**Robinson Crusoe Unit Organizer**

**4th Grade Siener/Ronen/Hersh**

**Summary**

In Grade 4, students are encouraged to read versions of classic novels such as Robinson Crusoe. As they do, the terms *novel, plot,* and *setting* are introduced and defined. Studying longer works of fiction helps engage students in the process of reading for pleasure and exposes them to more complex, sophisticated works of literature. Students at this level work on reading, analyzing, and comprehending classic novels.

**The Big Idea**

In this story, a young man rejects his safe, middle-class English lifestyle and follows his adventurous streak. Shipwrecked alone on an uninhabited island, Robinson Crusoe survives through ingenuity and hard work. Eventually, he overcomes deep despair and makes a peaceful, comfortable life for himself. After many years, Crusoe discovers signs on the beach of other human beings. He saves the lives of several men, and these acts lead to his own rescue from the island.

**Common Core State Standards**

**Standard: 2. Reading for All Purposes**

**Students can:**

a. Use Key Ideas and Details to:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
2. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)
3. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)
4. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (CCSS: RL.4.4)
5. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:

1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)
2. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)
3. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)

c. Use Integration of Knowledge and Ideas to:

1. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)
2. Compare and contrast 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. (CCSS: RL.4.9)
3. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

d. Use Range of Reading and Complexity of Text to:

1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)
2. Read familiar texts orally with fluency, accuracy, and prosody (expression

**Core Knowledge Content**

* Fiction is a narrative that comes from a writer’s imagination
* Stories are a kind of fiction.
* Some stories are folktales.
* Stories have characters, a plot, a setting, and dialogue.
* Plot is the chain of related events in a story.
* Setting is the time and place of the action in a story.
* Some stories
  + Describe magical people and events that could never happen
  + Describe realistic people and events that could happen
* A novel
  + Is a longer work of fiction
  + Is often divided into sections called chapters
  + Has a more complicated plot than a short story
  + May involve many different characters and focus on one or two main characters.

**Core Knowledge Language Arts**

1. Writing, Grammar, and Usage
2. Writing and Research

* Produce a variety of types of writing with a coherent structure or story line.
* Organize materials in paragraphs and understand:
  + - 1. How to use a topic sentence
      2. How to develop a paragraph with examples and details
      3. That each new paragraph is indented

1. Grammar and Usage

* Understand what a complete sentence is
* Know how to use the following punctuation:
  + - 1. End punctuation: period, question mark, or exclamation point
      2. Comma
      3. Apostrophe
      4. Quotation marks

**Previous Unit:** Robin Hood

**Prior Knowledge**

Students should be familiar with classic stories and folktales from their language arts instruction in prior grades. They may be acquainted with classic novels from class or independent reading. Students should recognize literary terms introduced in previous grades, such as *author, autobiography, biography, fiction, nonfiction, illustrate, character, hero, heroine, drama, myth, tall tale,* and *limerick.*

**Next Unit**: Treasure Island

**What Students will Learn in Future Grades**

In 5th grade, students will continue to learn about different kinds of stories, myths, and legends, classic novels, and drama. They will also become familiar with the literary terms *pen name (pseudonym)* and *symbol.*

**Cross Curricular Links**

* Connections to African slave trade

**Additional Resources**

* Daniel Defoe, <http://cepa.newschool.edu/het/profiles/defoe.htm>