

Historical Fiction Unit

Essential Question:

- What can historical fiction teach us about actual history?

Unit Summary:

Over the course of two weeks, students will be engaged in a project in which their final goal will be to produce a piece of historical fiction. The purpose of the assignment is to help students further develop a multitude of writing and annotation skills, all the while giving them the opportunity to research and examine a historical time period in US history that is of interest to them. The unit begins with an examination of historical fiction, specifically looking at what it is and what makes it good. This is accomplished through examples given in both the form of print and film. The unit then allows students the opportunity to choose a topic, and to plan out how they are going to tackle doing research. In the library, students will have ample time to research their topic using books and primary sources. They are expected to be taking notes on content relevant to their story as well as citation information.

After research is concluded, students will begin to plan and outline their story, and then ultimately begin drafting their story in class. A peer editing lesson will allow students the chance to receive feedback from their fellow classmates. Class time has also been set aside to give students some time to type up their historical fiction stories in the computer lab. This is important because some students will not have home access to a computer and printer. After turning in their final drafts, students will have class time to conduct a self-evaluation. This will help students reflect on the project and will help the teacher gain a sense of how students viewed the assignment.

Learning Objectives:

Students will be able to:

- Differentiate between historical fiction and actual history
- Develop techniques for planning and beginning to conduct research on historical events
- Summarize a variety of primary and secondary sources documents
- Create a written work that follows APA guidelines
- Interpret events in history and intertwine them into a historical fiction story
- Identify proper peer review and revision strategies

Standards:

- 4.2 Understands and analyzes causal factors that have shaped major events in history
- 4.3 Understands that there are multiple perspectives and interpretations of historical events
- 5.1 Uses critical reasoning skills to analyze and evaluate positions

Modifications:

The large amount of writing and reading required in this project means that many modifications must be implemented for those students who struggle in these areas. Modifications made in each daily lesson plan. Students with IEPs who ask for extra time will be allowed to turn in aspects of the project late. Much of this assignment will be done in class, so students will have many opportunities to ask questions and seek advice during the researching and writing process. Teacher is also available before and after school for students who need more time or any other help with the project. The project is very structured, and this is designed to make sure that students are clear of the assignment expectations each step of the way. Each day, students will complete a different aspect of the project that will lead them to being able to eventually write the finished product.

Assessment:

Students will be given a score sheet at the beginning of the unit that will detail the point value given to each assignment. Students will be assessed based on the completion and quality of the listed assignments. The final historical fiction story makes up 40 of a possible 150 points for this project. The story will not be graded on grammar or spelling, but rather the student's ability to paint an accurate historical picture of a particular time period.

Historical Fiction Unit

Monday	Tuesday	Wednesday	Thursday	Friday
			<u>Hist Fiction Intro:</u> -define <i>Historical Fiction</i> -Read historical fiction picture book -Student book presentations	<u>Hist Fiction in Film:</u> -brainstorm what makes a good historical fiction movie -Watch excerpt from film <i>Far and Away</i> -Write a reflection
<u>Assign Project:</u> -What is required to make an accurate historical fiction story? -Pick topics -6 Steps before researching in the library assignment	<u>Library:</u> -Discussion of Library Rules and Expectations -Complete 6 Steps Assignment -Begin topic research -Historical Background Worksheet	<u>Library:</u> -Continue topic research -Complete Historical Background Worksheet	<u>Library:</u> -Review of APA citations -Reference Page Rough Draft -Finish research -Begin 2 paragraph summary of research	<u>Story Planning:</u> -Formulate ideas for story -Fill out Story Map outline worksheet -Reference Page Rough Draft Due -2 paragraph summary of research Due
<u>Writing:</u> -Story Map outline worksheet Due -Begin writing Rough Draft in-class	<u>Editing:</u> -Rough Draft Due at beginning of period -Explain editing process -What to look for when editing one's draft? -In-class peer editing	<u>Computer Lab:</u> -Revisions -Typing Historical Fiction Stories	<u>Computer Lab:</u> -Revisions -Typing Historical Fiction Stories	<u>Hist Fiction Reflection:</u> -Final Draft of Historical Fiction Story DUE -In-class project Self-Evaluation

Historical Fiction: Day 1

Objectives

Students will be able to:

- Define historical fiction and how it differs from actual history
- Summarize a historical fiction book that they read
- Identify aspects that make up good historical fiction stories

Standards

11th Grade

4.3 Understands that there are multiple perspectives and interpretations of historical events.

5.1 Uses critical reasoning skills to analyze and evaluate positions

Procedures

- Students will complete a warm-up in which they are asked to define “Historical Fiction” in their spiral notebooks
- Teacher will ask for volunteers to share what they wrote
- As students give definitions, teacher will record responses on Activboard
- Teacher will build off student responses to come to a definition that the whole class can agree on: *A story that did not actually happen, but could have*
- Teacher will explain that the class will be beginning a unit on historical fiction, with the goal of having students eventually write historical fiction stories of their own
- Students will next spend some time reading children books that are examples of historical fiction
- Students will then give a summary of their book with a partner
- Each student pair will pick one of the books to fill out a review card for
- Each student pair will then give a brief presentation to the class about what they would rate the book and why they liked it (or didn’t like it)
- Teacher will record responses on the Activboard, and explain to students that the list of responses will provide insight into what makes a good historical fiction story
- Students will return books and review cards to teacher

Modifications

For students who struggle with reading comprehension, each student will use a children’s book as an example of historical fiction. When debriefing definitions to historical fiction and during presentations, student responses will be written on Activboard so that students will be able to visually see key concepts discussed in class. A small number of books written in Spanish and English are available for students who are ELL.

Assessment

Students will be assessed off review cards and responses during definition debrief and presentations.

Historical Fiction: Day 4 (Library)

Objectives

Students will be able to:

- Summarize sources and areas of knowledge that can be explored when conducting historical research
- Identify key questions that must be answered to write historical fiction
- Write summaries of historical books that they find in the library
- Annotate historical documents

Standards

11th Grade

- 4.2 Understands and analyzes causal factors that have shaped major events in history
- 4.3 Understands that there are multiple perspectives and interpretations of historical events
- 5.1 Uses critical reasoning skills to analyze and evaluate positions

Procedures

- Teacher will go over rules and expectations for working in the library
- Teacher and students will walk to the library, and upon arrival, students will sit at work tables
- Students will work quietly on Big 6 Worksheet from the day before prior to looking for books
- Student will raise hand when finished and teacher will assign Historical Background Worksheet (teacher will collect Big 6 Worksheet)
- Students will begin to search for books on their topics
- Students will be expected to fill in citation information on Historical Background Worksheet
- Students will take notes on books, and prepare to write a paragraph summary on what they have learned about their topic
- Teacher will assist students in finding books and answering questions about project
- Students will return books and clean workspace prior to leaving class

Modifications

Teacher and Librarian will assist students who struggle with reading comprehension. Library contains historical books targeted at lower reading levels, and these will be available to students as necessary. Extra time will be given to students with IEPs to complete Big 6 Worksheet and Historical Background Worksheet. Students who seek extra help can come in before or after school for individualized help with teacher.

Assessment

Students will be assessed by the quality and level of understanding of the Big 6 Worksheet and Historical Background Worksheet. Students will also be assessed by the informal observations of teacher during library work.

Historical Fiction: Day 6 (Library)

Objectives

Students will be able to:

- Summarize sources and areas of knowledge that can be explored when conducting historical research
- Identify key questions that must be answered to write historical fiction
- Write summaries of historical books that they find in the library
- Create an APA format reference list

Standards

11th Grade

- 4.2 Understands and analyzes causal factors that have shaped major events in history
- 4.3 Understands that there are multiple perspectives and interpretations of historical events
- 5.1 Uses critical reasoning skills to analyze and evaluate positions

Procedures

- Teacher will go over rules and expectations for working in the library
- Teacher will explain that this project must be written using APA guidelines
- Teacher will explain the process of creating a reference list and creating citations using APA format
- Teacher and students will walk to the library, and upon arrival, students will sit at work tables
- Students will work to create a reference list rough draft
- Students will raise hand when finished and teacher will assign two paragraph historical write-up about what the student has learned (Teacher will collect reference list rough draft)
- Students will write two paragraphs about what they learned about their topic
- Teacher will assist students in finding books and answering questions about project
- Students will turn in two paragraph summary tomorrow

Modifications

Teacher and Librarian will assist students who struggle with reading comprehension. Library contains historical books targeted at lower reading levels, and these will be available to students as necessary. Extra time will be given to students with IEPs to complete references rough draft and two paragraph write-up. Students who seek extra help can come in before or after school for individualized help with teacher.

Assessment

Students will be assessed by the quality and level of understanding of the references rough draft and the two paragraph write-up. Students will also be assessed by the informal observations of teacher during library work.

Historical Fiction: Day 12

Objectives

Students will be able to:

- Summarize sources and areas of knowledge that can be explored when conducting historical research
- Reflect on their own learning
- Set academic goals for the future

Standards

11th Grade

5.1 Uses critical reasoning skills to analyze and evaluate positions

Procedures

- Teacher will remind students that projects are due and will collect them
- Teacher will explain the importance of self-reflection
- Teacher will pass out self-reflection worksheet which asks students to answer the following questions
 - How much time did you put into this project?
 - What is something that you learned?
 - What did you struggle with?
 - What are you proud of?
 - What do you expect your grade on this assignment to be?
 - What suggestions do you have to improve the project?
- Students will answer the questions thoughtfully and thoroughly
- Students will turn in reflection worksheet and return to their desks
- Teacher will then explain the importance of setting goals
- Teacher will tell students that they must come up with two academic goals, one for US history class and one for Mariner High School
- Students will write their goals in their student planners so that they will be able to see them on a daily basis.
- Students will show their goals to the teacher before leaving the classroom

Modifications

If a student is struggling to decipher the meaning of any question, teacher will provide student with relevant examples. Students with IEPs will have extra time to complete assignments if necessary.

Assessment

Students will be assessed by the quality and level of understanding of their historical fiction projects. Students will also be assessed through informal observations and examination of self-reflections.