class; teacher or another adult to role-play the troublesome worker.

Schedule Approximately 30 minutes

CONCLUDING EPISODE 4

page 34

Students reflect on their experiences.

Materials None

Grouping Whole class

Schedule Approximately 20 minutes

EPISODE OBJECTIVES



- **Social Skills** *Participate in compromising and negotiating to resolve conflicts and problems in the workplace.*
- **Social Skills** *Work with others to decide on an appropriate course of action to deal with a problem in the workplace.*
- **Critical Thinking** *Define workplace issues and consider alternative methods for solving a problem; then make a decision after evaluating the alternatives.*
- **Literacy** *Listen actively to a group discussion.*
- **Literacy** *Express a point of view using spoken language.*

INTRODUCING AND SOLVING THE PROBLEM

Prepare for the critical event

For this episode, you will introduce a worker—played by you or another adult—to examine personnel problems in the visitors' center. There are many ways to organize this critical incident. Here's one.

Step 1 Choose the problem Before beginning the episode, select any one of the following suggestions or use your own idea. Your choice will depend on what is appropriate to the Storypath and the issues that you believe would be most worthwhile to discuss. The center employee

- comes late to work;
- makes scheduling mistakes;
- doesn't maintain accurate information to give to visitors;
- is rude to visitors or other center employees;
- doesn't keep accurate records.

Step 2 Introduce the new center employee Introduce the new center employee.

Step 3 Set the stage As state tourism brochure presentations come to a close, help set the stage for the critical incident by explaining to the class that workplace problems are common and usually center around people not being able to work together effectively. You (or the manager) can explain to the class that there is a worker who is displaying one or two performance problems. Identify the worker as the one you've "created."

Step 4 Present the problem Make a few well-chosen statements to the manager as the troublesome center employee. For example, you might say, "I had to leave early every day this week. I just couldn't complete my research." At this point, now that the problem is identified, explain to the management team that the issue is causing a decline in morale among the other center employees.

Step 5 Solve the problem Suggest a center meeting and allow the manager and assistants to work through the problem in the way they believe is the most appropriate. Although meetings between managers and problem workers would generally be held in private, you might suggest that the rest of the class be allowed to silently observe the interaction. Role-play as appropriate to the situation.

AUTHOR NOTE

Role Plays

Throughout this episode, students will be role-playing. Sometimes students will need to reflect on the situation in which they are immersed out of role. You decide when students should role-play and when they shouldn't to best understand the problem.

CUSTOMIZE

Introducing Other Problems

You may want to intersperse other workplace problems throughout the Storypath, as problems do not usually occur all at once. These types of incidents will enliven the episodes and assist students in understanding and developing the skills needed for working with others.

CUSTOMIZE

ELL The use of role-playing here and throughout is an excellent learning tool for students.

AUTHOR NOTE

Motivation for Learning

From my experience, these role-plays are highly motivating—students are eager to participate. The scenario and debriefing might take only 15 minutes, yet reinforce powerful concepts.

**TEACHING
MASTER****T6****CONNECT****Current Events**

While encountering problems in the workplace, students might want to learn more about real problems in the workplace. Use current events related to employment in your state as learning opportunities.

Intervene only if you think the approach taken by the center employees would be unproductive. Although in some cases problem workers would be fired, termination is not an option, as you want to encourage students to resolve the situation in a more constructive way.

Introduce other role-play scenarios as appropriate throughout the Storypath. Throughout the role-plays, use Teaching Master 6 “Self Assessment: Social Skills,” TH page 51, to assess how well students are working in groups to solve problems.

Optional Activity: Alternative Incidents

The issue of problem workers may be too sensitive a topic for your classroom. If you wish to modify or replace this incident, keep the following considerations in mind:

- The critical incident should be suitable to the Storypath and the roles of center employees as the episodes have developed.
- The activities should reinforce concepts of cooperation, collaboration, respect, and communication. They should also help students develop skills in negotiation, consensus building, and listening to different viewpoints.
- The activities should help students appreciate the importance of good working relationships.
- The class should have a sense of ownership for the resolution of the problem.

LITERACY**Speaking and Listening**

As students participate in center meetings, encourage them to use good speaking and listening skills:

- Communicate clearly by using an appropriate volume and rate of speaking.
- Present ideas in an organized way (such as from most important to least important).
- Show you are listening by making eye contact with the speaker and asking questions.
- Respond to the speaker.

CONCLUDING EPISODE 4

Discuss students' experiences

Have students step out of their center employee roles to reflect on “trouble in the workplace.” Use questions such as the following to help students reflect on the critical incident.

- What was the problem?
- Why would other center employees be concerned about the problem?
- How was the problem solved? What other ways could have been used to solve the problem?
- What might happen to other workers if those with the problem refuse to cooperate? What might happen to the center?
- Do you think this problem might exist in other places where people work?
- What would you do if you were faced with this problem in real life?
- What skills do you need to work through this problem and others like it?
- Why is it important for people to develop skills for resolving problems in the workplace?

As students answer the questions, you might assess how well they understand the importance of cooperation, collaboration, individual differences, respect, and communication in resolving workplace issues.



ASSESSMENT

ASSESS: Trouble in the Workplace Students should

- effectively play their Storypath roles;
- listen carefully at the meetings to others' ideas and viewpoints;
- clearly present their own viewpoints;
- demonstrate behavior appropriate for a business meeting;
- contribute ideas related to the importance of good working relations.

CRITICAL INCIDENT

THE AD CAMPAIGN

INTRODUCING THE NEED FOR ADVERTISING

page 37

Students receive bad news about the state tourism revenues and discuss the purposes of advertising.

Materials Teaching Master 4, *State Tourism in Trouble*, TH p. 49

Grouping Whole class

Schedule Approximately 30 minutes

DEVELOPING AN AD CAMPAIGN

page 37

Students create an ad campaign to boost the state tourism revenues.

Materials Portfolio 11, *Creating Advertisements*, p. 19

Content Slide Sets 6 and 7

For advertisements:

- poster board, construction paper, colored markers, crayons
- scissors, glue, tape
- old magazines and newspapers
- Optional: video cameras/tape recorders

Grouping Students work in groups of three or four. You might keep the same groups from the previous episodes.

Schedule Approximately 2–3 hours

CONCLUDING EPISODE 5

page 39

Students share their advertising projects, receive a response to their campaign, and reflect on their experiences.

Materials Advertisements created by groups

Optional: television/VCR or DVD player/tape recorder

Grouping Whole class

Schedule 30 minutes–1 hour

EPISODE OBJECTIVES



- **Social Skills** *Participate with group members to organize and plan one component of an effective advertising campaign.*
- **Critical Thinking** *Define alternative methods of advertising and choose the most effective form(s).*
- **Critical Thinking** *Organize ideas about state tourism into persuasive slogans and logos.*
- **Economics** *Use concepts such as supply and demand and advertising to help explain the state tourism slump.*
- **Economics** *Consider consumers' values, traditions, and habits when developing advertising for state tourism.*
- **Literacy** *Write text for an advertising campaign.*

INTRODUCING THE NEED FOR ADVERTISING

TEACHING MASTER

T4

AUTHOR NOTE

Center Funding

Visitors' centers are generally funded through government taxes with the responsibility to support the state's tourism industry. Thus, the ad campaign is to support the state and not just the individual center.

Receive bad news about state tourism revenues

Introduce the critical incident by delivering the letter "State Tourism in Trouble" (Teaching Master 4) from a state tourism supervisor to the visitors' center manager. Ask the manager to read it aloud to the class. Be sure to clarify any unfamiliar terms such as *revenues*, *institutions*, and *trade*. Students should understand that businesses across the state provide products and services they think tourists want. If tourists do not buy the products or services, then the businesses and institutions must change or shut down. Ask the class what can be done to boost state tourism, guiding the discussion so that students see the value in developing an advertising campaign to attract new visitors and tourists.

Activate prior knowledge about advertising

Before students begin working on an advertising campaign, discuss the purpose of and methods used in advertising. Use questions such as the following to guide the discussion:

- ❓ Why do businesses advertise? (*Students should suggest that businesses advertise their services or products to increase sales.*)
- ❓ What do advertisements try to do? (*Advertisements both inform people about a product/service and try to influence them to buy that particular product/service.*)
- ❓ What methods can companies use to advertise? (*Possibilities include newspaper and magazine advertisements, Internet web sites, television and radio commercials, bumper stickers, fliers, posters, direct or "junk" mail, yellow pages, billboards, signs on buses, and coupons.*)

As students discuss their ideas, encourage them to recall advertisements that have really made an impression on them. Why did these advertisements have such an impact on them?

CUSTOMIZE

Management Tip

It is possible that students might have a better idea than an ad campaign, so you will need to decide if the class's idea should be pursued rather than, or in addition to, an advertising campaign.

LITERACY

Vocabulary

- institutions
- revenues
- trade

DEVELOPING AN AD CAMPAIGN

Organizing a center meeting

Have the manager hold a meeting with the center employees to develop an advertising plan. Help the manager plan the meeting by suggesting that the employees be involved in developing the plan.

At least four things need to be accomplished in the meeting. The center employees need to

- decide on the best ways to advertise state tourism and to whom. (Have students consider the audience—people within the state, bordering the state, or beyond.)
- decide whether the center should develop one slogan to promote state tourism. If so, which one? (Students could refer back to the slogans they devised in Episode 1.)

CUSTOMIZE

Management Tip

One way you might organize students into groups is to assign groups of three or four to create one of the following: designs for logos, billboards, yellow pages ad, Internet ad, television commercial, newspaper ad, and a new design for the front of the visitors' center. Group assignments depend on what students have chosen as the most effective advertising media.

AUTHOR NOTE

Prepare for the Unexpected

Students may create critical incidents as they work through the process. Situations may occur related to “truth in advertising,” costs and benefits of a particular form of advertising, or ethical issues related to influencing customers. Depending on the issues raised, use these as an opportunity for center meetings or class discussions.



CONTENT
SLIDE SETS

6
7

PORTFOLIO

11



CUSTOMIZE

Using Technology

If students have access to digital cameras, scanners, desktop publishing, or other technology, encourage them to use these resources during the production of their advertisements. Students may also want to create an imaginary web page for their center. What would they post there?



ASSESSMENT

- decide whether the visitors’ center should have a logo. If so, who should design it and what might it look like?
- outline the jobs the center employees will need to do to create the ad campaign. (Jobs should be assigned after students have an opportunity to consider the various tasks. Students will probably opt for certain tasks depending on their interests.)

An agenda written on the board will keep the meeting focused. You might want to divide the agenda into two meetings for easier management of the topics. Be prepared for a lot of activity, as students will need to consider many ideas. If they have invested in the Storypath, they will be eager to participate in addressing this critical issue. Observe the meetings, intervening only if there is need for clarification or if probing questions would cause students to consider other alternatives or think more deeply about an issue. With your help, the manager and assistants should assign tasks for the advertising campaign. If cooperative groups were used for creating the travel brochures, you may want the same students to work together on the advertising campaign.

Create the ad campaign

Refer students to Content Slide Set 7 to identify advertising techniques. Content Slide Set 6 can be used to help students identify symbols and images that represent their state. Using Portfolio page 19, “Creating Advertisements,” discuss the various steps in creating an ad. You can decide if you want to give students a choice in the kind of advertisement center employees will create or if everyone will do the same kind—the teacher and/or the management team of the visitors’ center can make that decision.

Also, take time to discuss “truth in advertising.” Ask: “Do you think it’s necessary for advertisements to be truthful? Why or why not?” (*Guide the discussion so that students recognize that a successful business builds trust with its customers, and that the visitors must trust the visitors’ center to provide them with helpful information.*)

As students use “Creating Advertisements” for the various components of the advertising campaign, be sure to establish a process for sharing and discussing the various advertisement items. The logo group, for example, might create several logos. The manager could then call a meeting so that the center employees can decide which logo to use for the center. (Having one group prepare all the designs for the logo reduces competition within the company and creates a sense of teamwork.)

You might want to use or adapt Teaching Master 6, “Self Assessment: Social Skills,” TH page 51, to assess students’ social skills development.

ASSESS: The logo

- reflects the purpose of the visitors’ center;
- clearly communicates a message;
- uses symbols and colors to attract attention;
- shows evidence of careful preparation.

CONNECT

Creative Arts

Offer students these tips for designing center logos:

- Consider the characteristics of easily recognizable logos used by other companies.
- Keep it simple.
- Communicate a clear message about what the center does.
- Use a symbol that is easily recognized.
- Use bright colors to attract attention.

LITERACY

Writing Skills

As students create their advertisements, offer these tips to help them write fresh, vivid descriptions:

- Use precise adjectives that give an exact meaning: *nice* could mean “friendly,” “cooperative,” “beautiful,” and many other definitions. Pick the word that reflects your exact purpose.
- Use metaphors (direct comparisons) and similes (comparisons using *like* or *as*) to make your description fresh.

TEACHING
MASTER

T6



ASSESSMENT

ASSESS: The advertisement

- clearly explains why someone would want to participate in this state tourism experience;
- provides specific information about a special topic;
- effectively uses advertising techniques;
- uses lively verbs to add interest and modifiers of the nouns that create “color”;
- is brief and to the point.

CONCLUDING EPISODE 5

Share the advertising projects

Be sure that students have the opportunity to look carefully at all the completed advertisements. To make newspaper ads look more “authentic,” you might cut out space in existing travel sections of newspapers and paste in the students’ ads. If some students created radio or television commercials, allow time for students to listen to and watch the commercials.

Once students have all viewed the advertisements, you might ask them what qualities effective ads possess. You can begin the discussion by asking students, “Of all the forms of advertising created by the class, which do you think will be most effective in attracting new tourists to the state? Why?”

Receive a response to the campaign

Students should receive a response to their efforts to increase tourism. Provide an appropriate response to students’ work. For example, you could create another letter from the state tourism supervisor, this time congratulating the agents on a successful campaign. Positive response could also come in the form of a sudden influx of tourists or a newspaper feature story about the state’s increased tourism.

Discuss students’ experiences

Have students think about the work they did in responding to the low revenues from state tourism. Use questions to get students thinking:

- How did your advertisement attract the attention of readers or viewers?
- How did you communicate the benefits of your particular state?
- What kinds of advertising—print, radio, television, and so on—do you think are most effective? Why do you think so?
- How did you tailor your advertising to fit your intended audience?
- Do you think truth in advertising is important to your center? Why or why not?

CUSTOMIZE

ELL The advertising projects allow students to respond to information in a variety of media.

CRITICAL INCIDENT

AN UNEXPECTED EVENT

INTRODUCING THE EVENT

page 41

Students are presented with a problem.

Materials Optional: A newspaper article, video clip or something to introduce the event.

Grouping Whole class

Schedule Approximately 20 minutes

RESPONDING TO THE EVENT

page 41

During a meeting, students decide how they will respond to the problem and carry out their plan.

Materials Portfolio 12, *An Unexpected Event*, p. 20

Grouping Whole class and individual or small groups depending on what is decided at the meeting

Schedule 30 minutes–1 hour

CONCLUDING EPISODE 6

page 42

Students reflect on their experiences.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes

EPISODE OBJECTIVES



- **Critical Thinking** *Define problems and consider alternative methods for solving a problem; then make a decision after evaluating the alternatives.*
- **Social Skills** *Participate in compromising and negotiating to resolve conflicts and problems.*
- **Literacy** *Summarize main ideas succinctly from a variety of text and oral discussion. Listen to evaluate and make judgments about problems.*

INTRODUCING THE EVENT

AUTHOR NOTE

The Concluding Event

The governor will give an award to the visitors' center for outstanding service to the state, so in determining the problem, decide if this would be a logical outcome.

Launch the episode

Before the episode begins, decide on an event that is logical to your state and is an authentic problem to which a visitors' center might respond. Here are some ideas:

- Bad weather has caused a particular tourist site to be unreachable, so plans need to be changed on the spot.
- A tourist site, such as a museum, has bad press because it is seen as being too one-sided in its presentation of information.
- A natural disaster has occurred and the employees decide to help the victims.
- One of your own choosing.

In selecting a critical incident think about the following:

- Is it suitable to the Storypath and students' roles as the episodes have developed?
- In what ways will the activities reinforce concepts of cooperation, collaboration, respect, and communication?
- In what ways will the event help students develop skills in negotiation, consensus building, and listening to different viewpoints?
- In what ways will the class have a sense of ownership for the resolution of the problem?

Introduce the problem

Decide on the best approach for introducing the problem. Here are some options:

- Have the problem introduced over the intercom—you write the script.
- A letter can be sent to the center describing the problem.
- Use the local newspaper and add your own twist to the story.
- Videotape a news segment related to the problem.

As the episode unfolds, guide the discussion so that everyone in the visitors' center responds to the problem. Have the manager lead the discussion. Your role is to interject questions or pose problems to help students think more deeply about the problem. As much as possible, let students manage the response to the critical incident.

AUTHOR NOTE

Exploring the Issue

Students may want to quickly resolve the problem and move on. If a quick solution appears likely, interject other issues so that students must think more deeply about the problem and consider various viewpoints.

RESPONDING TO THE EVENT

Decide how to respond

Arrange for a meeting of the employees to discuss the event. Explain that in order to get ready for the meeting, each employee needs to think about an appropriate response. Have students complete Portfolio page 20, "An Unexpected Event," to prepare for the meeting. The manager

PORTFOLIO

12



AUTHOR NOTE

Service Learning

The event could result in an authentic service learning project that employees decide to do as a result of the problem.

should lead the meeting with the teacher helping only when necessary. The key question for discussion at this point is “What can the visitors’ center do to respond to the problem?”

Plan activities based on the problem and the students’ resolution. Students may need to write letters, create posters, write press releases, make videos, or whatever is appropriate. You will need to structure such responses.

CUSTOMIZE

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

- 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.

CONCLUDING EPISODE 6

Discuss students’ experiences

After students have carried out their plan(s), take time to discuss their experiences. Use questions to get the discussion started.

- Do you think real visitors’ centers have to deal with such events?
- Why is it important for employees to work together to solve such problems?
- What other problems might a visitors’ center respond to?

During the discussion, you might also have students assess their own involvement in the response activity.



ASSESSMENT

ASSESS: Response Activity

- Did you do your fair share of the work? If not, what kept you from contributing?
- How did you make sure that everyone did their fair share?
- What did you do or say to be supportive of others in the group?
- What did you do to make sure that the work was done in a timely way?

CONCLUDING EVENT

VISITORS' CENTER CELEBRATION

7

EPISODE

RECEIVING CONGRATULATIONS

page 44

Students discuss the accomplishments of the visitors' center and receive a congratulatory letter from the governor.

Materials Teaching Master 5, *Letter from the Governor*, TH p. 50

Grouping Whole class

Schedule Approximately 30 minutes

CELEBRATING SUCCESS

page 44

Students plan and carry out a center celebration. The "governor" or his or her representative attends to present an award.

Materials Portfolio 13, *Creating an Invitation*, p. 21
Depending on what type of celebration students plan, they might need art supplies, decorations, food, and/or music.
For award: materials to make a certificate, plaque, or other suitable representation.

Grouping Each student writes an invitation and then works in cooperative groups to plan different aspects of the celebration.

Schedule Will vary depending on the time for writing invitations and planning the celebration.

CONCLUDING EPISODE 7

page 45

Students reflect on their experiences.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes

EPISODE OBJECTIVES

■ **Social Skills** *Participate in organizing and planning the center's celebration.*

■ **Literacy** *Write celebration invitations following a friendly letter format.*



RECEIVING CONGRATULATIONS

Reflect on past successes

Invite students to reflect on the successes of the visitors' center. They might list such accomplishments as creating professional-looking tourism brochures, successfully handling work conflicts, developing an advertising campaign that brought increased tourism, and problem solving in response to an unexpected event. Of what accomplishments are students most proud? Why? What personal traits of the center employees allowed them to work together in reaching their goals? During the discussion, deliver Teaching Master 5, "Letter from the Governor," to the manager and ask him/her to read it to the class. Use the actual name of the current governor of your state in the letter.

TEACHING
MASTER

T5

CELEBRATING SUCCESS

CUSTOMIZE

Management Tip

If students plan to invite the governor to the celebration, appoint an adult to play this role. He or she should make a speech congratulating the center employees on their response to the unexpected event and present the award to the management team to take back to the visitors' center.

Plan a celebration

The letter from the governor is concrete evidence of the success of the visitors' center. Introduce to students the idea that organizations often plan special events to celebrate their achievements. Discuss with students the type of celebration they wish to have—such as a staff dinner, picnic, or office party—as well as how it might be organized. Arrange students in groups to plan different aspects of the celebration, such as decorations, room organization, food, and music. You decide how elaborate you want this to be, based on learning needs and time constraints.

Write invitations

To help students reflect on their Storypath experience, have them write invitations to appropriate invitees—principal and other school staff, family or community members, people involved in the response to the unexpected event.

Use Portfolio page 21, "Creating an Invitation," to guide the reflection and writing process. Each student should have an identified recipient. Additionally, one group of students could work on a special invitation to the governor and other important government officials, asking them to attend the celebration. This same group could design some sort of award for the governor to present to the center. They might design a certificate, a plaque, a trophy, or some other type of award.

Enjoy the celebration

The day has arrived, and it's time to celebrate! The manager may wish to make a speech to highlight the importance of the occasion for the visitors' center. Be sure to allow time for the governor to present the award. You might take photographs during the event (or have another adult act as official photographer) for students to submit to a local, PTA, or school newspaper along with a written description of the event.

CONNECT

Creative Arts

Students can choose music and decorations to help create the mood for their celebration.

PORTFOLIO

13



CUSTOMIZE

ELL Creating decorations, planning food, and choosing music are activities that allow ELL students to express what they know.

CUSTOMIZE

Involve Families

The celebration is an ideal time to invite parents or other family members to participate.



ASSESSMENT

ASSESS: Invitations

- provide the necessary information related to date, time, place, and purpose of the event.
- describe the events of the Storypath accurately.
- use lively verbs to add interest and modifiers of nouns to create “color.”
- include information about how the student felt about different events.
- follow the friendly letter format.
- were checked for correct spelling, capitalization, and grammar.

CONCLUDING EPISODE 7

Reflect on the experience

Once the students have attended the festivities and the center has received the award, invite them to reflect on the celebration. Use the following questions to stimulate discussion:

- Why do governors give these kinds of awards?
- In what ways does an award to a visitors’ center benefit the entire community?
- Are there events similar to the celebration in our school? In our community?
- Besides having fun, what other benefits do employees and the center receive by having a celebration?

Prepare for the synthesis of students’ learning

Students have experienced many challenges during their time as center employees. Although they were not employees of a “real” center, students were involved in jobs similar to what they might experience in their future work lives. The next step in student learning is the synthesis of their experiences. Students will appreciate the opportunity to use what they’ve learned. Synthesis activities allow for this opportunity and help you assess what students have learned from this unit. You will find a selection of synthesis activities on pages 53–55 of this Handbook.

Date _____

EMPLOYMENT APPLICATION

Name: _____

Topic in which you wish to specialize (if any): _____

Education: _____

Previous work experience: _____

Describe the special skills you have that are important for this job:

Describe the personal characteristics you have that will make you an effective visitors' center employee:

Describe your life experiences that would contribute to your job as a visitors' center employee:

On a separate sheet of paper, describe in a paragraph or two an experience you have had that has prepared you for the job of working in a visitors' center. The experience may include one of the following topics:

- ☐ Places you have lived or traveled
- ☐ Special hobbies that you have
- ☐ Work experience with customers or colleagues
- ☐ Other suitable experiences

Assessment: The information in the application is believable given the age and job. Detailed information provided is logical to the job and demonstrates understanding of the skills and background necessary for working in a visitors' center. Care is taken in completing the application including no spelling errors.

Name _____ Date _____

PREPARE FOR YOUR JOB INTERVIEW

Interviews are important for getting a job. It is important to be well prepared for the interview and to “sell” yourself. Think about the job of working in a visitors’ center. What does the employer want you to do well? Are you enthusiastic about the job?

Rehearsing the interview is a great way to prepare. Ask a partner or a member of your family to give you a mock interview. Here are some questions for practice.

1. Why do you want to work in a visitors’ center?
2. How has your education prepared you for the job?
3. What life experiences have you had that will make you an expert on state tourism?
4. What other jobs have you had?
5. Do you work well with others? Can you give an example of how you work well with others?
6. Do you have any questions? (Be prepared with a thoughtful question about the visitors’ center or working in the visitors’ center.)

Thank the interviewer for the opportunity and leave with a warm smile and handshake.

Name _____ Date _____

EMPLOYMENT LETTERDear _____:
(name of student)

The members of the interview team and I have discussed your application and interview for the visitors' center position. We believe that you will make an excellent employee for our center. Your application indicates that you are knowledgeable about _____ and willing to learn. It appears that you will work well with other employees, and that is critical. We must depend on one another for assistance. Your application and interview confirm that you have skills for working with customers—this is also essential for the success of the visitors' center.

We will need employees to specialize in a number of topics. Based on your application, interview, and the needs of the center, we would like you to specialize in _____. We are planning a meeting to bring all the employees together so that they can begin to know each other. We look forward to seeing you at that meeting and beginning the important work of the visitors' center.

Welcome to our visitors' center! We look forward to working with you.

Sincerely,

Manager

Name _____ Date _____

STATE TOURISM IN TROUBLE

Date _____

Dear Visitors' Center Manager:

I must bring to your attention a grave concern. Revenues from tourism are down across the state. Businesses and institutions that rely on the tourist trade for their income are losing money. The drop in tourism revenue also means that there are fewer tax dollars to run the visitors' center. I am considering reorganizing the visitors' center and reducing the number of employees. Before I make my final decision, I would like you to meet with your employees and share my concerns with them.

I must make a decision about the future of the visitors' center soon. I welcome any ideas you and your employees might have to increase state tourism revenues. Please let me know as soon as possible if you have any suggestions.

Sincerely,

Drew Milam

Drew Milam, State Tourism Supervisor

Name _____ Date _____

LETTER FROM THE GOVERNORDear _____:
(name of Visitors' Center)

I am very pleased to notify you that your center has been chosen to receive our state's annual service award. Your assistance with _____ has demonstrated your commitment to the people of the state of _____.
(name of event) (your state)

Your willingness to donate your time and effort to help others is an excellent model to the citizens of our state. You are carrying on our state's strong tradition of service to others, and your hard work will long be remembered by everyone in our state.

I hope to be able to present the award to your entire center soon. Again, congratulations, and thank you for being such outstanding state citizens.

Sincerely,

Governor, State of _____
(your state)

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

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

Episode: _____

Describe the group situation or event: _____

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

One thing our group needs work on:

One thing I did well:

One thing I could do better:



UNIT QUESTIONS FOR REVIEW

DISCUSSING THE VISITORS' CENTER

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.

- ❓ How do tourists' needs dictate where a visitors' center is located?
- ❓ What skills and personal traits are needed to work in a visitors' center?
- ❓ What factors contribute to good working relationships between employees?
- ❓ Why is advertising important?

REFLECTING ON THE WORK OF THE CENTER EMPLOYEES

Students need time to reflect on their experiences and progress through this unit. Have them write answers to questions like these:

- What have I learned about working in a visitors' center?
- What have I learned about our state?
- What is the best work I did during this unit? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I learn about working with others? How might these skills help me outside of this unit?

DISCUSSING THE STATE WE LIVE IN

- ❓ How has this state changed due to historical events, geographical changes, and economic development?
- ❓ How have the natural resources of the state influenced economic development?
- ❓ How has the ethnic heritage of groups of people shaped this state's development?
- ❓ How does the geography of your state affect the way of life for people who live here?
- ❓ Who were the original people in our state? Why did people come to our state? What makes our state a special place to live?



SYNTHESIS ACTIVITIES

The following synthesis activities offer students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for the variances in students' abilities as learners.

1. PORTFOLIO RESPONSE

Activity

Have students assemble at least four items from their experience in the Storypath that represent important ideas or skills that they have learned. They must include their tourism brochure. Students then select other items that are important to their experience as center employees. After they have selected the items, have students write at least one paragraph about each item.

For each item, students should describe

- why they selected the item;
- why this item is important to their learning.

Somewhere in the written response, students should describe

- their roles as center employees;
- their ideas about a positive work environment.

Criteria for Assessment

Learning objectives are demonstrated if

- an explanation is provided stating the reason for selecting each item and its importance for learning;
- the portfolio demonstrates an understanding of the purpose of a visitors' center and knowledge about the state;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

2. PLAN A FAMILY TRIP

Activity

Have students plan a family trip to a tourist location in your state. Ask them to include the following information in their plans.

- Write a rationale for where you will go. Why are these places particularly suited to your family?
- Make a time frame for the trip. Be sure to consider travel time, the number of places you will visit, and the route you will follow.
- Describe the places you will visit and the activities you and your family will do while there.
- Tell why you have chosen these activities for you and your family.
- Decide what time of year you will travel and explain the reasons for your choice.

Criteria for Assessment

Learning objectives are demonstrated if

- the rationale is clear and relates to the family in some way;
- the time frame and route of travel are logical for the trip planned;
- the places and activities are clearly described, appropriate to the family, and accurately demonstrate knowledge of the state;
- the rationale for the time of year is consistent with the places and activities planned;
- the description of the trip is well organized and clear;
- the plan exhibits appropriate writing conventions.

3. INTERVIEW BY A MEMBER OF THE COMMUNITY

Activity

Students can ask a member of the community to interview them about the visitors' center. Have students identify someone in the community who would be willing to interview them about *State Studies* Storypath. This person must be willing to participate in the interview and assess what they have learned. One aspect of this assignment is to contact the person, explain the assignment to him/her, and arrange to do the interview at a given time.

Have the interviewer ask these questions:

- What is the main purpose of a visitors' center?
- What skills are needed to work in a visitors' center?

- Name three places in your state you have learned about that would be interesting to visit. Explain why you think each place is interesting.
- What are the two most important things you learned from this Storypath? Explain why these were most important to you.

The interviewer should ask a question or two of his/her own.

After the interview, students can ask the interviewer to respond to these questions:

- Does the student understand the main purpose of a visitors' center? Explain.
- Was the student able to identify at least three skills needed to work in a visitors' center? List the skills he/she cited.
- What three places did the student name as interesting places? Did the student provide logical reasons for why these would be interesting places to visit?
- What two topics did the student cite as important? What explanation did he/she provide for the importance of these topics?
- Please make a few general comments on the interview.

Criteria for Assessment

Learning objectives are demonstrated if

- the student identifies an appropriate person to conduct the interview, arranges the interview, and completes it in a timely manner;
- the student demonstrates knowledge of the purpose of a visitors' center and skills needed to work in a visitors' center during the interview;
- based on the interviewer's responses, the student is able to respond knowledgeably to the questions in the interview.

EXTENDING STUDENTS' EXPERIENCES

TAKING A FIELD TRIP

Students compare and contrast experiences at their visitors' center with the operations of an actual visitors' center.

Materials Paper and pencil
Permission slips

Grouping Whole class

Schedule About 3–4 hours

Arrange for students to visit a nearby visitors' center. To prepare for the field trip, students can work in groups to write questions to ask during the trip. They can then obtain the answers and report back to the class. Encourage students to include some questions that reflect the same types of experiences they had during the Storypath. (For example, students could ask how the visitors' center advertises or what policies the visitors' center has regarding work behavior and dress.)

After the field trip, students can compare and contrast their experiences during the Storypath with what they saw and learned. During discussion, be sure that these generalizations are reinforced:

- Tourism is an industry that is important to our state.
- People make choices based on their values, tastes, and knowledge of alternatives.
- Employees in a workforce are interdependent and must cooperate to complete a job.
- Advertisements increase sales.

After the field trip, students should write thank-you notes to the visitors' center.

LITERACY

Management Tip

If it is not practical to take your entire class to a visitors' center, you could substitute other field trips, such as a trip to a travel show or exposition or a museum that provides exhibits about the places studied. Alternatively, you could invite a professional from the tourist industry to speak to the class.

VIEWING A TRAVEL PROGRAM

Students view a travel program to determine what types of information travel programs use to communicate ideas about a place in the state. Some local television stations provide programs of local interest about the state. Encourage students to watch these shows to get ideas for their brochures.

Materials Travel program

Grouping Whole class

Schedule 1–2 hours

After students view the travel program, they can discuss their observations. To initiate discussion, you might ask questions.

- Based on the program, is this a place you'd like to visit? Why or why not?
- What types of information did the program highlight?
- How is the information in the travel program similar to and different from the information in your brochure?

BACKGROUND INFORMATION

STATE TOURISM BOARDS

Most states have a state tourism board. Though the structure varies from state to state, the tourism board is usually responsible for promoting tourism throughout the state by operating visitors' centers and creating marketing materials. Most tourism boards run a Web site that provides a wealth of state tourism information. Find your state's Web site by typing the name of your state and the words "tourism board" into an Internet search engine.

CONFLICT RESOLUTION IN THE WORKPLACE

When conflicts in the workplace are not easily solved, it sometimes helps to bring in an objective mediator. A mediator can help the two sides agree on a solution by using the following steps:

1. The mediator and disputants (the people having the problem) agree on rules, such as no blaming or name-calling.
2. Each disputant states his or her position.
3. The mediator asks questions to clarify the issue.
4. The mediator helps the disputants come to a specific solution.
5. Both parties sign the agreement and agree to a follow-up meeting.

EMERGENCY AND RESPONSE

The following are addresses of national and international agencies that can provide assistance in times of emergency.

United Nation's Children's Fund
3 United Nations Plaza
New York, NY 10017
(212) 326-7000
www.unicef.org

National Guard Bureau
1411 Jefferson Davis Highway
Arlington, VA 22202-3231
www.ngb.army.mil/

Federal Emergency
Management Agency
500 C Street, SW
Washington, DC 20472
(202) 566-1600
www.fema.gov

American Red Cross
2025 E Street, NW
Washington, DC 20006
(202) 303-4498
www.redcross.org

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Economics											
Examine the influence of incentives, values, traditions, and habits on economic decisions.	Consider consumers' values, traditions, and habits when developing advertising for the state tourism.					•					•
Use concepts such as supply, demand, advertising, and pricing to help explain events.	Use concepts of advertising to develop appropriate slogans for state tourism.	•								•	
	Use concepts such as supply and demand and advertising to help explain the state tourism slump.					•					•
Social Skills											
Participate in organizing, planning, making decisions, and taking action in group settings.	Plan and make decisions while creating a frieze with group members.	•									
	Organize, plan, and make decisions while creating roles.		•								
	Participate in organizing, planning, making decisions, and taking action while working on the brochures.			•							
	Participate with group members to organize and plan one component of an effective advertising campaign.					•					
	Participate in organizing and planning the center's celebration.							•			
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and problems.	Participate in compromising and negotiating to resolve conflicts and problems in the workplace.				•						
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete the frieze.	•									
	Work with others to decide on an appropriate course of action for completing the brochures.			•							
	Work with others to decide on an appropriate course of action to deal with a problem in the workplace.				•						
	Participate in compromising and negotiating to resolve conflicts and problems.						•				

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Critical Thinking											
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Define problems and consider alternative methods for solving a problem; then make a decision after evaluating the alternatives.						•			•	•
Organize ideas in new ways.	Organize ideas from class discussion in new ways, applying those ideas to the frieze.	•									
	Organize ideas from class discussion in new ways to create a worker for the visitors' center.		•								•
	Organize ideas from research into a brochure.			•					•		•
	Organize ideas about state tourism into persuasive slogans and logos.					•					
Define issues or problems and consider alternatives; and then make a decision based on evaluation of alternatives.	Define workplace issues and consider alternative methods for solving a problem; then make a decision after evaluating the alternatives.				•						
	Define alternative methods of advertising and choose the most effective form(s).					•					•
Civic Competence											
Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.	Recognize and interpret how the "common good" can be strengthened through workers responding to a community need.						•			•	•

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Synthesis 1	Synthesis 2	Synthesis 3
Literacy											
Read a wide range of print and nonprint texts to build an understanding of state history, natural environment, and arts and culture.	Read for specific information.			•						•	
	Summarize main ideas succinctly from a variety of text and oral discussion.						•		•		
Organize information to communicate.	Write slogan for state tourism.	•									
	Develop a research plan based on questions.			•							
	Write text for an advertising campaign.					•					
Use spoken and written language for learning and to exchange information.	Write an Employment Application that describes skills, characteristics, and experiences.		•								
	Listen actively to a group discussion.				•						
	Express a point of view using spoken language.				•						•
	Listen to evaluate and make judgments about problems.						•				
	Write celebration invitations following a friendly letter format.							•			
Use visual language for learning and to exchange information.	Draft and revise text and images for a state tourism brochure.			•							

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
- Making inferences
- Scanning for specific information
- Understanding visuals

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

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content 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 for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “That makes me think ...”

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

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

ADDITIONAL RESOURCES

LITERATURE

Easy

Khalsa, Dayal Kaur. *My Family Vacation*.

Plattsburgh, NY: Tundra Books, 2003.

A young girl starts a souvenir collection on her first long family vacation. Fiction.

Average

Keller, Laurie. *The Scrambled States of America*.

New York: Henry Holt and Co., 2002.

Each of the 50 states takes on a unique personality in this quirky tale. Fiction.

Krull, Kathleen. *Wish You Were Here*. New York:

Doubleday Books for Young Readers, 1997.

Emily and her grandmother visit all 50 states in one summer. Fiction.

Advanced

Paulsen, Gary. *The Car*. San Diego: Harcourt, 1994.

A teenager left on his own travels west in a kit car he built himself. Along the way he picks up two Vietnam veterans who take him on an eye-opening journey. Fiction.

MULTIMEDIA

DVD

America's Most Scenic Drives. Reader's Digest, 2002.

This DVD contains extensive footage, with narration, of scenery across the United States.

America's National Parks. Questar, Inc., 2001.

Interesting facts and beautiful scenery from all 55 National parks are featured on a set of two DVDs.

CD-ROMs

National Geographic Trip Planner Platinum 2001.

Washington, DC: National Geographic, 2001.

This CD-ROM allows users to map out routes anywhere in the U.S. and Canada. It also includes video expeditions and a complete guide to national and state parks.

Where in the U.S. Is Carmen Sandiego? for Schools.

San Francisco, CA: Riverdeep, Inc./The Learning Company, 2004.

Students chase Carmen Sandiego and her gang through all 50 states as they try to recover the nation's stolen treasures by deciphering clues relating to U.S. and state history, geography, economy, and culture.

Internet

Mapquest. www.mapquest.com

Mapquest provides maps and directions for any location in the U.S.

World Almanac for Kids.

www.worldalmanacforkids.com/explore/states

This site offers a state-by-state overview of resources, government, and history, including a section on tourism.

STORYPATH®



State Studies: The Visitors' Center

www.teachstorypath.com



What is tourism?

People like to travel for many reasons. People travel to learn more about history. They travel to see beautiful mountains or beaches. They travel to attend a concert or a fair. Travel for pleasure is called tourism. Tourism is an industry, a way for businesses to earn money. Hotels, airlines, and restaurants earn money from tourism. Parks and museums may also earn money by charging fees.

People do not have to go far to enjoy visiting a new place. Many people like to travel in their home state. State tourism is good for a state. Tourism creates jobs and businesses. Most states have a tourism board that is in charge of tourism in the state.



SET 1

SLIDE 2



▲ Tourists and travelers spend money at this diner on what was once Route 66, a famous highway.



SET 1

SLIDE 3

Tourists who ski in Colorado
spend money and make jobs for
ski lodge workers. ▼





SET 1

SLIDE 4

◀ Hotels are a major business in Honolulu, Hawaii.



Visitors' Centers



SET 1

SLIDE 5

Visitors' centers are places where visitors can get information. People go to visitors' centers to find out about places to stay, such as hotels or camping sites. Visitors' centers also have information about state parks and outdoor activities. They have brochures about historic sites and museums. Visitors also find out about special events, such as art fairs, festivals, and parades.

Visitors' centers are located in many different places. They may be located near hotels, state parks, museums, or other places where tourists go. A visitors' center may be public, run by the government. Or it may be private, run by a company or by a chamber of commerce.

◀ This visitors' center in South Dakota provides information about the state's history.



1. Why do people go to visitors' centers? (*scanning*)
2. Who runs visitors' centers? (*scanning*)



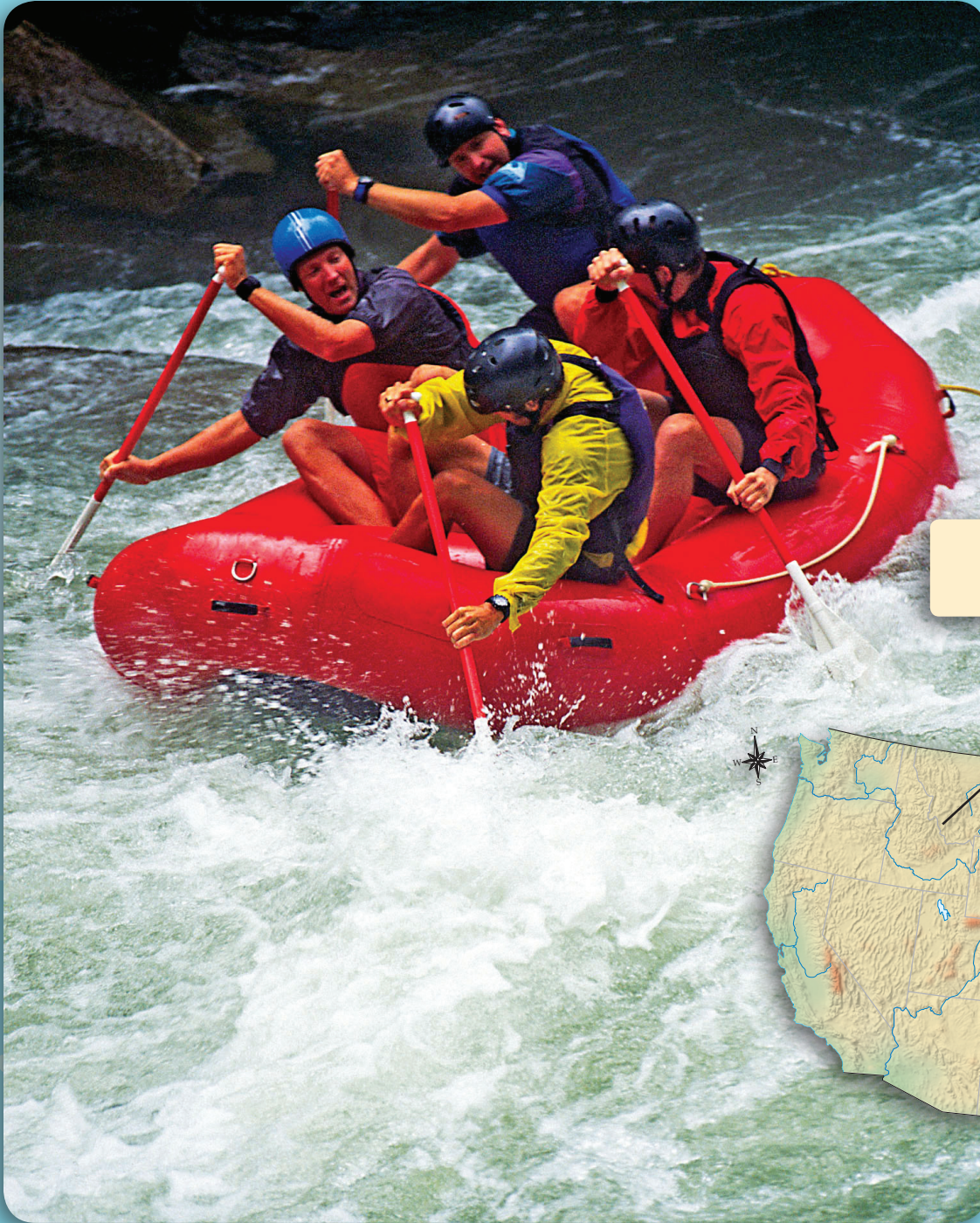
How does the state's natural environment affect tourism?

Have you ever wanted to climb the craggy face of a cliff? Some states have amazing natural wonders. Landforms affect what people do in a state. So does climate. Some tourists travel to nature to relax, while others look for adventure.



SET 2

SLIDE 2



◀ White water rafting in Idaho.



0 250 500 Miles
0 250 500 Kilometers





SET 2

SLIDE 3

Rock climbing in Utah's mountains. ▼



0 250 500 Miles
0 250 500 Kilometers





SET 2

SLIDE 4



Florida stays warm year-round and has beautiful beaches. ▶



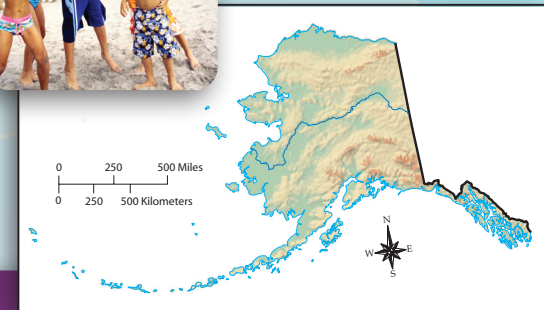
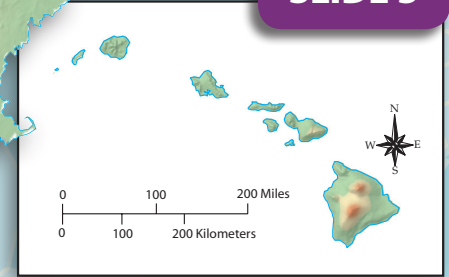


SET 2

SLIDE 5



0 250 500 Miles
0 250 500 Kilometers



1. How are states' natural environments similar and different in attracting tourists? *(compare and contrast)*
2. Based on this map of the United States, which areas of the country attract tourists who want to ski? Which areas attract tourists who like beaches? *(making inferences, understanding visuals)*

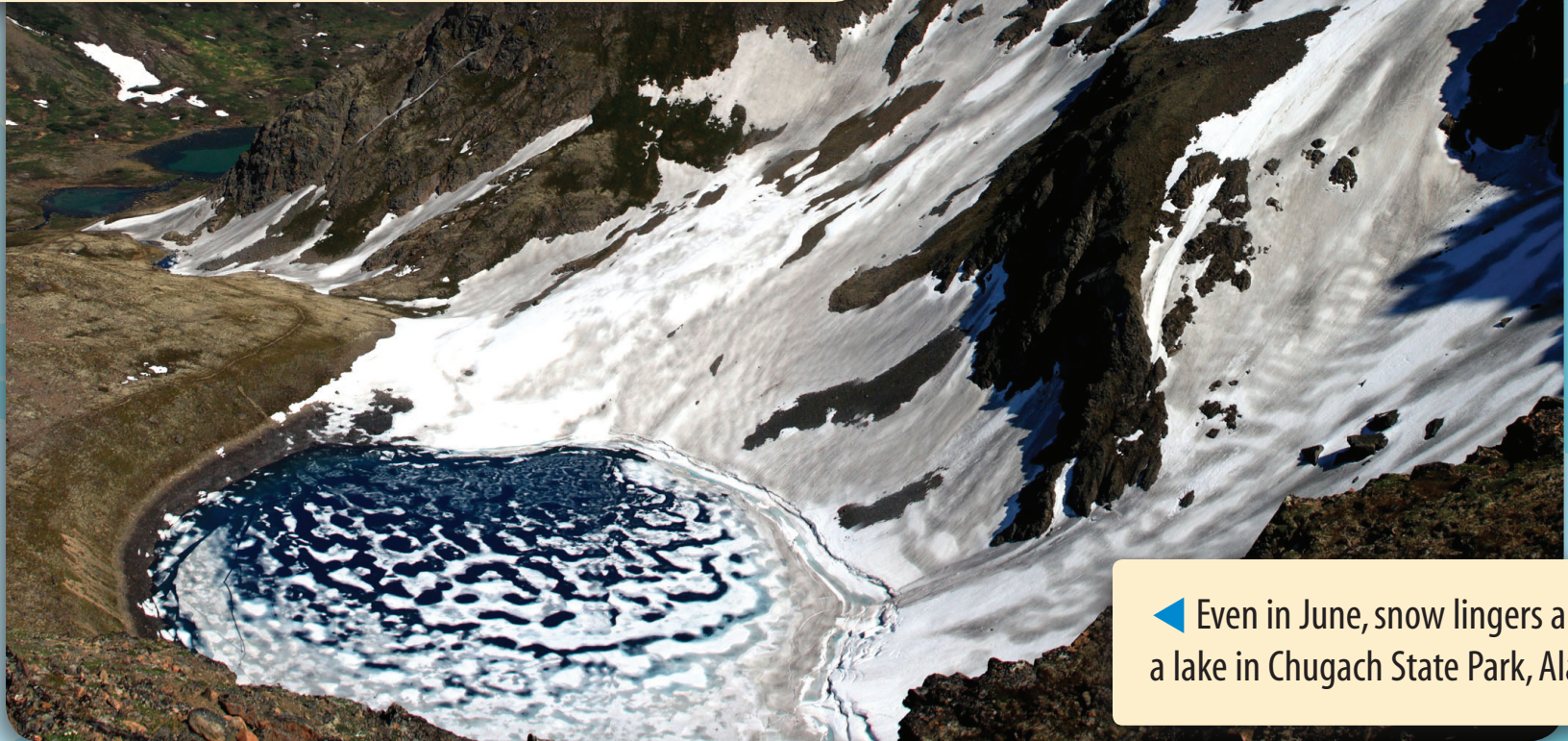
State and National Parks



SET 2

SLIDE 6

State and national parks protect natural environments. Construction and traffic is limited in these parks. National and state parks protect deserts, swamps, beaches, forests, and mountains.



◀ Even in June, snow lingers around a lake in Chugach State Park, Alaska.



SET 2

SLIDE 7

State and National Parks

Many tourists visit parks on vacation. Visitors can camp and hike in these parks. But there are also rules visitors must follow.

STATE PARK RULES

No littering

No feeding the animals

No picking plants

▲ The natural geysers in Yellowstone National Park are a tourist attraction.

How do state and national parks protect the environment?
(main idea/supporting details)



How does history affect tourism?

Visiting an historic landmark is like traveling back in time. Historic places help people learn about what life was like long ago. Some old buildings have been turned into museums. Monuments are buildings or structures created to remember something important.

With a street map in hand, tourists can walk through a town or city and learn about its history. People may enjoy looking at the architecture of the buildings or visiting the birthplace of a famous person.

Why are museums and old buildings important for tourism?

(main idea/supporting details)



SET 3

SLIDE 2



◀ *Territorial Enterprise* Mark Twain Museum in Virginia City, Nevada. Writer Samuel Clemens first used the pen name “Mark Twain” while working as a reporter for *Territorial Enterprise*, the local newspaper.



SET 3

SLIDE 3

American flags circle the Washington Monument in Washington, D.C. ▼

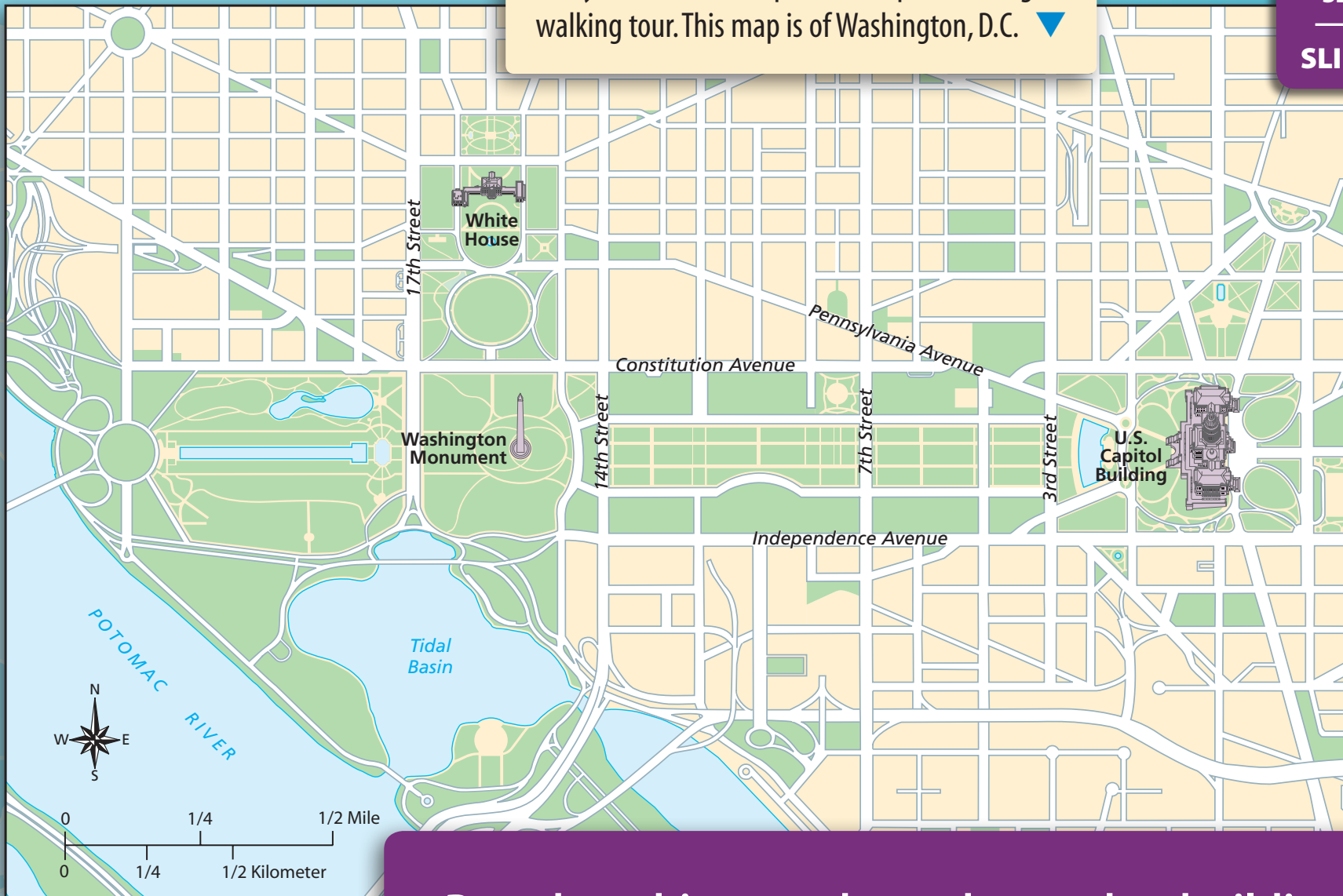




SET 3

SLIDE 4

Many visitors' centers provide maps for taking a walking tour. This map is of Washington, D.C. ▼



Based on this map shown here, what buildings or monuments could you see on a walking tour of Washington, D.C.? (*understanding visuals*)



SET 3

SLIDE 5



Slater Mill, an old cotton mill ▲
in Pawtucket, Rhode Island



SET 3

SLIDE 6



◀ Monuments also tell the history of a place. The Gateway Arch in St. Louis, Missouri, honors the Lewis and Clark Expedition. In 1803, Lewis and Clark set out from St. Louis to explore the western territories. Since then, St. Louis has been known as “the Gateway to the West.”



SET 3

SLIDE 7



▲ People have been living in this Pueblo in New Mexico for more than 1,000 years. Tourists visit here to learn about the Pueblo culture.



SET 3

SLIDE 8

Slater Mill ▶



▼ Gateway Arch



What kinds of historic sites do some tourists like to visit? (*scanning*)

◀ Washington Monument



New Mexico Pueblo ▶



◀ Mark Twain Museum





What role do arts and culture play in state tourism?

Visitors' centers often promote their state's arts and culture. Many tourists like to visit museums and galleries. A museum may focus on history, science, or on the visual arts. Some museums, like the Art Institute of Chicago in Chicago, Illinois, have famous collections of art from around the world. Other museums focus on the area where they are located. For example, the Museum of New Mexico in Santa Fe honors the American Indian and Hispanic heritage in the state of New Mexico.

How do museums help state tourism? *(making inferences)*



Many tourists like to see the performing arts, such as theater, music, and dance. New York City is famous for its Broadway theaters. Many major cities have a symphony orchestra and a ballet company. Smaller towns may also have performing arts. Jonesborough, Tennessee, is famous for its annual storytelling festival.

- 1. How might the arts in a big city be different from the arts in a small town?**
(compare and contrast)
- 2. What arts performances have you seen?**
(connecting)



SET 4

SLIDE 3

Folk musicians perform at
a festival in Maryland ▼

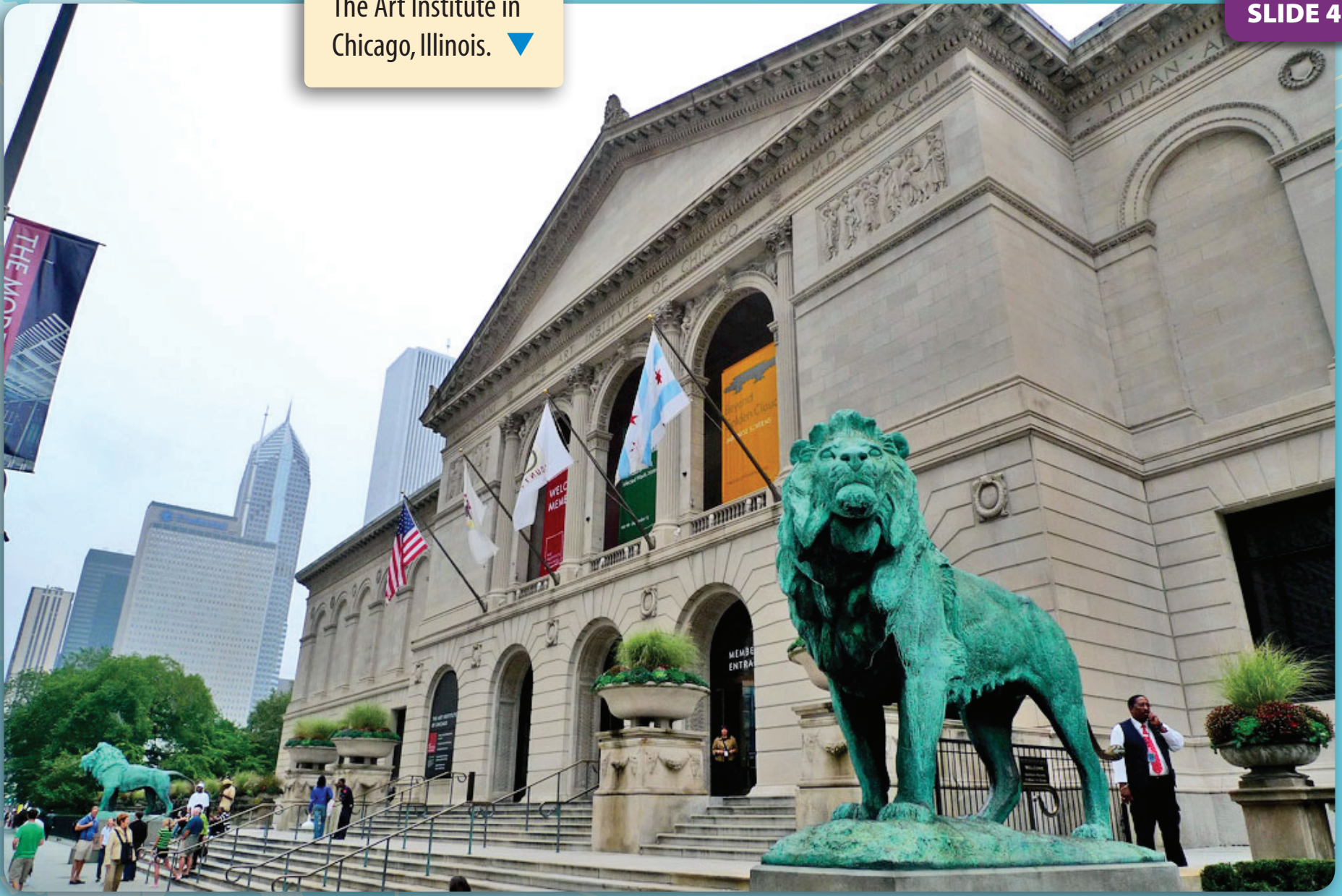




SET 4

SLIDE 4

The Art Institute in
Chicago, Illinois. ▼





SET 4

SLIDE 5



◀ An inter-tribal powwow
in Seattle, Washington



In Cleveland, Ohio, the Rock and Roll Hall of Fame displays ten ▲
foot tall sculptures of guitars in front of the building. Additional
guitar sculptures are scattered throughout the city.



Why is shopping important to state tourism?

Many tourists like to buy postcards, T-shirts, jewelry, and other items that will help them remember their trip. When tourists shop and visit restaurants, the state takes in money. These purchases of goods and services are important to a state's economy.

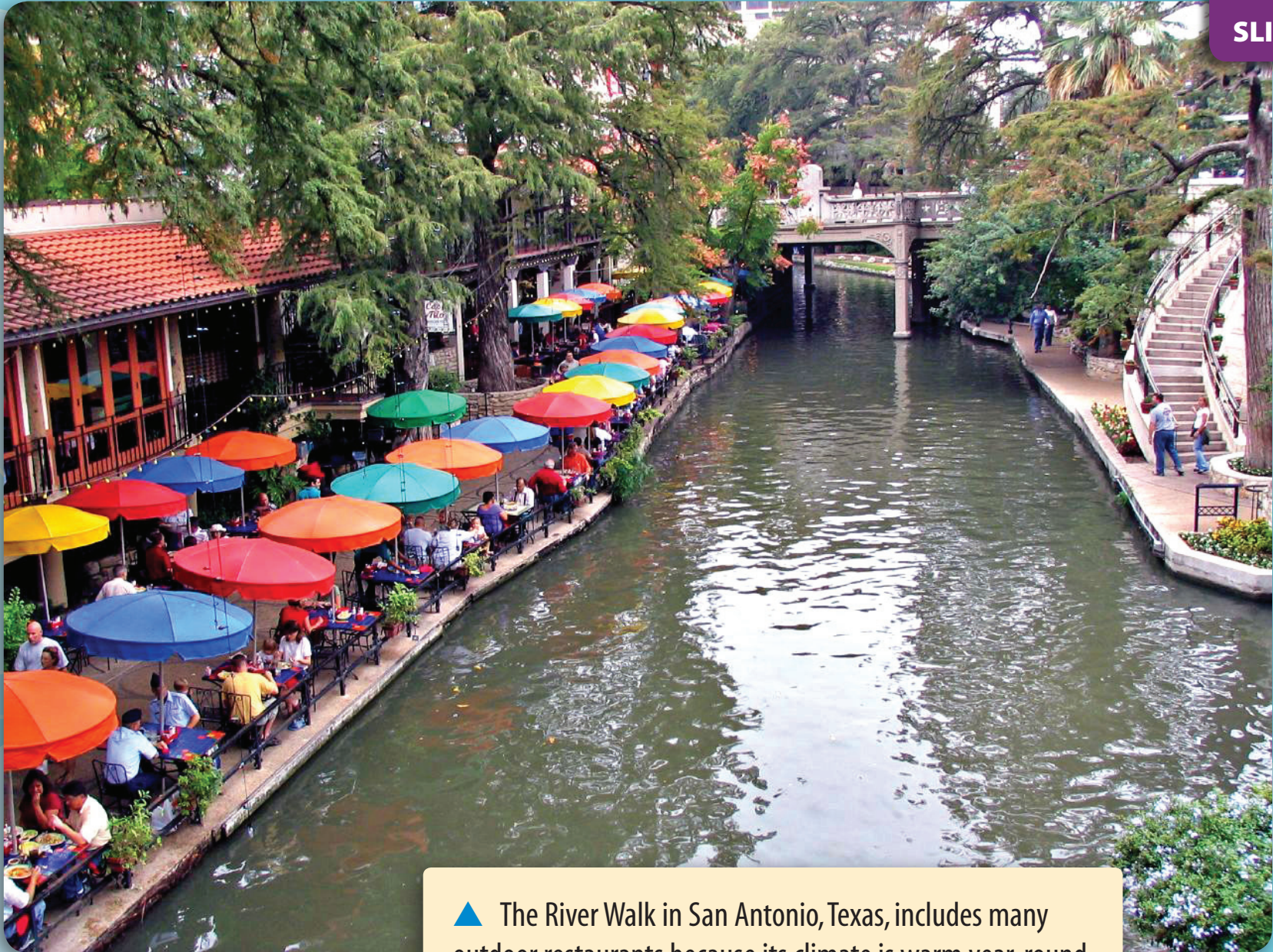
Tourists enjoy shopping, eating, and walking around attractive shopping areas. Many tourists like to eat the foods that are special to the place they are visiting, like eating lobster in Maine or cherries in Michigan.

1. How does shopping help states?

(making inferences)

2. Has anyone ever sent you a postcard from another place? What did the postcard tell you about that place?

(connecting)



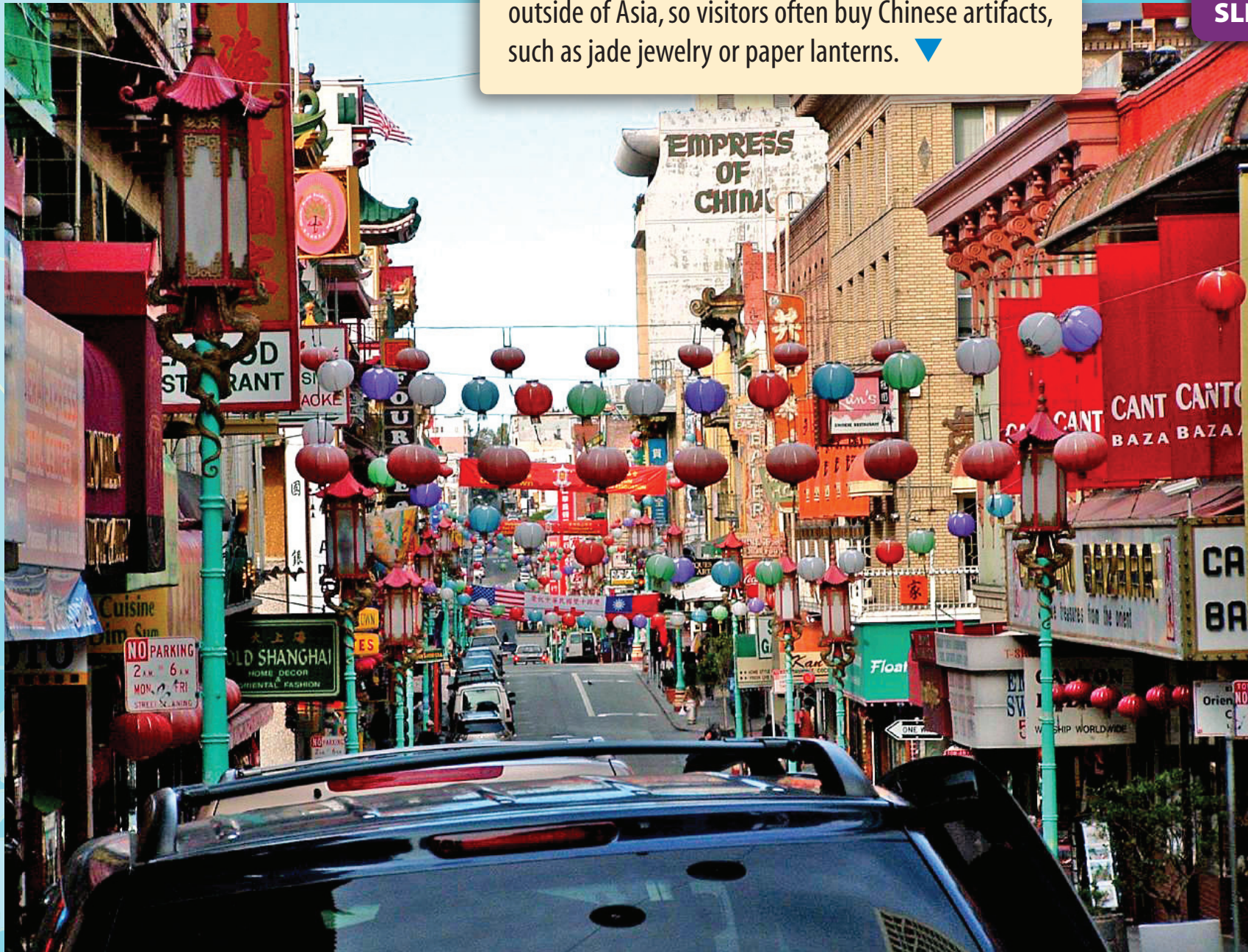
▲ The River Walk in San Antonio, Texas, includes many outdoor restaurants because its climate is warm year-round. Many people enjoy going on boat rides down the river.



SET 5

SLIDE 3

San Francisco, California, has the largest Chinatown outside of Asia, so visitors often buy Chinese artifacts, such as jade jewelry or paper lanterns. ▼





Souvenirs

A souvenir is an item that serves as a reminder of a special place or event. Magnets, mugs, and T-shirts are popular souvenirs. Many souvenir shops are located near popular tourist attractions. Visitors to the Space Needle in Seattle, Washington, can buy Space Needle T-shirts, Space Needle mugs, and Space Needle snow globes.

Why do people buy souvenirs? *(scanning)*

◀ The Space Needle is a landmark in Seattle, Washington. Visitors can enjoy a meal in its restaurant and browse in its gift shop.





Visitors may also buy souvenirs that are special to a state's culture, industry, or natural environment. Souvenirs may be silly, like bobble-head dolls, or they may be decorative, like jewelry. Sometimes tourists save souvenirs that don't cost any money, such as a seashell found on a beach. Tourists may also save ticket stubs, maps, and photos to keep in scrapbooks.

◀ Because of its forests, Vermont is famous for maple syrup. Many tourists buy syrup or maple sugar candy.



What are state symbols?

All states have symbols. A state symbol is a thing that represents what is special about the state. A state's symbols are often connected to its wildlife and natural environment. Every state has a bird, tree, and flower symbol. Some states also have fish, animals, and even insects as symbols. Each state has a state song and a state flag, too.

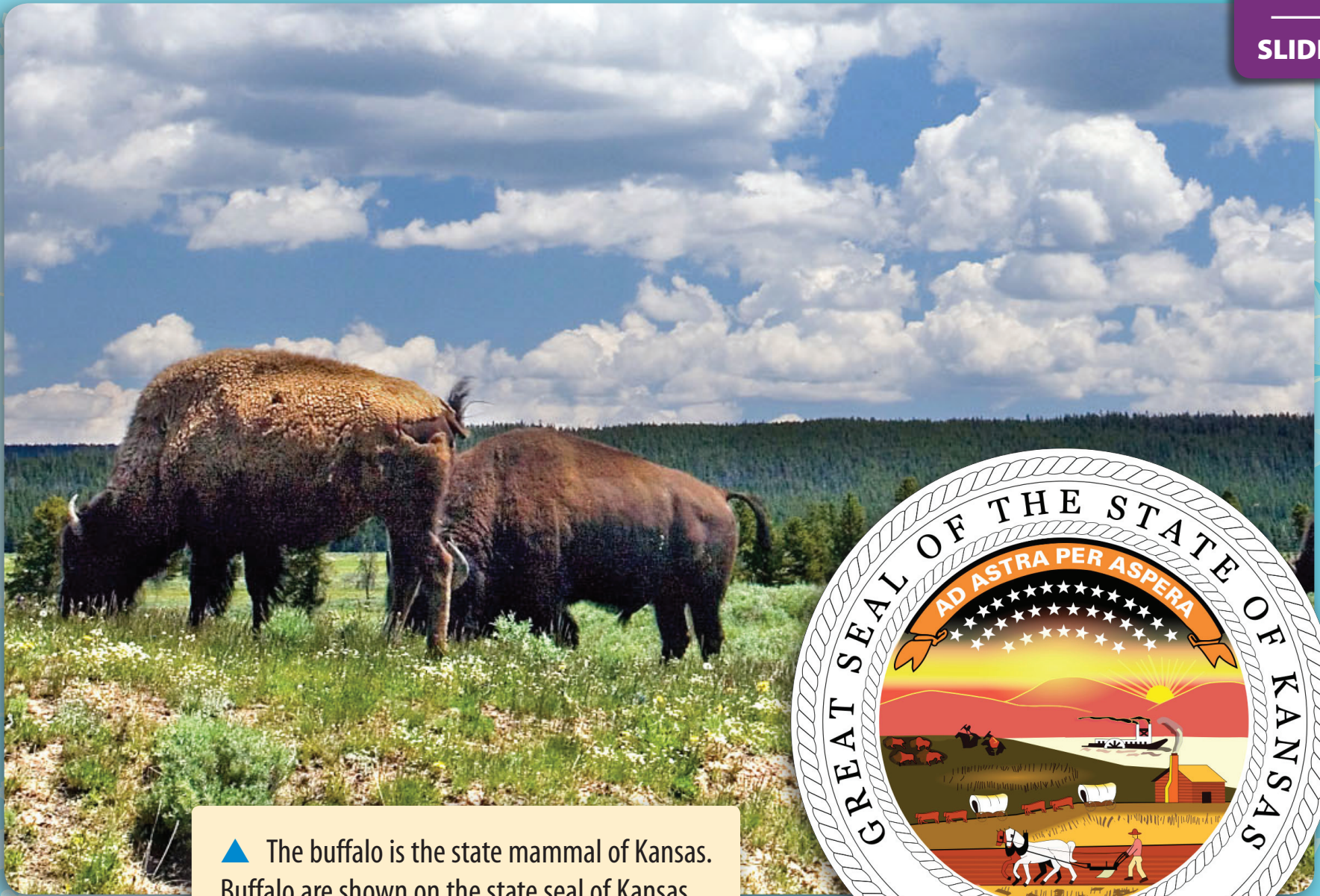
1. Why might a state have a symbol?
(making inferences)

2. What do you think might make a good symbol for your state? Explain why.
(connecting)

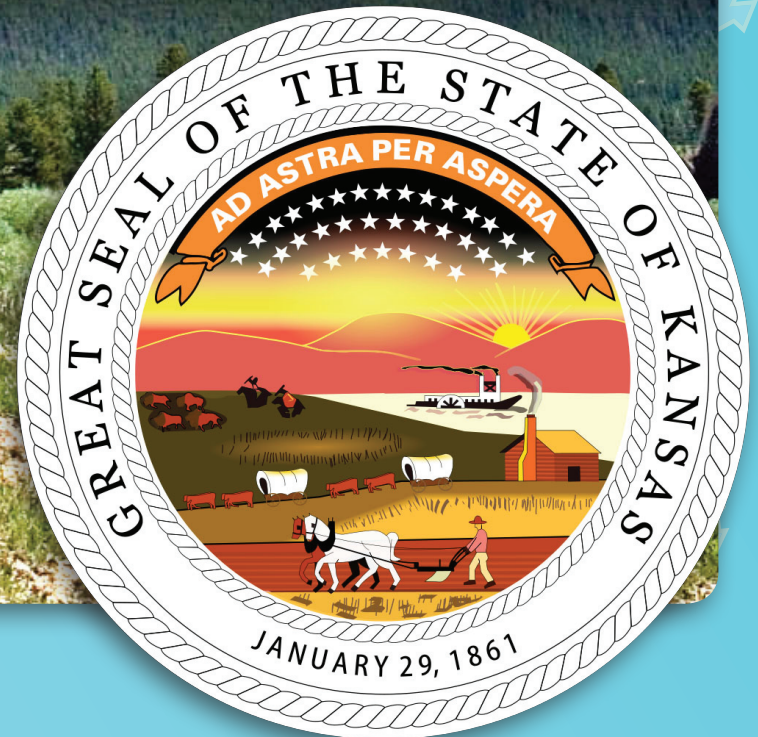


SET 6

SLIDE 2



▲ The buffalo is the state mammal of Kansas. Buffalo are shown on the state seal of Kansas.





SET 6

SLIDE 3



The grizzly bear is the state mammal of California. A grizzly bear is shown on the California state flag. ▼





SET 6

SLIDE 4

◀ The sagebrush is the state flower of Nevada. This flower is shown on the Nevada state flag.





SET 6

SLIDE 5

Green Bay Packers fans wear the team colors of green, gold, and white to show their support in Green Bay, Wisconsin. ▶

Sports Teams

Sports teams are very important to states. A state might be home to a major-league football, basketball, or baseball team. Some famous teams are the Dallas Cowboys, the Utah Jazz, and the Chicago Cubs. But a state may also be proud of their other teams, like college and minor-league teams. Some tourists travel to see their favorite teams play. Sports teams can bring in a lot of tourism money to their states.

Why are sports teams important to states? *(scanning)*





SET 7

SLIDE 1

Why do states advertise tourism?

Possible places
to advertise
tourism:
radio
television
Internet
magazines
newspapers

Companies advertise to get people to buy their goods or services. Travel and tourism industries advertise, too. Airlines and hotels encourage people to take a vacation. State tourism boards try to make people want to visit their state. Tourism ads usually offer excitement or relaxation.

Why do state tourism boards need to advertise? *(main idea/supporting details)*

Washington, D.C.

**A Nation's
History Revealed**

Tours of major
monuments available
Wednesday—Saturday,
11 a.m.—3 p.m.



Sponsored by the Washington, D.C., Tourism Association



Advertising Techniques

Ads use a number of techniques to attract attention. These include:

1. Attention-getting headlines.

The headline makes people want to know more about the product. Headlines are used mostly in written ads, but the first words in a radio or television ad can work like a headline. A headline hooks the reader or listener. A headline might promise personal satisfaction or arouse curiosity. A headline might offer interesting information about a product.

The Washington, D.C. Convention and Tourism Corporation
and the Restaurant Association of Metropolitan Washington are proud to present

Eighth Annual Washington, D.C., Restaurant Week
from August 1-7

- More than 100 of Washington, D.C.'s finest restaurants
- Awe-inspiring, multi-course meals
- Prepared especially for this gourmet event

**Lunch
\$20.05
Dinner
\$30.05**

Serving UP Summer Savings





2. Slogans or jingles. Slogans are short phrases. Jingles are short phrases set to music. They are used frequently. Good slogans and jingles are easy to remember.

3. Testimonials. These are statements made by people saying they like the product. It can be an ordinary person or a famous person. The person making the testimonial must have used the product at least once.



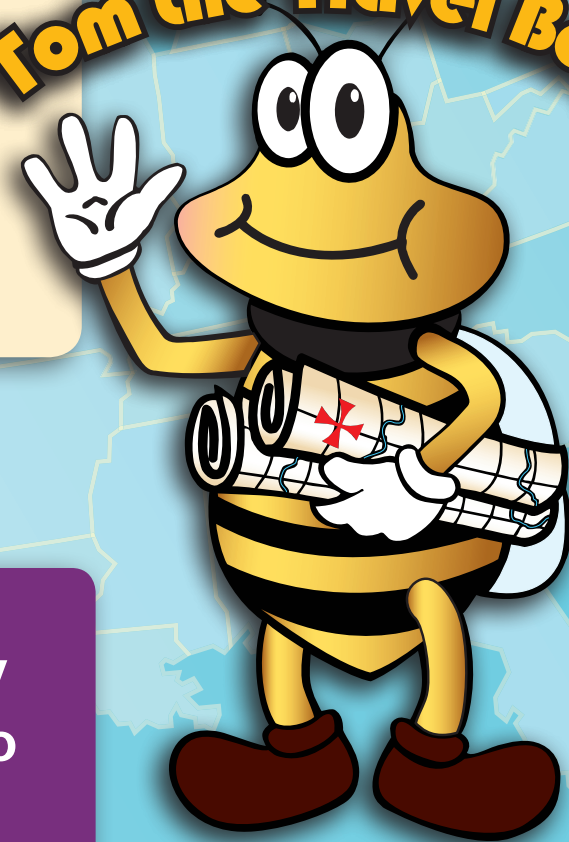
Can you think of any slogans or jingles used to advertise products? (*connecting*)

▲ This slogan promotes summer tourism in Washington, D.C.



4. Product characters. These are fictional characters created by the advertising company to sell the product. Product characters become identified with the product and often tell about the product.

Tom the Travel Bee



Product characters are frequently used with young children. Why do you think that happens?
(making inferences)



SET 8

SLIDE 1

How does industry affect state tourism?

Businesses, jobs, and factories are all part of a state's industry. Businesses also shape the history and culture of a place. Hershey, Pennsylvania, is famous for the chocolate company that employs many people in the area and brings in tourists. Its most famous intersection is the corner of Cocoa Avenue and Chocolate Avenue.

◀ The twin stacks of the Hershey chocolate factory in Hershey, Pennsylvania.

Why is industry important to a state?
(making inferences)





A state's natural resources also shape its businesses. For example, Kentucky is rich in coal deposits. Because of this, mining companies have been operating in Kentucky for more than 100 years. Today, major tourist attractions in Kentucky include the mining museums and caves.

How do natural resources affect the businesses in a state? *(scanning)*

◀ A kind of stalactite called drapery forms on the ceiling while stalagmites form on the floor of Onyx Cave in Kentucky.



SET 8

SLIDE 3

Coastal states that make money from fishing are also popular with tourists for the fresh seafood. Some tourists even enjoy catching fish themselves.



▲ One of Alaska's main industries is fishing. Tourists also enjoy fresh seafood when they visit.

Amish



SET 8

SLIDE 4

In states such as Indiana, Pennsylvania, and Ohio, many tourists like to visit Amish communities. Amish people do not drive cars, use electricity, or have telephones. They farm and make beautiful crafts, such as furniture and quilts. While many Amish people do not like to be bothered by tourists, some Amish people run their own businesses. Tourists can enjoy a few of the simple pleasures of Amish life when they visit Amish restaurants and stores.



▲ Because of its rich land, many Amish people settled in Indiana to farm.



What special events are part of state tourism?

Visitors' centers inform tourists about special events around the state. Tourists often travel to participate in special celebrations. Some celebrations happen in all the states, such as the Fourth of July. Other celebrations vary by region or state. Farming states celebrate the harvest, like the Sweet Corn Festival in Sun Prairie, Wisconsin. States might celebrate a special part of their heritage or culture. For example, every year the Mississippi Delta Blues and Heritage Festival celebrates the music of the South.

Why do different areas have celebrations?
(main idea/supporting details)



SET 9

SLIDE 2



Many tourists like to visit ►
Washington, D.C., on the
Fourth of July.



SET 9

SLIDE 3



▲ Fall is a popular tourist season in New England. Every year Keene, New Hampshire, holds a Pumpkin Festival.



SET 9

SLIDE 4

Visitors enjoy a performance at the New Orleans Jazz and Heritage Festival in New Orleans, Louisiana. ▼





SET 9

SLIDE 5



Why would tourists want to join in a celebration? *(making inferences)*

What kinds of celebrations do you like to attend? Explain why. *(connecting)*



State Studies

The Visitors' Center

Reading Tips

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