

Lesson One: Introduction to the Historical Fiction Genre (45 minutes)

I. Pre-Assessment Data

Guiding Questions: What do students already know about this topic? What data (formal or informal) is available?

Students already know how to look for context clues in a fiction and nonfiction text. Context clues include finding the main idea of a paragraph or chapter. Students already know how to form one complete sentence to describe the main idea by “squishing” two ideas from a paragraph or chapter together, then sharing that main idea with a partner or friend easily.

For this lesson, students will be using context clue strategies to discover the key elements of historical fiction: time, place, setting, characters, and if the events in the story could happen in real life.

II. Content and Language Objective *Must be conveyed to students

Guiding Question: What will students be able to do at the end of today’s lesson? How will this support language development?

Describe Explain Apply Analyze Compare Evaluate Defend Create Interpret Formulate

SWBAT define, in writing, three characteristics of a historical fiction book using proper grammar and punctuation with the help of a graphic organizer and teacher example.

Key Vocabulary: genre, historical fiction, time, place, setting, diversity

III. Rationale * Must be conveyed to students

Guiding Questions: Why is this important to students? How is this related to unit goals, essential questions, or relevant standards? How does this connect to students’ real lives and cultures?

Historical fiction is created with a nonfiction past with fictional characters to help you relate better with the past and how we live in the present.

“Readers, how can we learn from the past about how we live and understand the present?”

IV. Assessment * Must be conveyed to students

Guiding Questions: How will you measure students’ progress toward the objective? Will the data you gather allow you to differentiate future instruction?

Students fill out a graphic organizer with three characteristics of the historical fiction book they choose that prove the book is historical fiction. Students will list time, place, setting, and how the story could really happen in real life.

After the students define and describe their book as historical fiction, they will have deeper questions to answer about diversity in the book and in their real-lives. Students begin to make real-world connections to their historical fiction book of choice.

V. Differentiation

Guiding Questions: How will you use data to intentionally group students according to skills/readiness? What choice will students have in the process or product associated with this lesson?

Students will seek and find historical fiction books at the school library. Once they find a book they understand as historical fiction, students will fill out a graphic organizer with three characteristics to define the book as historical fiction. Students will check out the book from the library to use for future lessons. When we return to the classroom, students will enter a turn and talk to share what evidence of historical fiction they discovered.

The graphic organizer will be evidence to assess the students' skills to define what historical fiction is using three characteristics they find in the book. I will collect the graphic organizers after the lesson to assess their written responses. I will return the graphic organizer at the beginning of Lesson Two so students can begin building their historical fiction folders to use for their performance task at the end of the unit.

Students who may need assistance with the lesson will meet with the teacher in a small group setting.

VI. Lesson Components

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| ✓ Active Engagement Strategies | ✓ Checks for understanding | ✓ Strategies to support ELLs |
| ✓ Oral language development | ✓ Frequent feedback | ○ Visual supports |
| ✓ Cooperative learning | ✓ Student voice and choice | ○ Explicit vocabulary |
| ✓ Critical thinking | ✓ Scaffolding | ○ Realia |
| ✓ Arts Integration | | ○ Native language support |

Component

Time required

A. Lesson Introduction: 'Hook' students into content. Explain objective, rationale, and assessment

Students continue to use the library as an information resource throughout the year, this lesson requires a school library visit where historical fiction books will be located on a rolling shelf for them to choose from. The books will be specific to history, diversity, and fiction. The books will be just-right for second grade readers, with a few choices for those who are at a lower and higher level of reading. The cart will have options for ELLs (books in Spanish or about Latino / Latina culture).

Historical Fiction must contain these genre elements:

- 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.

Lesson-specific questions to answer:

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?



What is the setting, time, and place your book takes place?

How does your historical fiction book represent real-life events?

Unit goal questions to answer related to the real world and culture:

What elements of character diversity does your book tackle?

How do you see diversity in your neighborhood and school?

What can you learn from communicating with diverse people?

Begin Lesson:

“Readers, today we are beginning a new unit on historical fiction. We will explore how to identify which books are historical fiction. Does anyone have any ideas of what historical fiction may be?”

I will write historical fiction on the white board as students begin brainstorming ideas of what historical fiction is. I will call on students and write their ideas on the board.

“Readers, the word genre is fun to say! Everyone, repeat after me: ‘genre.’ Genre is how we organize books, movies, television shows, and music, so it’s more than organizing types of books, you can organize your favorite movies and television shows using genres!” (The Hook)

“Readers, today we will be looking at books at the library to define the genre as historical fiction. I want you to be able to write three characteristics on a graphic organizer from a book you choose that tells us that the book is historical fiction. We will also discuss looking for main characters and how they may be different or the same as you.”

I will write genre on the board next to historical fiction and connect what the students said about historical fiction to how we begin to create specific categories to organize books.

Genre: the way we organize books with similar characteristics.

Historical Fiction: A made up story about the past that have some made up characters and may have some real-life historical figures. The story has to be able to really happen in real life. Another word for this is “realistic.”

“Class, give me a thumb gauge on how you feel about describing genre and historical fiction.”

5 min.

B. Body of Lesson

Think about management: Precise Directions Positive Narration Whole-class Incentives Discipline Hierarchy

5 min. Teacher Does (I Do)

“Readers, let me show you how I identify historical fiction in the book, *Baseball Saved Us* by Ken Mochizuki.”

I will project the book and students will watch while I identify the time, place, setting, and if I think this story could really have happened.

“As you read a book, the author is going to give you some clues (connect context clues) to let you know that the story took place in the past.”

I will project page one of the book.

“I’m going to read the first page to you. Listen for clues that tells us that this book takes place in a real world past.”

Read aloud:

One day, my dad looked out at the endless desert and decided then and there to build a baseball field.

He said people needed something to do in Camp. We weren’t in a camp that was fun, like summer camp. Ours was in the middle of nowhere, and we were behind a barbed-wire fence. Soldiers with guns made sure we stayed there, and the man in the tower saw everything we did, no matter where we were.

As Dad began walking over the dry, cracked dirt, I asked him again why we were here.

“Because,” he said. “America is at war with Japan, and the government thinks that Japanese Americans can’t be trusted. But it’s wrong that we’re in here. We’re Americans too!” Then he made a mark in the dirt and mumbled something about where the infield bases should

30 min. Students Do (You Do)

Class trip to the library. (Active Engagement)

Students will be directed to a cart full of second grade appropriate historical fiction books. Students have a few minutes to find a book they enjoy.

Students will sit at the library tables as they explore their books with their pencils and graphic organizers. (I will pass out the graphic organizer and sharp pencils while they locate books with the librarian.)

As students return to the library tables, I reinforce the goals of the lesson.

I will walk around to observe, assist, and assess.

The class completes graphic organizer.

The class checks out their library book.

The class lines up to return to class.

Students will return from the library with their new books and graphic organizers. Students will meet at the carpet for a turn and talk share out.

After the turn and talk, I will ask for two volunteers to share their book and graphic organizer detailing their setting, time, place, and real life example. I will project student samples as they tell the class what they discovered. If time permits, I will have more volunteers share their work.

3 min.

12 min.

5 min.

5 min.

5 min.



<p>be.</p> <p>5 min. (We Do)</p> <p>“Readers, what clues can we use that tells us that this story really could take place in the past?”</p> <p>I will lead the students into a turn and talk to discuss if the story could take place in the past.</p> <p>After the turn and talk, I will write student responses on a blank graphic organizer that is projected, listing answers from individual volunteers in the class.</p> <p>Setting/Place: a camp (concentration camp)</p> <p>Time: World War II when America and Japan were fighting and Japanese Americans weren’t trusted.</p> <p>Could this really have happened? “Yes, class, during war times in the 1940s, things like this really did happen!”</p>		
<p>C. Closing: Review progress toward objective (may include student self-assessment)</p> <p>“Readers, let me show you one more thing about my book, <i>Baseball Saved Us</i>. The main characters in my book are Japanese-Americans that were placed in a camp during war times.”</p> <p>I project the book.</p> <p>“Now readers, I want you to begin thinking about if your books have characters that are different from yourself. We call this diversity. How do you think you can learn from reading about characters that are different from you? Are there any characters that are like you?”</p> <p>Student response time.</p> <p>“We will begin to talk about diversity and our characters throughout the week so I want you to begin thinking about the characters in your books and how they are different or similar to you.”</p> <p>Dismiss class into the next lesson and have them put their books in their book bags to share and read at home. I collect their graphic organizers for assessment.</p>		5 min.



Materials and Resources Needed

Projector, *Baseball Saved Us* book, library, graphic organizer, a historical fiction book checked out from the school library, and a pencil.

Extension of Learning (e.g., homework)

Take your new historical fiction book home and share it with your family or friends why it is historical fiction.

Read your book for 20 minutes to yourself or to a friend or family member.