

Unit 4: Historical Fiction and Research Simulation (Weeks 28-36)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 4: Historical Fiction and Research Simulation

Unit Rationale

Unit four dives into the concept of connecting new and old. In this unit, students learn to compare historical fiction texts to real-life stories of the past. Through this unit, students reexamine the idea of a narrative by identifying the similarities and differences between styles and time periods as well as identifying and analyzing allusions.

Essential Questions

- How can I make connections amongst texts that are written in different time periods?
- How can two texts that are written about the same topic, share a different message?
- How can I connect to the texts that I read about?

Pre-Assessments

Students can be assigned the KW section of a KWHLAQ chart to assess their prior knowledge of a historical time period.

<https://docs.google.com/document/d/12hIEnknACwvIYzMfAQB2zm0A8AMFEV0wjrUNC47GrFs/edit?usp=sharing>

Teachers can also analyze the data from the 3rd trimester benchmark for pre-assessment data.

Instructional Plan

See lessons below.

Possible Texts and resources:

Diary of Anne Frank, Goodrich & Hackett

To Kill a Mockingbird, Lee

Flowers for Algernon, Keyes

Mythology short stories

Mirrors and Windows textbook

CommonLit short stories and informational texts

ALL LESSONS COULD TAKE SEVERAL DAYS

Skill Set 1: Inferences & Theme/Central Idea

Student Learning Intentions or We are learning to ... (WALT)

WALT make inferences by connecting prior knowledge to clues in the text.

WALT theme or central idea is conveyed through particular details in a text

WALT determine a theme or central idea of a text

Student Success Criteria ... “I can statements”

I can...make a plausible inference.

I can...analyze key events/details in a text.

I can...apply key details/events into a big picture.

I can...determine the theme of a story.

I can...determine the central idea of informational text.

Instructional Strategies and Activities

- Direct Instruction
- Gradual release

- Video
- Whole class reading
- Independent reading
- Annotations

Formative Assessments

- Reading checks/quizzes
- Student conferences
- Class discussions
- Observation

Instructional Materials and Resources

- Pixar shorts [theme activity](#) (other short film options available)
- To Kill A Mockingbird [theme activity](#)
- Theme [organizers](#)
- CommonLit short stories and informational texts connected to the historical era you choose

Reflections and Suggested Modifications

ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

Skill Set 2: Literary Elements

Student Learning Intentions or We are learning to ... (WALT)

WALT identify the key role of characters.

WALT identify the importance of setting.

WALT analyze conflict and resolution.

WALT identify the purpose of word choice.

Student Success Criteria ... “I can statements”

I can...analyze characters in a story.

I can...describe a setting and explain how it affects a story.

I can...identify a conflict in a story.

I can...identify the resolution to a conflict in a story.

I can...analyze purposeful word choice.

Instructional Strategies and Activities

- Group Work
- Reread
- Group Discussions
- Annotation
- Vocab Jams

Formative Assessments

- Exit Tickets
- Google forms
- Class discussions
- Teacher observation
- Chapter Questions
- Vocab Quizzes

Instructional Materials and Resources

- Vocab.com
- To Kill A Mockingbird ch.1-5 Jigsaw [activity](#)
- character [charts](#)
- plot [diagrams](#)
- character autopsies

Reflections and Suggested Modifications

ELA.L.KL.8.2.B

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

ELA.L.VL.8.3.B

Analyze the impact of specific word choices on meaning and tone.

ELA.RI.TS.8.4

Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

ELA.RL.PP.8.5

Analyze how an author conveys or develops their perspective or purpose in a text through

the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

ELA.RI.PP.8.5

Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Skill Set 3: Summarization

Student Learning Intentions or We are learning to ... (WALT)

WALT determine key details/events that support a central idea/theme.

WALT summarize the main parts of an informational text.

WALT summarize the main parts of a narrative.

Student Success Criteria ... “I can statements”

I can...apply appropriate reading strategies to determine the central idea/theme of a text.

I can...identify relevant text evidence to support the central idea/theme.

I can...name multiple key events/details that support the central idea/theme.

I can...identify the main parts of an text by writing a clear summary.

Instructional Strategies and Activities

- Group Work
- Reread
- Group Discussions
- Annotation
- Making Thesis Statements

Formative Assessments

- Exit Tickets
- Google forms
- Class discussions
- Teacher observation
- Independent reading logs
- Interactive notebooks

Instructional Materials and Resources

- [TAAMIOS method](#)

- [Self-assessment](#)

Reflections and Suggested Modifications

ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Skill Set 4: Compare & Contrast

Student Learning Intentions or We are learning to ... (WALT)

WALT there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version

WALT compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text

WALT different forms of genres approach similar themes and topics in similar and different ways

Student Success Criteria ... “I can statements”

I can...compare different genres of text.

I can compare elements of a story to a movie or film.

I can...make connections between narrative and informational texts.

Instructional Strategies and Activities

- Provide background knowledge
- Direct Instruction
- Gradual release
- Video
- Independent Reading

Formative Assessments

- Entrance/Exit slips
- Reading checks/quizzes

- Student conferences
- Class discussions
- Observation
- Active Reading logs

Instructional Materials and Resources

- Role-playing
- 2-part questioning
- Diary of Anne Frank Compare and contrast [activity](#)
- To Kill a Mockingbird Compare and contrast [activity](#)
- CommonLit informational texts to support the narrative you choose

Reflections and Suggested Modifications

ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.
ELA.RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
ELA.RL.CT.8.8	Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
ELA.RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Skill Set 5: Research

Student Learning Intentions or We are learning to ... (WALT)

WALT information can be presented in different media or formats as well as words to develop an understanding of a topic or issue

WALT integrate information presented in different media or formats

Student Success Criteria ... “I can statements”

I can...carefully read a variety of texts and media formats.

I can...annotate different mediums.

I can...combine key details from different media and formats.

Instructional Strategies and Activities

- Direct Instruction
- Gradual release
- Video
- Whole class reading
- Independent reading

Formative Assessments

- Entrance/exit tickets
- Written responses
- Class discussion

Instructional Materials and Resources

- To Kill a Mockingbird real world connections [activity](#)
- Diary of Anne Frank real world connections [activity](#)

Reflections and Suggested Modifications

ELA.RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.
ELA.RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
ELA.RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the

reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

ELA.W.IW.8.2

Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELA.W.WR.8.5

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the

length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks.

The novel and short story variety allows for discussions about race, civil rights, Jim Crow laws, racial bias, genocide, government control, etc.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?usp=sharing>

New Jersey Student Learning Standards: Content Area

ELA.L.KL.8.2.B

Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

ELA.L.VL.8.3.B

Analyze the impact of specific word choices on meaning and tone.

ELA.RL.CR.8.1

Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as

inferences drawn from the text.

- ELA.RI.CR.8.1 Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- ELA.RL.CI.8.2 Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ELA.RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ELA.RL.IT.8.3 Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- ELA.RI.IT.8.3 Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- ELA.RL.TS.8.4 Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- ELA.RI.TS.8.4 Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- ELA.RL.PP.8.5 Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- ELA.RI.PP.8.5 Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
- ELA.RL.MF.8.6 Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
- ELA.RI.MF.8.6 Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
- ELA.RI.AA.8.7 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- ELA.RL.CT.8.8 Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
- ELA.RI.CT.8.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- ELA.W.IW.8.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELA.W.WR.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused

questions that allow for multiple avenues of exploration.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.8.CI.3

Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.1

Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

The reading skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading is required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?usp=sharing>

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

21st Century Life and Career

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

SEL Competencies and Standards

SEL.PK-12.4.3

Evaluate personal, ethical, safety, and civic impact of decisions

SEL.PK-12.5.4

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

