

Teaching Media Literacy through Storypath: Responsive Teaching and Learning in Challenging Times



SCAN ME



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Margit McGuire,
Laurie Stevahn,
&

Barbara Bromley, NCSS
Elementary Teacher of the Year

mmcguire@seattleu.edu, stevahn1@seattleu.edu,
bromleyb933@Edmonds.wednet.edu

Three questions for our session:

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- What is PBL Storypath?

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- How does Storypath center student agency (voice, choice, and autonomy) in the learning process?

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- How does Storypath affirm the principles of powerful teaching in the elementary classroom?

Instructional Delivery

Key questions guide learning to:

- problematize knowledge,
- encourage substantive conversations,
- create the lived experience,
- learn and use civic skills in context, and
- practice literacy skills in context.

A Pathway to Learning

Setting

Characters
(The Students)

Context

Critical Incidents
(The Plot)

Conclusion

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Photo credit: <https://blog.teachingmatters.org/jumpstart-to-early-reading>

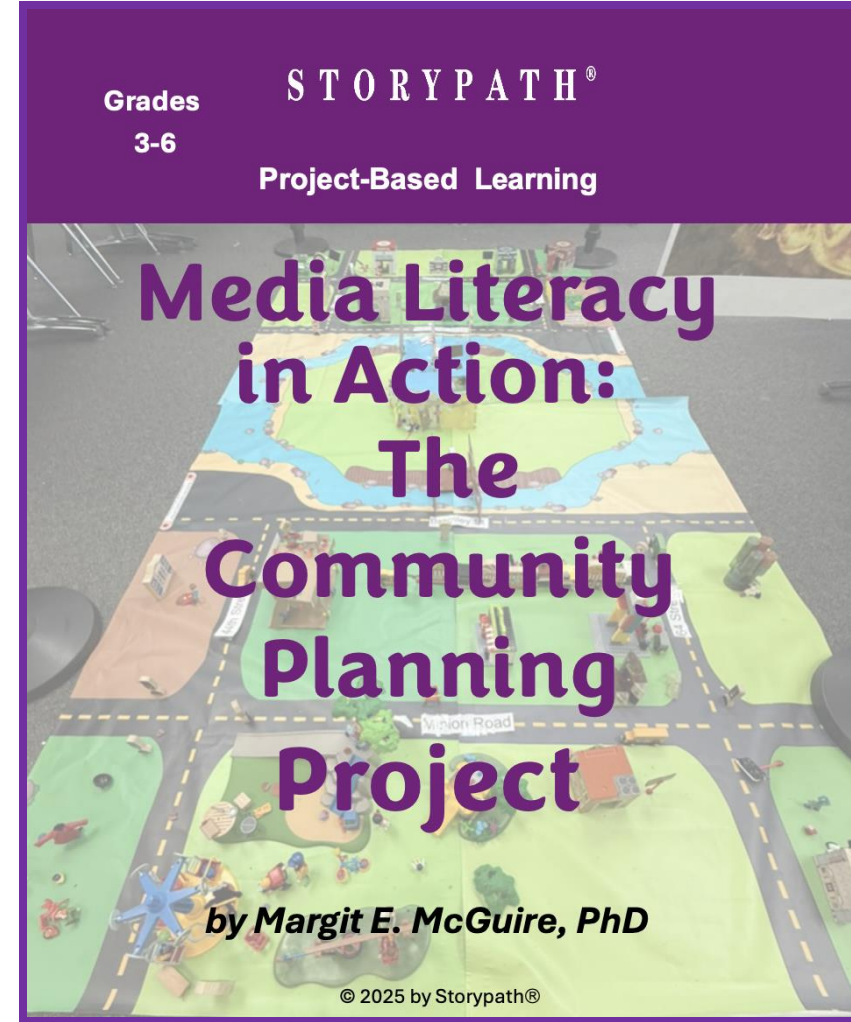
Research Base

Children's social, cultural, and civic identities develop at a young age; therefore, teaching how democracy works matters greatly.

As active learners, children construct meaning through dramatic play, rehearsing real life events, and tackling problems.

Student led learning is at the heart of the Storypath approach. Through their character roles, learners shape the story affirming their assets and identities as the story unfolds.

Cooperative problem solving (critical thinking), social-emotional learning and civic action can be effectively woven together for powerful learning.



Compelling Questions:

What makes a livable and vibrant community for all?
How do we analyze and respond to media misinformation?

Media Literacy in Action: The Community Planning Project

Grades
3-6

STORYPATH®
Project-Based Learning

Media Literacy in Action: The Community Planning Project

by Margit E. McGuire, PhD

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Episodes

Episode 1 The Characters:
The Community Planners

Episode 2 Context Building:
Researching Livable Communities

Episode 3 The Setting:
Constructing the Community

Episode 4 The Critical Incident
A Media Controversy

Episode 5 The Concluding Event:
Celebrating the Livable Community



Launching the Storypath:

An invitation...

To Create a Livable Community

What is a community?

People living in the same geographic place.





Photo Credit: <https://createdigital.org.au/urban-planning-games-seriously-fun-way-win-community-support/#comment-130643>

Why are community planners needed to create a livable community? What expertise do they need?

Creating the Characters

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

Community Planners Needed!



This Photo by Unknown Author is licensed under CC BY



The Community Planners

Speaking, Listening, and Writing in Context and with a Purpose

Building Context

Researching Livable Communities

- What kind of community do we want?
- What are the features of a livable community?

Homes

Businesses

Public Services

Educational Facilities

Parks and Recreation

Landscaping

Transportation

Aesthetic Features

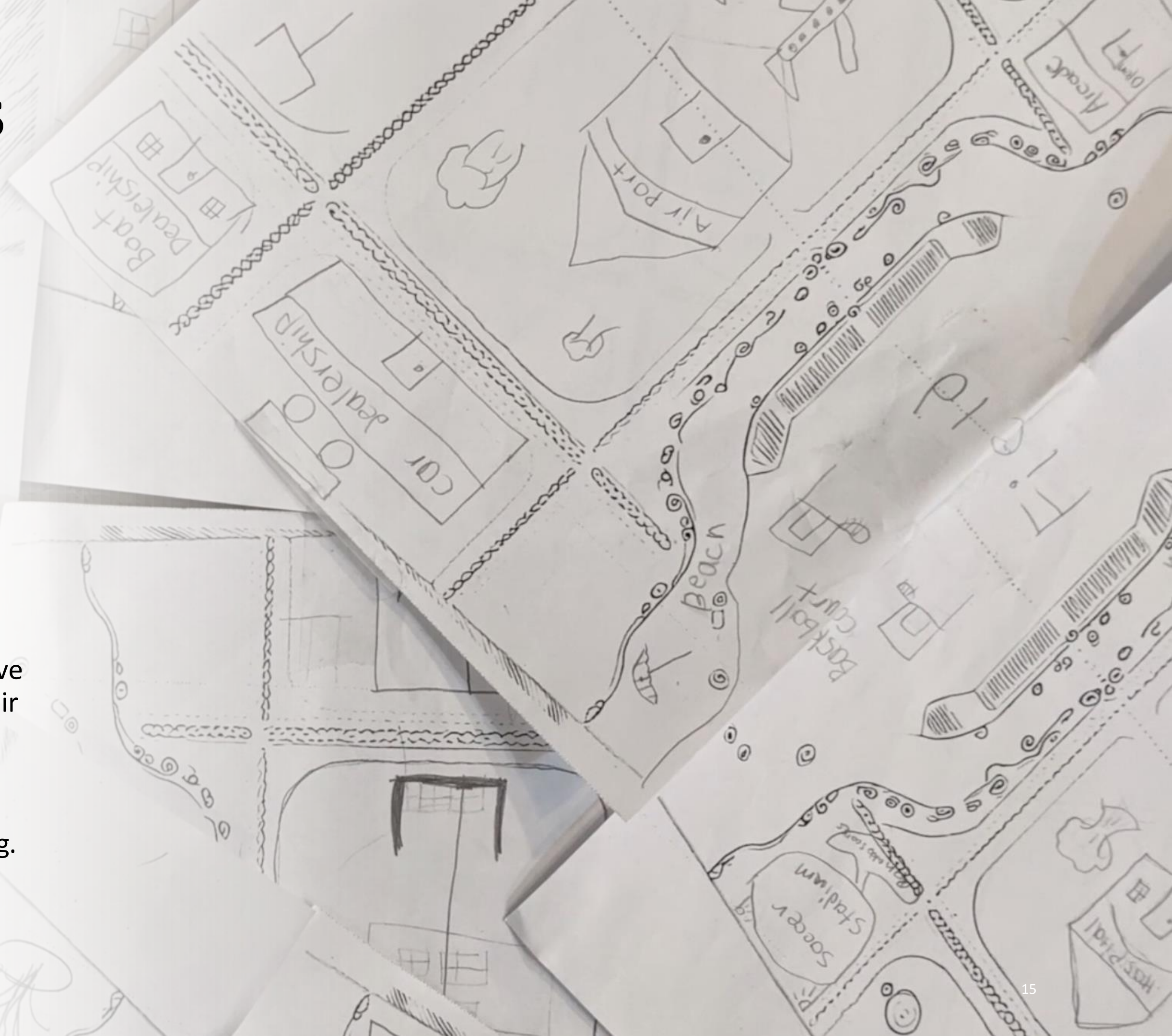
Creating the Setting

Students create the setting by completing a mural or other visual representation of the place. The setting anchors the story.

- Brainstorming
- Classroom Discourse
- Affirming Students' Contributions and Identities
- Fostering Creative Thinking and Imagination
- Assessing Understanding
- Asking Questions

How do students create the setting?

- Students brainstorm and negotiate what features will make a livable community then create a chart for reference.
- Art skills including perspective, scale, and color are discussed to support the construction of the setting.
- Students collaborate—participate in the give and take of creating a suitable setting for their story.
- Academic language is reinforced in context as students collaborate on making the setting.









Advertising for Businesses

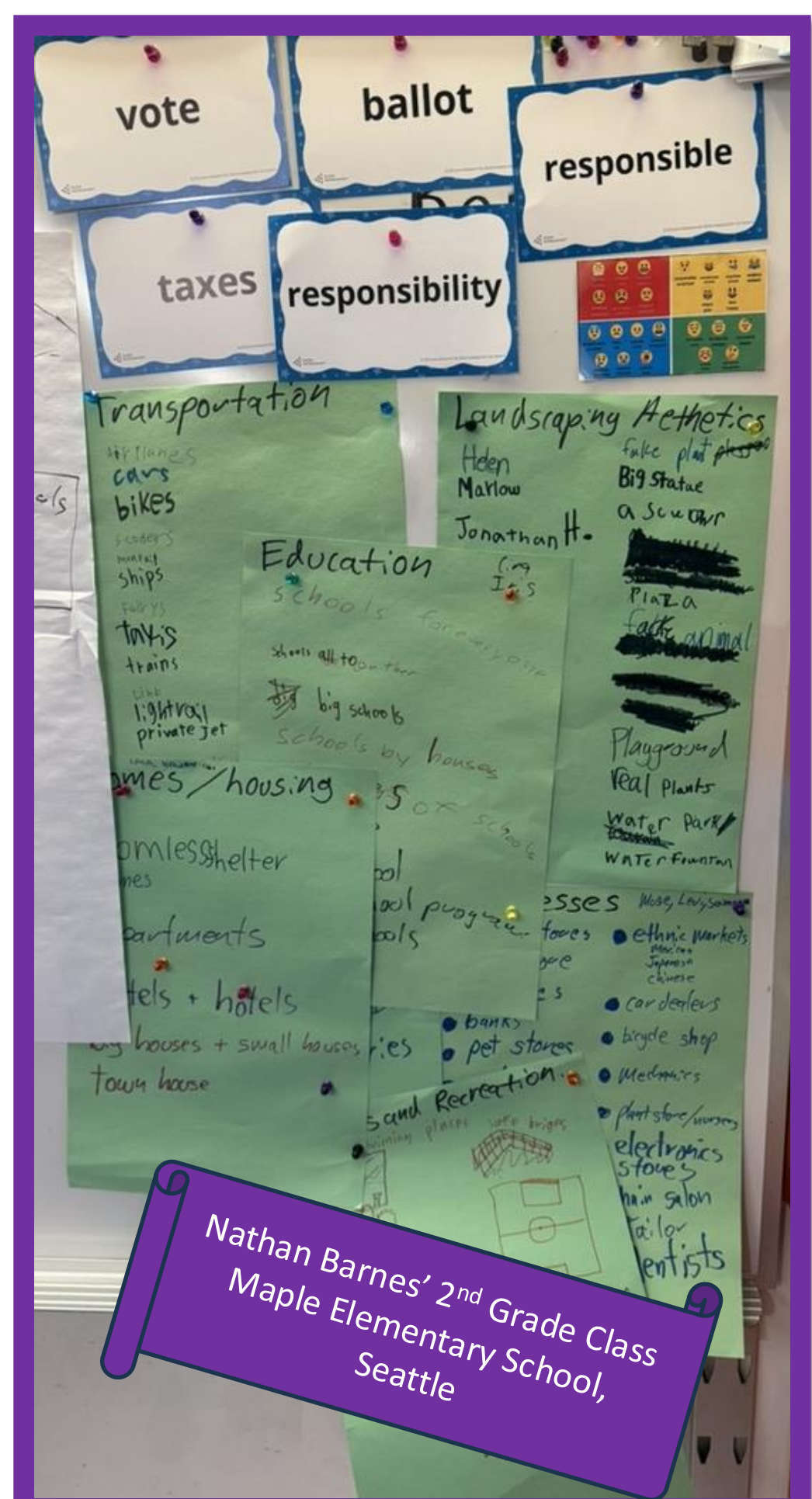
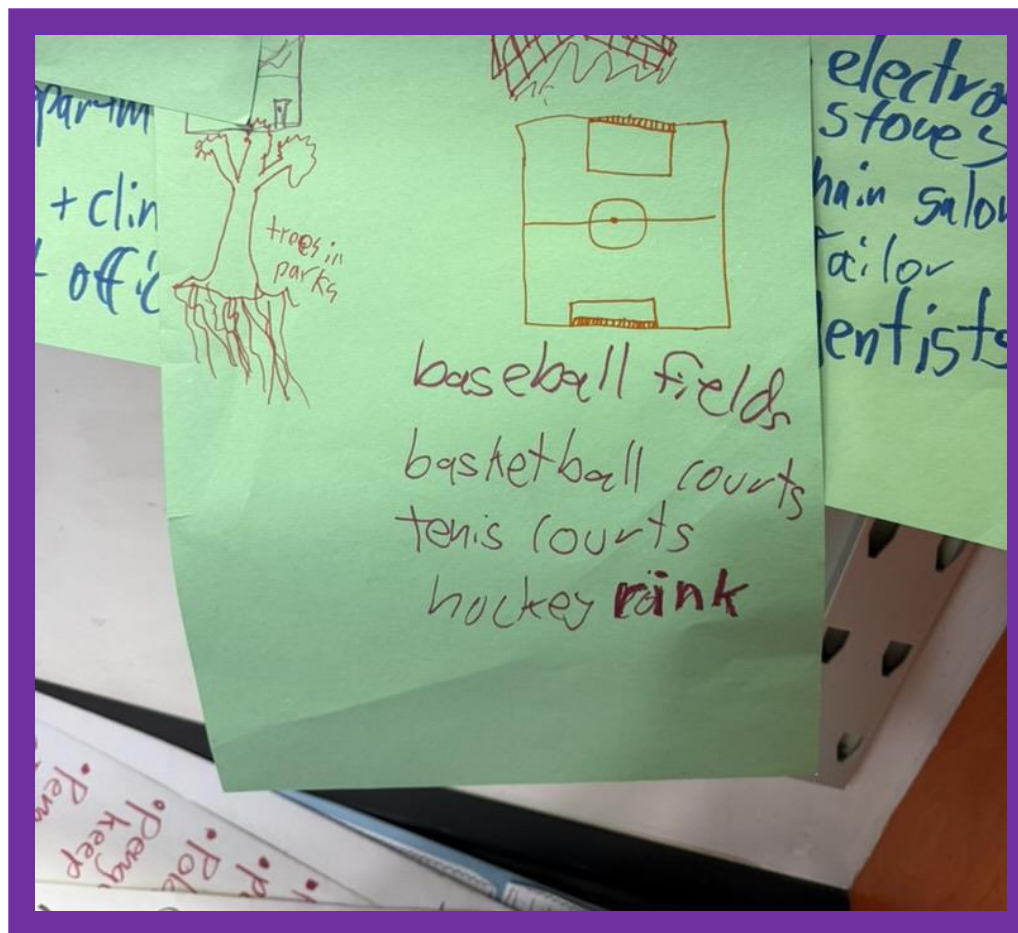
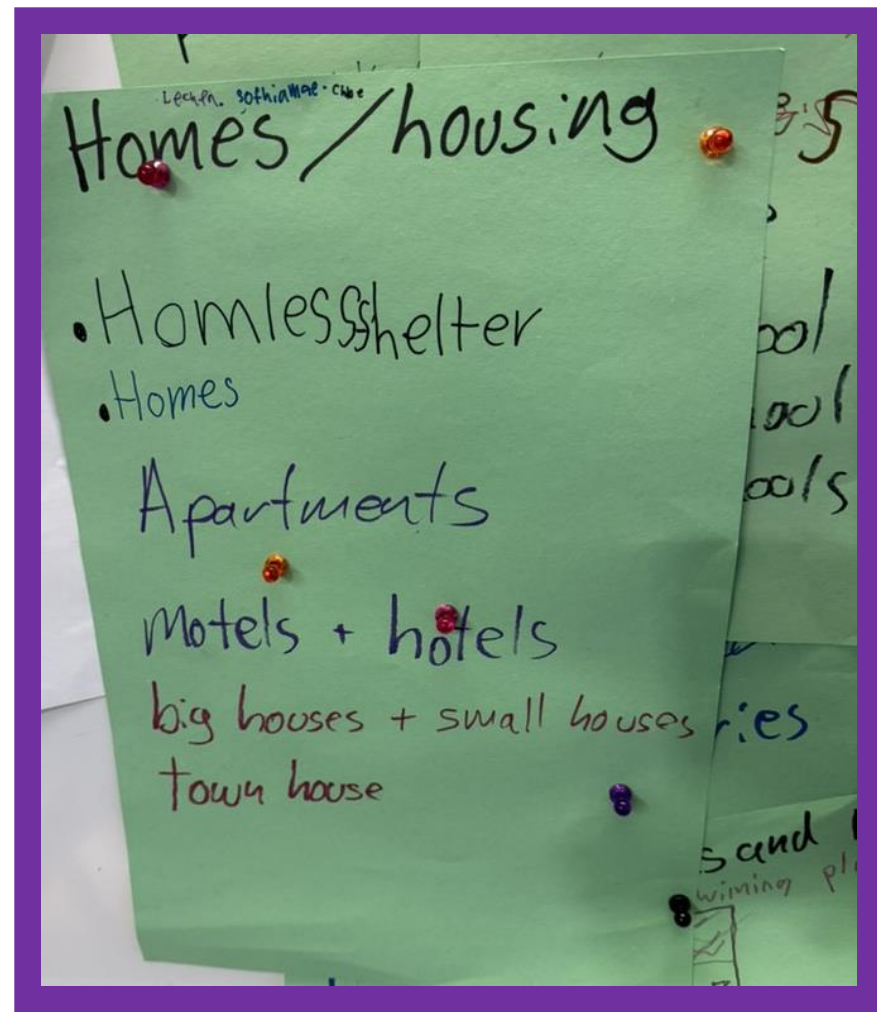
An advertisement for Amber's Pizza Co. The background shows the storefront of the pizza shop with the name 'AMBER'S PIZZA Co.' in large, illuminated letters. A large, appetizing slice of pepperoni pizza is shown in the foreground. A yellow starburst graphic in the top right corner contains the text 'New 10% off'. Below the pizza, a white banner reads 'pizza that bites back'. At the bottom right, another white banner reads 'Ghost pepper pizza' in red text.

New 10% off

AMBER'S PIZZA Co.

pizza that bites back

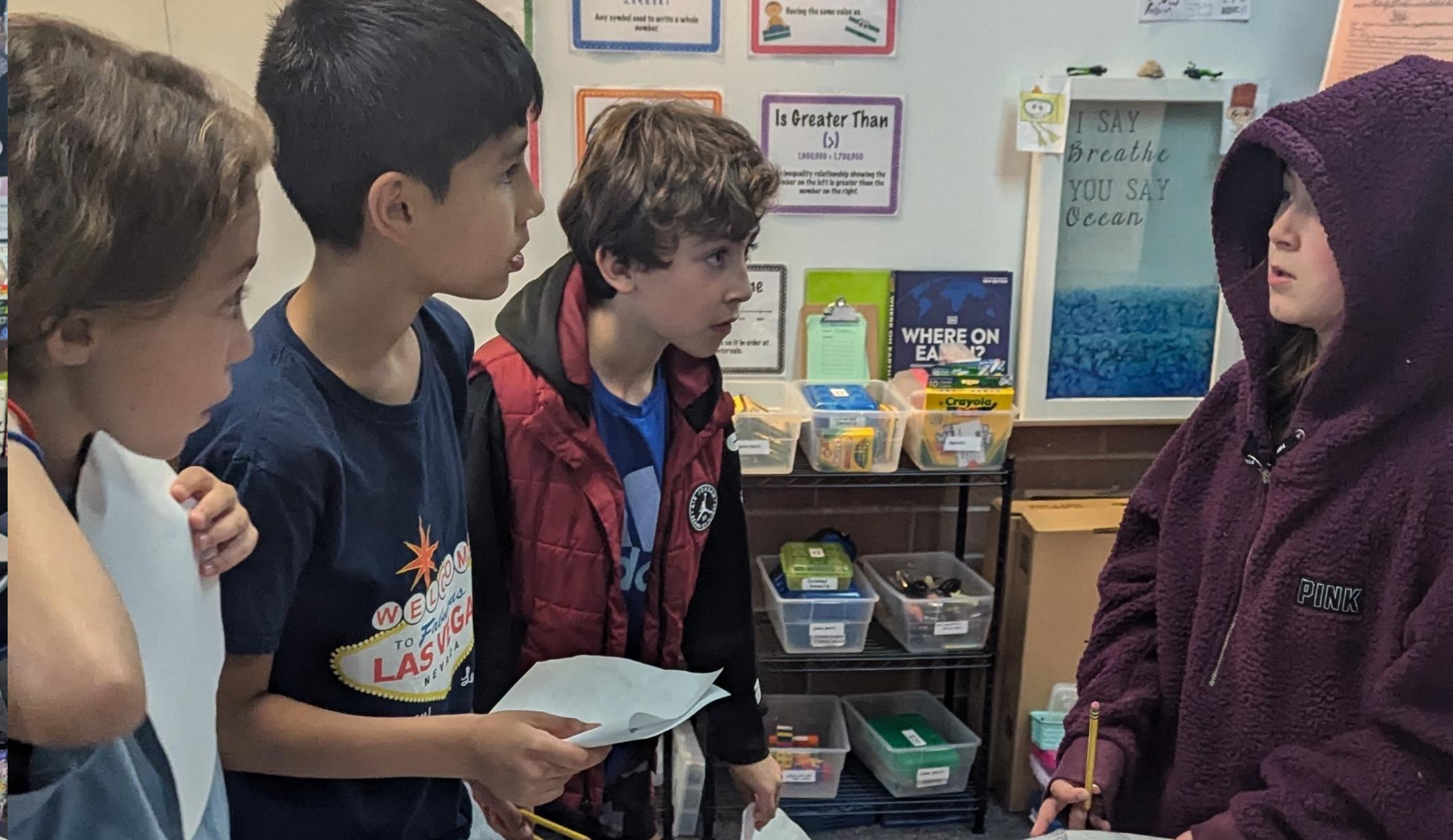
Ghost pepper pizza



Nathan Barnes' 2nd Grade Class
Maple Elementary School,
Seattle

A hand-drawn map titled "Livable Community Plan" and "C3 Community Planners Created this design for a livable community". The map is made of green paper with a grid of streets, red and yellow buildings, and various colored sticky notes. A large grey rectangle on the left is labeled "air port". The map is pinned to a brick wall with blue tape.

A hand-drawn map titled "Livable Community Plan" is pinned to a brick wall with blue tape. The map is drawn on a large sheet of light green paper and shows a neighborhood layout. It features a grid of streets, with a large grey rectangular area on the left labeled "AIR PORT". The map is divided into several colored blocks: red, yellow, green, and blue. There are numerous small, colorful sticky notes and drawings scattered across the map, representing various community features and ideas. A sign on the right side of the map reads "C3 Community Planners Created this design for a livable community". The map is a collaborative design for a livable community.



Talking about the setting

- Create a word bank
- Postcard writing
 - Take a photo of the setting
 - Write about the setting
 - Share postcard with families

Critical Incident

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

- Inquiry
- Critical thinking
- Collaborative Problem-Solving

A news report...

How will we respond?

How do we feel about the report?



Breaking News

Amber City is having some big problems. People who live here are upset because the city is not well planned. The sports arena is right in the middle of the city.

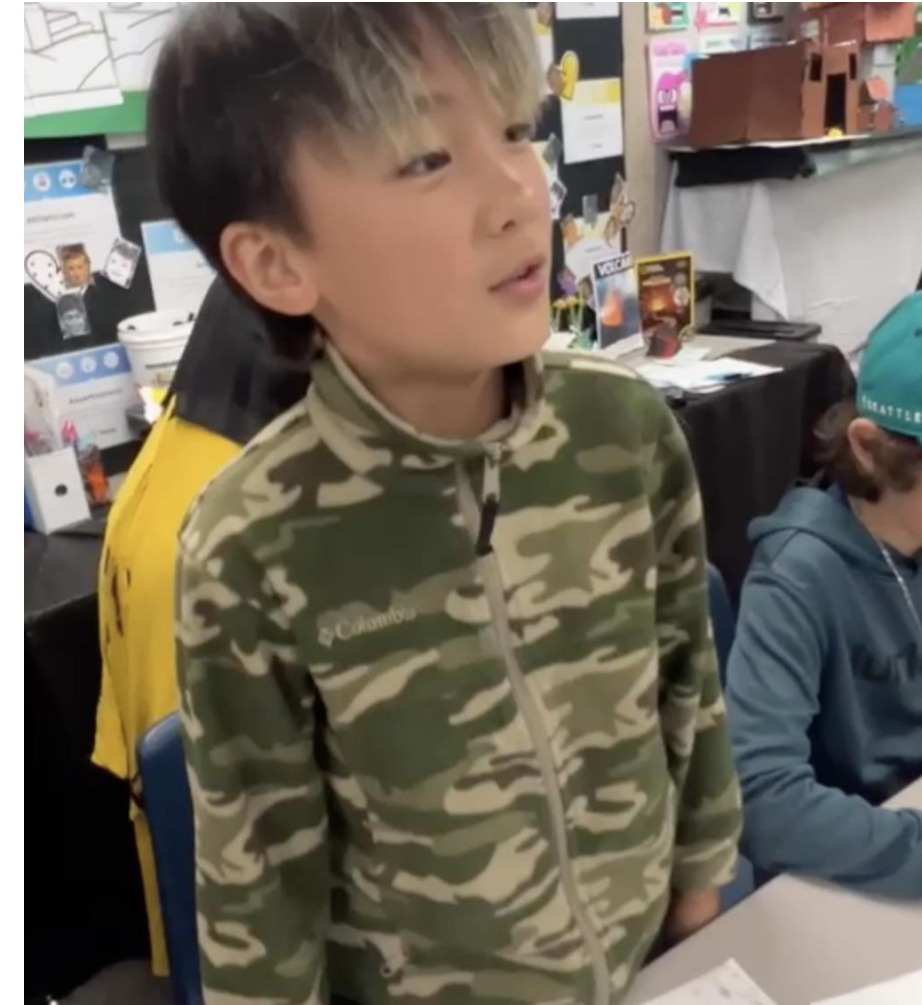
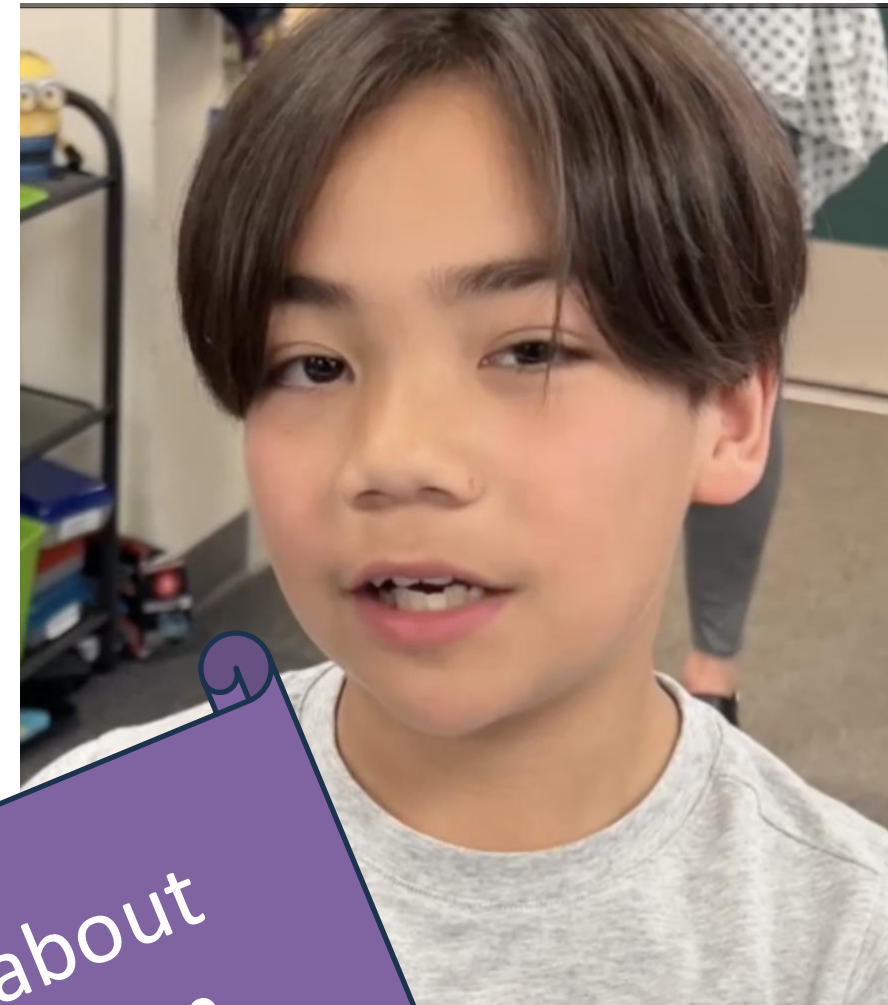
This causes traffic jams and makes a lot of noise. Many people have called the news station to say this is a problem.

One important person who lives here said, "I have lived in Amber City for a long time and helped take care of the city. This problem is very bad! I told the Mayor many times, but she did not listen."

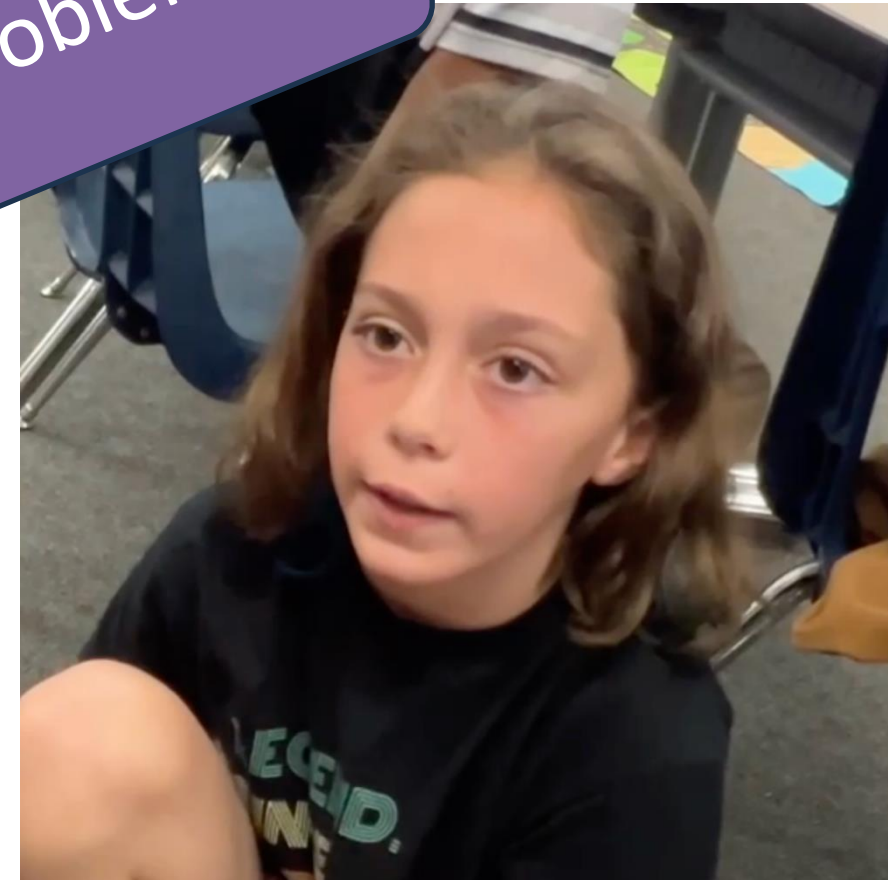
People have also complained to the sports arena, but no one helped them. The community center would not answer their calls either.

I even tried to call the Mayor, but she would not answer.

Reporter L.L. Jones



Talking about
the Problem



Concluding Event

Closure

Beyond the schoolhouse doors

Taking Action

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SCAN ME

Complementary Storypath

Complete form to receive a complimentary
Storypath of your choice.

Name: _____

Email: _____

(Print Clearly)

Storypath: _____

America 250

