

Unit 5-Historical Fiction

Content Area: **English Language Arts**
Course(s): **Language Arts 8**
Time Period: **February**
Length: **5 Weeks**
Status: **Published**

Unit Summary

Within the historical fiction unit, students will gain an understanding of how a lack of knowledge, assumptions, and fear can lead to stereotypes and unfair judgments about individuals and groups. Stereotypes, biases, and societal norms have a profound impact on people's behavior; questioning them can have positive and/or negative repercussions for an individual (or group). People of different backgrounds share human aspirations and struggles. Even established history is told from a particular point of view.

Standards

LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an

	interconnected world.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Student Learning Objectives

- Students will learn...

Essential Questions

- How can literature personalize historical events and facilitate understanding of people's lives?
- How can historical/multicultural literature promote empathy and facilitate the understanding of ourselves and others?
- How does our cultural perspective inform/influence our ideas about the "truths" of history?

Enduring Understandings

- Students will understand that human aspirations and struggles shared by people of all backgrounds.
- Students will understand that even established history is told from a particular point of view.
- Students will understand that examining the qualities of historical fiction in terms of authentic settings with plausible details, characters who look and sound like people of a particular historical era, honest depictions of the values, virtues, and prejudices of an historical era, especially as they affect the plot, adherence to established history with reasonable changes for the sake of plot and character.

NOTE: Students will write an informational essay relating the events as depicted by a character in a piece of historical fiction to the established version of the history of the event. That learning will be reflected in the "Writing: Informational/Explanatory" unit.

Application

- Students will be able to independently use their learning to...

Skills

Students will be skilled at:

- Analyzing how a work of literature is related to the themes and issues of its historical period.
- Gathering information from a variety of non-fiction sources about the historical context a novel.
- Interpreting past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.