

Kendall Binder

Historical Fiction and Beginning to Understand our Global Culture

Stage 1: The Desired Result	
<p><u>Standards</u></p> <p>Recount stories, including fables and folktales (subgenres of historical fiction) from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)</p>	<p><u>Essential Questions</u></p> <p>Overarching:</p> <ul style="list-style-type: none"> • Why are past events important to how we understand the modern world? • What can we learn from the past? • How does the past reflect the present? • Why does historical fiction exist if there is historical nonfiction? <p>Topical:</p> <ul style="list-style-type: none"> • Is historical fiction accurate enough to understand the past and the present world around you? • Does historical fiction represent how we have become to view the modern world? • How does historical fiction represent real-life events? • Why is historical fiction significant to you?
<p><u>Big Understandings</u></p> <ul style="list-style-type: none"> • Historical fiction can explain why groups of people were treated unequally in the past and in the present. • Historical fiction is created with a nonfiction past with fictional characters to help you relate better with the past. • Embrace and empathize with those who are different from you. • The world we live in today reflects how we understand the past and helps you establish a point-of-view. 	<p><u>Knowledge and Skills</u></p> <p>Students will know...</p> <ul style="list-style-type: none"> • How to identify what historical fiction is compared to historical non-fiction. • The difference between a fictional character and a historical figure. • How to identify character dialogue between two or more characters. • Historical periods and the years they occurred. • How to identify settings and plots. • How to identify the author's message. • How to identify the moral of a story. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate reading strategies to figure out tricky words and their meaning. • Retell parts of a story in a small group/partner situation. • Read dialogue fluently with expression. • Compare and contrast different stories from different times. • Demonstrate comprehension strategies.

Stage 2: Performance Task

A 2nd grade class is learning about historical fiction and how it relates to and is different from their modern day lives. Students will take on roles as writers and illustrators working in a conference room setting at a publishing company. Students will work in groups of five (averaging five to six students per group). Groups will be organized with three strong writers and three strong artists. Student groups will create a four to six block graphic story using speech bubbles and character drawings with the help of a graphic organizer and a teacher example.

Students will create two or more characters. One character must be from the past and another character must be from the present. The dialogue (speech bubbles) will represent a conversation about their differences, then and now.

Students may use any combination of scenarios:

- How communication is different between the two characters.
- How the characters view their differences in time and place.
- How gender was viewed then and how it is viewed presently.
- Student ideas are welcomed.

Student groups will create an idea box about the characters (gender, time gaps, race, and scenario). Students will build their graphic story in a small group setting. All students are responsible for creating dialogue and illustrations.

The final copies of their graphic story will be completed using colored pencils and/or markers. The final copies will be laminated and hung in the hallway outside of the classroom. Final copies will also be scanned and emailed home to the students' parents. Students will give a group presentation to the Co-CEOs of the publishing company (teacher and principal).

Students will be able to/begin to:

- Explain the difference of how each character is treated from the past and present.
- Relate one present character to himself or herself or somebody they know.
- Apply meaning of past and present characters and understand how the past is different or how it may be the same.
- Visualize and understand a present point of view and a past point of view.
- Empathize with the characters of the past and the struggles of the past.
- Understand how their own views may be shaped from the past.
- Experience how a graphic novel is created in teams in the real world.

Rubric Criteria	Unsatisfactory (Intervention Data will be Collected)	Developing (Intervention Data will be Considered)	Proficient	Advanced
<p>Organizes with meaning:</p> <p>Beginning, Middle, and End.</p> <p>Includes a moral in the story.</p> <p>Relates story to real-life.</p>	<p>Does not have a beginning, middle, and end of a story.</p> <p>Cannot identify the moral of a story or the author's message.</p>	<p>Does not have a clear beginning, middle, and end of a story.</p> <p>Cannot identify the difference between the moral of the story and the author's message and cannot reflect this in their own writing.</p> <p>Can identify a basic moral lesson.</p>	<p>Can write the beginning, middle, and end of a story.</p> <p>Includes the moral of the story and an author's message.</p> <p>Relates the moral of the story to the real world.</p>	<p>Can write the beginning, middle, and end of a story.</p> <p>Includes the moral of the story and an author's message.</p> <p>Relates the moral of the story to the real world.</p> <p>Includes specific questions and answers of who, what, why, where, and how through writing.</p>
<p>Compare and Contrast:</p> <p>Time Periods.</p> <p>Settings.</p> <p>Characters.</p>	<p>Does not make connections to historical or present time periods, settings, or characters.</p>	<p>Cannot make connections between similarities and differences between the past and present time periods, settings, and/or characters.</p>	<p>Compares what is the same and contrasts what is different between the past and present time periods, settings, and characters.</p>	<p>Compares what is the same and contrasts what is different between the past and present time periods, settings, and characters.</p> <p>Similarities and differences are complex and deep.</p>
<p>Ideas and content:</p> <p>Brings time, place, and character alive.</p> <p>Creates social meaning between two or more characters.</p>	<p>Writing is incoherent and lacks meaning between characters.</p> <p>Does not include a time or place.</p> <p>There is no social message.</p> <p>Does not have two characters.</p>	<p>Artistic writing and expression is vague.</p> <p>Writing is difficult to understand a social message between two characters.</p> <p>Attempts to have meaning but has difficulty connecting two or more characters fluidly.</p>	<p>Uses artistic writing and expression to create meaning to the time, place, and characters.</p> <p>There is a social message between two or more characters.</p>	<p>Brings time, place, and characters alive.</p> <p>Vividly creates text that is valuable and fluid; uses artistic writing and expression to create meaning to the time, place, and characters.</p> <p>Creates one or more social messages between two or more characters.</p>
<p>Comprehension and creating historical fictional text:</p>	<p>Does not use expression or emotions.</p> <p>Story does not comprehend</p>	<p>Attempts to use expression and emotion but it is not clear.</p>	<p>Can create a historical fiction story.</p> <p>Uses more than two</p>	<p>Can create a historical fiction story.</p> <p>Uses over four emotions and</p>

<p>Uses expression.</p> <p>Uses emotion.</p> <p>Story is comprehensible.</p> <p>Story uses historical fiction genre elements.</p>	<p>into meaning.</p> <p>Does not understand historical fiction or nonfiction.</p>	<p>Parts of the story are comprehensible with very little meaning.</p> <p>Confuses historical fiction with historical nonfiction.</p>	<p>emotions and expressions to tell a story.</p> <p>Story is understood by peers and teacher.</p> <p>Understands the difference between historical fiction and historical nonfiction.</p>	<p>expressions correctly to tell a story.</p> <p>Story has flow and fluidity and can be understood by peers and adults.</p> <p>Understands the difference between historical fiction and historical nonfiction</p> <p>Defines historical fiction as a socially significant genre.</p>
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Lesson	Objective, Rationale, and Active Engagement Strategy	Assessment
1	<p>Objective: SWBAT define, in writing, books that take place in the past (in history) using context clue strategies with the help of a sentence stem.</p> <p>Rationale: How do you know if a book is historical fiction? What structural elements from the book can you use to label a book as historical fiction?</p> <p>How will you use this in the real world?: What elements of diversity does the book tackle? How do you see diversity in your neighborhood</p>	<p>Graphic Organizer: Spot check writing and observe their interactions with the librarian. Ask for librarian input on students' activities.</p> <p>Connection to Performance Task (PT): Learning the 3 main elements of the Historical Fiction genre.</p>

	<p>and school? What can you learn from communicating with diverse people?</p> <p>Historical Fiction must contain these genre elements:</p> <ul style="list-style-type: none"> • Made up story that takes place in the past. • Has illustrations that show the setting and how people lived in the past. • Has events that could happen in real life. <p>Active Engagement Strategy: Students will seek and find historical fiction books at the school library in pairs. Once they find a book they understand as historical fiction, students will fill out a graphic organizer with a sentence stem to define the book as historical fiction, in pairs.</p>	
2	<p>Objective: SWBAT compare and contrast, in writing, a historical fiction book's time period using context clues with the help of a Venn diagram with sentence stems.</p> <p>Rationale: What are other ways you can identify historical fiction and the culture represented within to predict the time and place of the story? How does the structure of the book help you predict genre and social meaning?</p> <p>How will you use this in the real world?: Time and place is a very important structure to a fictional story. Think about times that you traveled and discovered new things about geography and people when you were some place new.</p> <p>Active Engagement Strategy: Students will fill out an anchor chart with the book title, time and place, and the author. Students will then share out the pictures they noticed to help them predict the time and</p>	<p>Share out by student volunteer, place students' work on the projector.</p> <p>Use graphic organizer with Venn diagram and sentence stems to assess students' work.</p> <p>Connection to PT: Establishing a time and place for their graphic story.</p>

	place of the story.	
3	<p>Objective: SWBAT identify, in reading, the structure of a historical fiction book with the help of a graphic organizer.</p> <p>Rationale: You will use your own book you found at the school library and during a turn and talk, share your book with your partner on the element structures that pertain to the historical fiction genre.</p> <p>How will you use this in the real world?: Sharing through a turn and talk is important. Identifying key points and quickly sharing main ideas with a partner is used throughout college and well into the workplace. Establishing rapport and developing relationships.</p> <p>Active Engagement Strategy: Turn and talk and working in pairs with their partner to share ideas of how they identify their book as historical fiction.</p>	<p>Graphic Organizer: Compare and Contrast time period and identify three genre elements.</p> <p>Connection to PT: Identifying elements of the historical fiction genre to further create their own ideas for the graphic story.</p>
4	<p>Objective: SWBAT practice, in reading, researching facts used in historical fiction with the help of the Internet.</p> <p>Rationale: You may become confused when reading historical fiction. How do you look up facts on the Internet to help you understand complex issues, culture, and facts from historical fiction?</p> <p>How will you use this in the real world?: Internet research is important in this age of the technological revolution. Beginning early will help students develop a sense of what are logical and dependable websites to find accurate information to guide them through confusing or complex issues.</p>	<p>Exit ticket on the topic the student looked up on the Internet and what they learned about that topic.</p> <p>Connection to PT: Researching examples of graphic stories online.</p>

	<p>Active Engagement Strategy: Each student will have a chrome book at their desk to aid them in researching complex or confusing parts in their historical fiction books.</p>	
5	<p>Objective: SWBAT interpret, in writing, meaningful connections in historical fiction using note taking of main ideas and summarizing key events with the help of a graphic organizer.</p> <p>Rationale: How can you apply historical fiction to the real world? How do the time, place, characters, and setting of the historical story reflect your beliefs today?</p> <p>How will you use this in the real world?: It's important to understand where your beliefs and ideology come from. Reflecting on characters from the past may help students realize how their ideology is forming and continues to grow.</p> <p>Active Engagement Strategy: Students will share their ideas in a turn and talk and share out. Student example notes and graphic organizers will be projected to the class and exemplars will be explained.</p>	<p>Graphic Organizer with directions of summarizing and spaces to write in their summaries. Post-It Notes to write key ideas and place them in the books they are reading.</p> <p>Connection to PT: Begin to create their characters' personalities and ideologies.</p>

6	<p>Objective: SWBAT dramatize, orally, a historical fiction character's point of view using tone and emotion with the help of a graphic organizer and a teacher example.</p> <p>Rationale: How can you identify the meaning of a character's dialogue? How do the characters' emotions emphasize the meaning of the story? What is the characters' background/history?</p> <p>How will you use this in the real world?: Regardless of who or where you are speaking, it is important to get a message across using good</p>	<p>Observation of performance. Teacher will be able to observe effort. There will be a clipboard with a three tier rubric to analyze and assess students.</p> <p>Connection to PT: When creating characters and stories it is common for students to act out their characters to get a better understanding of where he/she wants to take the character.</p>
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	<p>body language, tone, and emotion so you do not send mixed signals.</p> <p>Active Engagement Strategy: Students will be acting out the dialogue and emotions of characters from a historical fiction story in small groups of four. Students will present their dramatizations to the whole class in groups.</p>	
7	<p>Objective: SWBAT identify, in writing, genre characteristics of historical fiction after reading <i>Back of the Bus</i> with the help of a graphic organizer and Venn diagram.</p> <p>Rationale: You will be able to tie together the previous lessons by identifying the time, place, setting, and characters in <i>Back of the Bus</i>. You will use a Venn Diagram to compare and contrast the present and past time AND the main character and yourself. You will identify the real historical figure in the book. <i>This is a two-day lesson and discussion relating to American culture and history.</i></p> <p>How will you use this in the real world?: Students should have a good understanding about racial inequalities of the past in the US. This helps students understand discrimination and inequality issues that still is present in society today and how to begin combatting these inequalities.</p> <p>Active Engagement Strategy: Students will work in small groups to discuss the genre elements of historical fiction and work together on their graphic organizer and to identify the major real historical figure. Students will work in small groups to complete their Venn diagram for time and place. Students will then work independently on their Venn diagram about comparing the main character and themselves.</p>	<p>Graphic Organizer will help students organize genre information.</p> <p>Venn Diagram 1 will help students organize compare and contrast times.</p> <p>Venn Diagram 2 will help students organize compare and contrast character and self.</p> <p>Connection to PT: Identify elements within the historical fiction genre, time periods, and characters.</p>

<p>8</p>	<p>Objective: SWBAT identify, in writing, genre characteristics of historical fiction after reading <i>Otto: An Autobiography of a Teddy Bear</i> with the help of a graphic organizer and Venn diagram.</p> <p>Rationale: You will be able to tie together the previous lessons by identifying the time, place, setting, and characters in <i>Otto: An Autobiography of a Teddy Bear</i>. You will use a Venn Diagram to compare and contrast America and Germany. You will identify the real historical events (WWII) in the book. <i>This is a two-day lesson and discussion relating to American culture and German culture during World War II.</i></p> <p>How will you use this in the real world?: Students will gain an understanding by relating to Otto, the Teddy Bear as he travels from Germany to the U.S. during WWII. Gaining insights on discrimination, inequality, and the separation war causes in our global culture.</p> <p>Active Engagement Strategy: Students will work in small groups to discuss the genre elements of historical fiction and work together on their graphic organizer and to identify the major real historical events. Students will work in small groups to complete their Venn diagram for America and Germany.</p>	<p>Graphic Organizer: assess students group work on genre identification.</p> <p>Venn Diagram: assess students group work</p> <p>Connection to PT: identifying cultures outside of the US. Developing a character that may not be human.</p>
<p>9</p>	<p>Performance Task Week</p> <p>Objective: SWBAT create, in writing and art, a historical fiction graphic story between past and present characters with the help of teacher examples, graphic organizers, and Venn diagrams.</p> <p><i>This will be a four-day project.</i></p> <p>Art Teacher will visit the classroom to demonstrate ways to draw characters and speech bubbles. Teacher will demonstrate paired teaching with art teacher to demonstrate camaraderie (group work).</p>	<p>Performance Task Rubric.</p>

	Active Engagement Strategy: Small Group Work explained in Performance Task section.	
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