



Grade 7- Unit 4 Reading - Historical Fiction

Unit Focus

This historical fiction unit allows students to tackle more complex texts building on the foundations learned in nonfiction. Students will learn how to build collective interpretations, how to listen closely to each other in book clubs, and how to carry ideas across time. Readers will investigate the special role of setting in historical fiction novels, accumulate and synthesize details using reading tools such as timelines and graphic organizers, and be reminded to bring what they know of reading fiction into their work. Importantly, students will learn to empathize with complex characters while reading critically through the lenses of perspective and power. Essentially, students will learn that reading teaches us all how to live.

Reading Skills: *Synthesizing and Interpreting*

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts: 7</i> <i>919332 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). • CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. 	<p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T3 Evaluate the author’s message and purpose, citing text evidence to support conclusions.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Literature addresses universal themes of human existence and conflict.</p> <p>U2 History is "story" and who tells the story and how it is structured affects how it is understood.</p> <p>U3 There is rarely a single obvious cause to a complex historical event.</p>	<p>Q1 What is this text really about?</p> <p>Q2 Whose story is it? Who has the power in this story? How does that impact the author's message?</p> <p>Q3 How does reading historical fiction help us make sense of the world?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Vocabulary: historical fiction, theme, flashback, flash forward, allusion</p> <p>K2 Characters in the light of the culture, time in history, and physical/emotional setting.</p>	<p>S1 Determining and comparing and contrasting point of view or perspective</p> <p>S2 Relating the theme to their own life</p> <p>S3 Relating important ideas across texts</p> <p>S4 Understanding how setting influences the characters and story</p>	