GRADE 4, MODULE 2A: UNIT 3, LESSON 1

PREPARING TO WRITE HISTORICAL FICTION: DETERMINING CHARACTERISTICS OF THE GENRE

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)	
I can explain what a text says using specific details from the text. (RL.4.1) I can write narrative text about real or imagined experiences or events. (W.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10)	
SUPPORTING LEARNING TARGETS	**ONGOING ASSESSMENT**
• I can determine the gist of two pieces of historical fiction. • I can determine the characteristics of historical fiction by analyzing examples.	• Elements of Fiction anchor chart • Characteristics of Historical Fiction anchor chart • Exit ticket

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AGENDA	TEACHING NOTES

1. Opening
   A. Engaging the Writer (10 minutes)
   B. Reviewing Learning Targets (5 minutes)
2. Work Time
   A. Guided Practice: Determining
      Characteristics of Historical Fiction
      (10 minutes)
   B. Partner Practice: Determining
      Characteristics of Historical Fiction
      (5 minutes)
   C. Independent Practice: Determining
      Characteristics of Historical Fiction
      (10 minutes)
3. Closing and Assessment
   A. Sharing and Debrief (5 minutes)
   B. Exit Ticket (15 minutes)
	• In advance: Prepare an anchor chart titled Characteristics of Historical Fiction with graphic organizer (see example in supporting materials).
	• This lesson begins with an activity in which students deduce how to title the Elements of Fiction chart. Therefore, begin just with a blank piece of chart paper, rather than having the title already written out.
	• Throughout this unit students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of historical fiction. For more information on the use of mentor texts, read *Study Driven* by Katie Wood Ray.
	• Students should keep these texts in a writing folder, since students will revisit these texts during many lessons. This folder can be the same as their research folder from Unit 2, or students may begin a new one; organize as it suits your style and students.
	• Students look at two models of historical fiction in this lesson, to help further clarify the characteristics of this genre. Do not just "tell" students categories or characteristics. Rather, let students notice and discover for themselves based on the inquiry structured into the lesson sequence.
	• All the steps in this lesson are important to building background for the rest of this unit. Depending on students' readiness, this lesson may run a bit long, due to the amount of reading and vocabulary work.

LESSON VOCABULARY	MATERIALS
determine, characteristics, historical fiction, analyzing, characters, plot, setting, problem, solution, description, and dialogue	• Elements of Fiction cards (one card per student) • Blank chart paper (for Elements of Fiction anchor chart) • Sticky notes (standard size, three per pair of students) • "Making Candles, Colonial Style" by Rebecca S. Fisher (one per student plus one for modeling), accessed via NovelNY.org • Chart paper for Characteristics of Historical Fiction anchor chart • "Joshua's Gold" by Mary Lois Sanders (one per student), accessed via NovelNY.org • Writing folders • Exit ticket

OPENING	MEETING STUDENTS' NEEDS

A. Engaging the Writer (10 minutes)
 • Distribute an **Elements of Fiction card** to each student.
 • Tell students that some of the cards have vocabulary words and others have definitions.
     * "Your job is to find someone who has a card with the word that matches your definition or a card with a definition that matches your word."
 • Tell students that in a moment, they will stand up, mingle, and greet their peers. With each person they greet, they should discuss:
     * "Are our cards a match? Why or why not?"
 • Ask students to mingle to find their match. Assist as needed.
 • Post a blank piece of chart paper. (This will become the **Elements of Fiction anchor chart**. Leave space for the title of the chart, but do NOT write that title yet. This will be a bit of a mystery for students until they have shared their words and discuss how the words are all connected.)
 • Focus students' attention whole group. Tell students that in a moment, each pair will share out their word and definition and the class will then confirm if each pair is in fact a correct match.
 	
 Note: Do not have the students who have the match for fiction share now; they will share last, after a bit more class discussion.
 	
 • Have students share out the words *characters, plot, setting, description,* and *dialogue* first. Record the words and definitions on the blank chart paper. As a class, confirm the matches. Allow any mismatched pairs to repartner correctly.
 • Next ask the class:
     * "I know we have one more match to discuss. We will share that next. But first I am wondering what do these things have in common so far?"
 • Discuss the terms and gauge students' background knowledge about these components of fiction.
 • Have the students with the word *fiction* share out. Explain that the words *characters, plot, setting, description*, and *dialogue* are all elements, or parts, of *fiction*. Add the title Elements of Fiction to the anchor chart.
	• Consider providing nonlinguistic symbols (e.g., stick people for *characters*, a landscape for *setting,* speech bubbles for *dialogue*, etc.) to assist ELLs in making connections with vocabulary.

OPENING	MEETING STUDENTS' NEEDS
B. Reviewing Learning Targets (5 minutes) • Remind students that they have been working to become experts on a colonial trade so that they can become writers of a special kind of fiction, historical fiction. Post and share the supporting learning targets with students: "I can determine the gist of two pieces of historical fiction" and "I can determine the characteristics of historical fiction by analyzing examples." Since students are familiar with reading for gist, focus on the phrase *historical fiction* in both targets. Underline the phrase and ask the class: "What is *historical fiction*?" Have students share their thoughts with a close neighbor. Next, circle the words *determine, characteristics,* and *analyzing*. • Ask students to think of synonyms for these words. Provide examples if necessary. (For example you might say "*determining characteristics* means you can pick out the qualities that make historical fiction different from other types of writing. For example, the *characteristics* of a person might be hair color, height, and personality.") Students may notice that the word *characteristics* and *characters* are similar. Explain that these words have the same root word *character*. As you explain these words, write synonyms above each (for example, "pick out" above *determine*). • Next, explain that *analyzing* examples means that they will look closely at different examples of writing, including historical fiction, to see what is similar and different. • Have students give a thumbs-up if they think they understand the target, a thumb-sideways if they know a little, and a thumbs-down if they don't know. Clarify as needed.	• Consider providing nonlinguistic symbols (e.g., stick people for *characters*, a landscape for *setting,* speech bubbles for *dialogue*, etc.) to assist ELLs in making connections with vocabulary.

WORK TIME	MEETING STUDENTS' NEEDS
A.Guided Practice: Determining Characteristics of Historical Fiction (10 minutes) • Reiterate for the students that they have two purposes for reading. They are continuing to build expertise about colonial trades (as they did in Unit 2). As they read this text on candle making in Colonial America, they should look for connections to research they've done in this module. But more importantly, they are reading as writers to learn the characteristics of historical fiction. • Post the **Characteristics of Historical Fiction anchor chart** (see supporting materials for an example of possible format). Partner students. Then distribute "**Making Candles, Colonial Style**" by Rebecca S. Fisher to each student and at least three **sticky notes** per partnership. • Display the text using a **document camera**. Tell students that this is the first example of historical fiction they will analyze to determine the characteristics of the genre. • Read the first three paragraphs of the text (stopping at the subtitle "Collecting Bayberry Wax") aloud as students follow along. Have students turn to a partner and share the gist of the text: * "What is this mostly about?" • Invite a few students to share out. • Then focus them on the characteristics of historical fiction. Ask students to think then talk with a partner: * "What is a characteristic of historical fiction that you noticed?" • Invite a few students to share out. As they share, ask students to say where they saw that in the text. • Model as needed, showing how to refer to the text and name the characteristic on a sticky note. For example, you may say: "As I read this first paragraph I notice the author introduces the character." (Underline: Abigail Fisher.) "I am thinking that the character, Abigail Fisher is probably fictional, since there is no author's note saying she was a real person, but I'm not really sure. However, she is doing something that a real girl would do in Colonial America, making candles." Record the word *characters* on the top of your sticky note. "I am thinking that a characteristic of historical fiction is that the characters can be real or imaginary, but must be realistic for the time period." Record your thinking on a sticky note. (Characters can be real or imagined, but must be realistic for the time period.) Ask: * "Is there other evidence from the text that tells us that this is a historical fiction narrative about colonial times? Does it have factual information that we know to be true about that time in history?" • Direct them to underline this evidence and annotate in the margin what historical fact(s) this describes. Invite students to turn and tell their partners what they found.	• Consider giving students who need oral language support a sentence frame for sharing, such as: We underlined_____, because we think that _____is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction.

WORK TIME	MEETING STUDENTS' NEEDS

B. Partner Practice: Determining Characteristics of Historical Fiction (5 minutes)
• Ask students to work with a partner:
   * "With your partner reread aloud the first three paragraphs, stopping at the phrase '. . . before they had enough.'
   * With your partner identify something you notice about the setting in historical fiction and record on a sticky note."
• Have partners share and place sticky notes on the chart in the setting category. Check for students' understanding by examining sticky notes. Use this information to help determine who will need support during the independent practice.
	• Consider giving students who need oral language support a sentence frame for sharing, such as: We underlined_____, because we think that _____is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction.

C. Independent Practice: Determining Characteristics of Historical Fiction (10 minutes) • Tell students that they will now reread the first three paragraphs for a third time, this time looking specifically for the characteristics related to the categories of *description* and *plot*. Review these terms briefly if needed. • Tell them that this piece does not include dialogue, but the class will discuss dialogue later. • Give students 5–10 minutes to read, discuss, and record. Support students as needed based on your previous check for understanding during the earlier guided practice.	

CLOSING AND ASSESSMENT	MEETING STUDENTS' NEEDS
A. Sharing and Debrief (5 minutes) • Select students to share their sticky notes for *description* and *plot* aloud and then place their sticky notes in the appropriate categories of the Characteristics of Historical Fiction anchor chart. • For each category on the anchor chart, write a simple statement to synthesize the types of observations students offered on their sticky notes. * Characters: Can be imaginary, but look and behave realistically for the time period * Setting: Real time and place from the past * Plot: Realistic events for the time period, including problem and solution * Description: Words to help readers visualize the time period and explain unfamiliar historical information • Tell students that this piece of historical fiction does not include *dialogue*, but many do. Ask them to infer what dialogue in historical fiction would sound like. Then record the final section of the anchor chart: * Dialogue: Words the characters say reflect the knowledge and thoughts of people from that time period. • Direct the students to copy the new anchor chart, Characteristics of Historical Fiction, into their research notebook. Tell them they will want to refer back to this chart throughout the unit.	• You can build the rubric for the culmination project on chart paper and add criteria to it with students at the end of each lesson. • Exit ticket: You can support below grade-level readers and ELLs by assigning them an appropriately leveled text to use for the exit ticket.
B. Exit Ticket (15 minutes) • Distribute "**Joshua's Gold**" by Mary Lois Sanders. Have students read the first page of the text and answer the following question: * "Is this a piece of historical fiction? Why or why not. Use details from the text to support your answer." • Collect the exit tickets to determine students' understanding of the characteristics of historical fiction and the text for later use in this unit.	• To further support below or above grade level readers consider finding additional short historical fiction texts in lower and higher Lexile levels for use in the exit ticket.

HOMEWORK	MEETING STUDENTS' NEEDS
• Read the rest of "Making Candles, Colonial Style." Underline at least three more examples of characteristics of historical fiction you notice in the text. *Note: Prepare students for the next lesson by having them organize their research folder from Unit 2.* *To help students keep their writing for this unit organized, have them use or create a writing folder. This can be the same folder as their Unit 2 research folder, or students could start a new folder. Students will use the writing folder to keep copies of their mentor texts, writing graphic organizers, and drafts.*	

Characters	Setting
Plot	Fiction
Description	Dialogue
Characters	Setting
Plot	Fiction
Description	Dialogue

|	
The individuals in a story	Place and time of story
Sequence of events in a story, including a problem faced by the character and how it is solved	A novel or short story that is imagined by the author
Words an author uses in a story to create mental images in their readers' minds	The speech and conversation of characters in a story
The individuals in a story	Place and time of story
The sequence of events in a story, including a problem faced by the character and how it is solved	A novel or short story that is imagined by the author
Words an author uses to create mental images in their readers' minds	The speech and conversation of characters in a story

Characteristics of Historical Fiction Chart
(Sample for teacher reference: chart should actually be created with students)

Characteristics of Historical Fiction
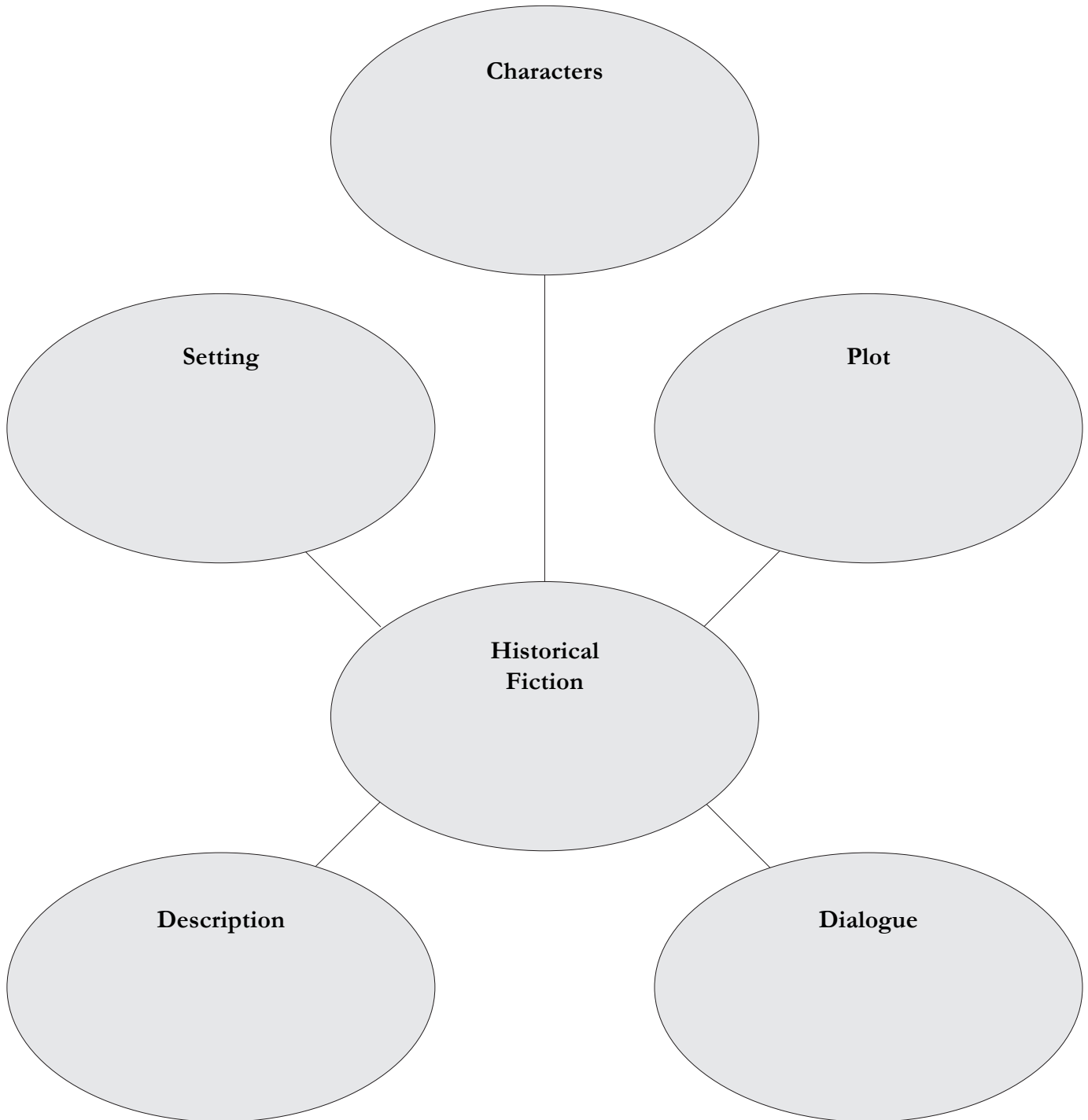
```
        ( Characters )

( Setting )          ( Plot )

        ( Historical
          Fiction )

( Description )      ( Dialogue )
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Exit Ticket

Learning Target: I can determine the characteristics of historical fiction by analyzing examples.

Directions: Read the first page of "Joshua's Gold" by Mary Lois Sanders. Answer the following question: Is this text a piece of historical fiction? Why or why not? Use at least three details from the text to support your answer.

My answer:

My evidence:

1. _____

2. _____

3. _____

Exit Ticket

Learning Target: I can determine the characteristics of historical fiction by analyzing examples.

Directions: Read the first page of "Joshua's Gold" by Mary Lois Sanders. Answer the following question: Is this text a piece of historical fiction? Why or why not? Use at least three details from the text to support your answer.

My answer:

My evidence:

1. _____

2. _____

3. _____