

# Grade 5: Unit 3 Historical Fiction

Content Area: **Reading**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **6 weeks**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can background knowledge be used to understand characters?
- How can reading strategies be used in thinking about the text and making connections beyond the text?
- How do readers determine theme of a story?
- How does the author's work help develop understanding of literary elements?
- How does the setting and the characters' lives compare to present time?
- What are the characteristics of historical fiction?
- What can be learned about a human problem through a fictional character?
- What is the purpose of using figurative language in literature?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Characters are well developed and realistically portrayed.
- Figurative language is used to develop and add detail to story elements.
- Good readers use multiple comprehension strategies to make text personally relevant and useful. These strategies include: making connections (text to text, text to world, text to self), questioning, visualizing, making inferences, determining importance, and synthesizing.
- Historical Fiction helps the reader understand perspectives of people in places and times far different from their own.
- Historical fiction is fiction that is based on historical events or people. Although some facts may be true, most of the story is fictionalized.
- Human problems transcend place and time.
- Setting portrays an appropriate time and place that connects to the story plot.
- Story plots contain a conflict with a resolution by the end of the story.
- The theme or main idea involves social and political issues, or the theme may be universal (pertaining to or felt by all people) dealing with human values, emotion, and motivation.

## Content

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Students will be able to:

- Follow events of the plot.
- Identify conventions of historical fiction (for example: flashback, foreshadowing, dialogue, dialect)
- Develop an understanding of cultures in various places relevant to different time periods.
- Describe characters in multiple ways (what they do, what they say, what others say about them, how they change, their motivation).
- Gain background knowledge of time periods being studied.
- Identify the problem or conflict.
- Identify the setting and its importance to the text.
- Use multiple reading strategies to aide in reading comprehension and analytical thinking skills.
- Identify common themes across traditional literature
- Identify how author uses language to create a story and characters that young people can relate to.
- Use context clues to understand new words.

- Compare the treatment of similar ideas and themes as well as character types and patterns of events in other historical works of literature.
- Identify and explain examples of similes and metaphors.
- Quote and cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## Resources

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Books/Novel/Multimedia:

HOLOCAUST UNIT:

- Holocaust Picture Books (Group books)
  - The Harmonica
  - The Butterfly
  - The Lily Cupboard
  - Star of Hope, Star of Fear
  - One Thousand Tracings
- Lily's Crossing by Patricia Reilly Giff excerpts
- Paperclips documentary (VIDEO)

Mentor Text:

- Steps to Freedom by Vaunda Micheax Nelson

Additional Materials

- Reading Strategy Posters
- Book Quizzes and Tests
- Classroom Activities
- Journal Entries
- ActivBoard Flipchart lessons
- America in the 20th Century: World War II: The Road to War (Discovery Education)

SLAVERY

- My Name Is Not Angelica by Scott O'Dell
- Social Studies textbook Chapter 9

