

UNIT 21 OPENER

▶ Preteach: Instructional Terms

Historical fiction is one of the subgenres of fiction. Historical fiction is a story about fictional characters and events in a historical setting. Historical fiction gives a historically accurate portrayal of life during a particular time during history. It may sometimes contain actual historical figures and actual places and events, and these devices give the story a strong sense of time and place. The primary purpose for writing historical fiction, however, is primarily to entertain. Providing historical information is secondary, and sometimes facts are altered for the sake of a more entertaining story. **Ask: What television shows or movies have you seen that were based on the past? What was their most important purpose? What kinds of historical information might you learn from a fictional television show or movie that you might not find in a history textbook?**

Explain to students that writers of fiction often tell a story in **chronological order**, or the order in which the events occurred. **Say: Think about the things you have done today.** Then ask students to mention some of these events, and write their responses on the board. Students may say that they got out of bed, brushed their teeth, ate breakfast, walked or rode a bus to school, attended class, or talked with friends. **Ask: What is the likely chronological order of these events?**

Explain to students that when they read, what they already know about similar people and events may help them make inferences about what happens next. The facts in the story and what students already know help them make inferences. On the board, write **Facts + What I already know = Inference**. Tell students that sometimes their inferences may be incorrect. After they read ahead, however, they may change them on the basis of new information.

The story in this unit is historical fiction because it takes place in 1902, but the boy who leaves Greece to find a new life in the United States is a fictional character. His journey, however, is like one that many others made at that time. Tell students to think about any inferences they make as they read and whether they changed any of them because they found new information.

In this lesson, students also learn that **synonyms** and **antonyms** can provide context clues to the meanings of unfamiliar words. Explain that a synonym is a word that means the same or almost the same as another word. For example, the word *soothing* is a synonym for *calm*. Antonyms have opposite meanings. For example, the word *allowed* is an antonym for *rejected*. **Ask: What other examples can you give of synonyms? Of antonyms?**

▶ Scope and Sequence at a Glance

Genre: Historical Fiction

Title: Journey to Ellis Island

Cross-Curricular Connection: Social Studies

Comprehension Strategy: Analyze Text and Structure (Chronological Order)

Comprehension Skill: Make Inferences

Vocabulary Strategy: Context Clues (Synonyms and Antonyms)

Decoding Support: Suffixes (*-ant/-ent*)

▶ Summary of Reading Passage

Journey to Ellis Island

Twelve-year old Petros Stavropoulos and his family traveled from Greece to the United States as steerage passengers on a ship. The story also tells of the family's experiences at Ellis Island.

Lexile: 910

Word Count: 936



UNIT 21 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the unit's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read its definition. Also, point out how students can use their knowledge of synonyms and antonyms to decode multiple-meaning words.

- barge** Noun. (1) Long, flat boat used to carry things.
Verb. (2) Rudely or suddenly enter a place.
(1) A huge **barge** loaded with goods floated down the river.
(2) Shane **barged** into the classroom in the middle of my presentation.
- cramped** Adjective. (1) Feeling squeezed into an uncomfortable place or position. Verb. (2) Muscle tightened, causing pain.
(1) All five of us crawled into the car's **cramped** back seat.
(2) During the marathon, his leg muscles suddenly **cramped** up.
- garment** Noun. Piece of clothing.
China searched for a suitable **garment** to wear to the dance.
- immigrant** Noun. Person who leaves his or her country to live in another country. Grandma Isabel moved to America as an **immigrant** from Argentina.
- indignant** Adjective. Insulted or angered by something that doesn't seem fair. "I guess I'm not invited to the party," Toni said, sounding **indignant**.
- patience** Noun. Ability to wait without getting annoyed or angry.
Building model airplanes takes a lot of **patience**.
- poverty** Noun. State of being poor.
Many children throughout the world live in **poverty**.
- thrust** Verb. (1) Push forward quickly or forcefully.
Noun. (2) Force or push behind an engine. (3) Main point or idea.
(1) He **thrust** me out of the way to steal the soccer ball.
(2) The rocket's **thrust** sent it speeding into the deep blue sky.
(3) The **thrust** of his argument is that we should spend our money carefully.

 **Quick Connect Activities**

Create a list of major historical events in the United States that occurred during the twentieth century. Organize students into small groups, and have each group research a different event for an in-class oral presentation.

 **Destination Journal**

Have students write journal entries about this topic: **A friend in another country is moving to your home town. What will you tell your friend about your town? About life in the United States?**

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre might choose from these selections for further reading.

***Hooray for Rhody!* by Marcia Vaughan. 2004. Celebration.** (Below-level students.) In 1847, ten-year-old Rhody and her family move from the Midwest to the Oregon Territory. *Lexile: 570*

***The Ornament Tree* by Jean Thesman. 1996. Houghton Mifflin Company.** (On-level students.) A young orphan becomes involved in the development of women's rights. *Lexile: 730*

***Citizen Tom Paine* by Howard Fast. 1943. Grove Press.** (Above-level students.) This historical fiction book retells Thomas Paine's account of the formation of the United States of America. *Lexile: 1060L*

Books with Related Themes

Students who are fascinated by history may enjoy these books.

***Teenage Refugees from Eastern Europe Speak Out* by Carl Rollyson. 1990. Rosen Publishing Group.** (Below-level students.) Teenage refugees from Eastern Europe tell their stories about coming to the United States. *Lexile: 850*

***An Armenian Family* by Keith Elliot Greenberg. 1997. Lerner Publishing Company.** (On-level students.) An Armenian family leaves Russia to rebuild their lives in America. *Lexile: 890*

***Who Belongs Here: An American Story* by Margy Burns Knight. 1996. Tilbury House Publishers.** (Above-level students.) This book describes the life of Nary, a Cambodian refugee to the United States. *Lexile: 900*



LESSON 1 PLANNER

 Genre Study

Assess students' knowledge of historical fiction by asking them to name people and events from history. **Then ask: How would a fiction writer tell a story about the time and place in which this person lived or the event took place? How might the story be different from the information in a textbook?**

Explain to students that fiction is a narrative produced from the author's imagination. Historical fiction is a kind of fiction that is set in a real place during a historical time period. Although some of the characters and plot events are not real, writers of historical fiction try to keep the details of the setting as historically accurate as possible. Four characteristics of fiction include these:

- Fiction has many subgenres.
- Fiction typically has a clear beginning, middle, and end.
- Fiction has a clear setting, characters, and plot (problem-solution).
- The end of a fictional story typically involves the solution to the problem.

Historical fiction has a strong sense of place and time, but it is different from textbook histories because the fiction writer's purpose is different. Explain that although writers of historical fiction conduct research about the setting of a story, they write primarily to entertain readers.

 Build Background

Between 1892 and 1954, more than 12 million European immigrants entered the United States through Ellis Island. Those who came as a ship's third-class or steerage passengers spent from three to five hours undergoing medical inspections at Ellis Island. Their papers were checked, and they were asked to answer a series of questions before being admitted to the United States. First-class and second-class passengers were investigated on the ship and did not pass through Ellis Island.

 Learning Objectives

- Recognize distinguishing features of historical fiction texts.
- Recognize author's purpose in writing historical fiction texts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Recognize how synonyms and antonyms function as context clues.
- Use knowledge of synonyms and antonyms as context clues to determine word meanings.
- Write sentences demonstrating knowledge of synonyms and antonyms as context clues.

 QuickFact: Ellis Island

In 1965, Ellis Island became a National Park. The main building, in which many immigrants had registered on their way to United States citizenship, is now a museum. Located in New York Harbor, Ellis Island draws many visitors who want to experience a part of history that connects them to their immigrant ancestors. From the New York side, visitors come by ferry; from the New Jersey side, they can come by car.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

Vocabulary Strategy: Use Synonyms and Antonyms as Context Clues to Determine Word Meanings

Remind students that synonyms and antonyms can provide context clues to the meaning of an unfamiliar word. Review the meaning of *synonym* and *antonym*: a synonym is a word that means the same or almost the same as another word. For example, the word *soothing* is a synonym for *calm*.

An antonym is a word that means the opposite of another word. For example the word *allowed* is an antonym for *rejected*. Have students write a sentence for each vocabulary word from the reading. Tell students to use a synonym or antonym for each of the vocabulary words as a context clue for the word's meaning.

Differentiated Instruction

ELL: Before English language learners read the passage, give them a list of questions about the story. Tell them to look for the answers as they read.

Special Needs: Organize students in pairs. Have partners work together to use the Internet to find and download a picture of Ellis Island. Post the picture in the classroom. Near the picture, place several note cards. Have students use the cards to write pieces of information about Ellis Island that they learn while studying this unit. Post the informational cards beneath the picture. Include a map that shows Ellis Island.

Above-level Students: Have students work together to research, write, and perform a one-act play about coming to the United States from another country and going through processing at Ellis Island.

Quick Connect Activities

Have students adopt or choose an immigrant ancestor from a country that interests them. Have them design and write postcards to the ancestor who came to the United States. Students' postcards should include at least one antonym and one synonym that are used as context clues. Remind students that many of the immigrants from other countries had limited English skills. The context clues should help the ancestor understand something about today's life in the United States.



Destination Journal

Have students write journal entries about this topic: You have been invited to move to another country for a year. You can choose the country. Will you go? Explain your answer.

Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have pairs of students construct a Venn diagram showing the characteristics of fiction and of historical fiction.
- Have students write original sentences that use the vocabulary words from the historical fiction presented in the unit.
- Tell students to write a short explanation of the difference between an antonym and a synonym. Have them include examples of a synonym and an antonym in their explanations.

LESSON 2 PLANNER

 **Comprehension Skill: Make Inferences**

Students are told that readers add up clues from the text and use these clues and their own prior knowledge—gained from experience—to make an inference. Use this example: You have personal experience as a player on a basketball team. You are reading a story about a character who is a basketball player on the final night of a tournament. You can infer that the story's character is probably nervous and excited. Tell students to use this formula to make inferences: **Facts from the text + what you already know = inference.**

Students will learn how to

- Recognize the purpose of making inferences when reading.
- Identify how to make reasonable inferences about historical fiction texts.
- Identify reasonable inferences in a historical fiction text.

 **Comprehension Strategy: Chronological Order**

Explain to students that chronological order is time order, or the order in which events naturally happen. Putting events in chronological order helps readers see how events fit together and how characters change over time. Chronological order also helps readers follow the sequence of events and make predictions about what will happen next.

Students will learn how to

- Identify chronological order as a form of text structure.
- Recognize that identifying chronological order is a strategy to improve reading comprehension.

 **Differentiated Instruction**

ELL: To help students understand chronological order, have them write the steps in a process, such as brushing their teeth or shooting a free throw with a basketball.

Special Needs: Write the steps for preparing a recipe on a piece of paper. Make copies. Cut the paper into strips, with each strip showing a different step in the process. Mix up the strips for each copy of the recipe. Organize students into pairs. Have partners arrange the steps in chronological order. Remind students that clue words such as *first*, *then*, *before*, and *after* can help them determine the order of events.

Above-level Students: Provide students with openings to different pieces of historical fiction, and have them write an inference they can make about the story.

 **Learning Objectives**

- Recognize the purpose of making inferences when reading.
- Identify how to make reasonable inferences about historical fiction texts.
- Identify reasonable inferences in a historical fiction text.
- Recognize that identifying chronological order is a strategy to improve reading comprehension.
- Identify chronological order as a form of text structure.

 **Assessment: Toolkit**

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students write the formula for inferences and then write an explanation of how the formula works.
- Give students a story cut into several pieces and have them reassemble it in chronological order. Remind students to use the signal words to help them find the correct order.



LESSON 3 PLANNER

 Story Summary

In this **historical fiction text**, 12-year-old Petros Stavropoulos and his family immigrate to the United States in 1902. The family travels by ship from Greece to this country, where Petros's uncle has agreed to help the family start a new life. The journey in steerage, the lowest level of the ship for passengers, is difficult and frightening.

After three weeks at sea, the ship docks at New York Harbor, and Petros and his family are taken by barge to Ellis Island. There, they will be screened and either allowed to enter the United States or be returned to Greece. A hush comes over the barge as Petros and the other passengers pass the Statue of Liberty. Petros suddenly knows that everything will be okay—his uncle will meet them, there will be room for them in his uncle's apartment, and his father will get a job.

Hundreds of immigrants wait at Ellis Island as uniformed inspectors watch over them. Petros and his father are separated from Mrs. Stavropoulos for the medical examination, but they are reunited for the remainder of the inspection. They are asked the "29 Questions," such as "Where will you live?" and "Who will employ you?"

One of the inspectors holds up a picture of a mop and a hammer and asks Mrs. Stavropoulos which she would use to mop the floor. She doesn't answer, and the inspector draws a large X on her back, which means she will not be allowed to enter the United States. Petros pleads with his mother to answer the question.

"I did not come to America to mop floors," she says. The inspectors laugh and erase the X. After six hours, Petros and his family are allowed to leave the island to meet Petros's uncle, who is waiting to welcome them to their new home in the United States.

 Destination Journal

Have students write journal entries on this topic: **Suppose that you are a character in a historical fiction story. Who are you? In what period of history do you live? What is your life like? What do you do for fun? Do you go to school? What do you study? What is going on in your country?**

 Learning Objectives

- Read a historical fiction text to build vocabulary, fluency, and comprehension.
- Use knowledge of chronological text structure while reading a historical fiction text to improve comprehension.
- Make inferences using prior knowledge and information from a historical fiction text while reading.
- Use knowledge of synonyms and antonyms as context clues while reading historical fiction to determine word meanings.
- Demonstrate comprehension of a historical fiction text.

 Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the courseware.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- After students have read the story, have them list the events in chronological order.
- Have students identify passages in the story in which they were able to make inferences about how the characters feel and what will happen to Petros and his family.

LESSON 4 PLANNER

Lesson 4: Comprehension Skill : Making Inferences and Comprehension Strategy: Chronological Order

 **Comprehension Skill: Make Inferences**

Remind students that inferences are based on text details and prior knowledge. For example, students infer the emotions of the characters on the basis of story details that tell them what the characters say and do. As active readers, students also use their personal knowledge of how they might react in similar situations.

After students have finished reading, help them explore the relationship between story details and personal reactions. Remind students to use the formula: **Fact + what I already know = inference.** Say: **Think about a time when you were in an unfamiliar situation or place. How did you feel? How will this knowledge help you make inferences about the feelings of Petros and his family?**

 **Comprehension Strategy: Chronological Order**

After reading the story, students will be able to

- Analyze text structure based on chronological order.
- Write paragraphs of historical fiction, using chronology as the text structure.

Remind students that historical fiction has a beginning, a middle, and an end. After students read "Journey to Ellis Island," **ask: How did the author arrange the events in the story?** Have students list signal words and phrases such as *on the third day*, *after*, *suddenly*, *when*, *later*, and *then*.

Have students write about an experience in their past. Remind them to use signal words to help the reader identify chronological order in their writing.

 **Differentiated Instruction**

ELL: Ask students to tell the story of Petros in their own words and in chronological order.

Special Needs: Have students work together to create a bulletin-board-size visual representation, such as an illustrated time line, of the chronological order of the story.

Above-level Students: Have students choose a scene from the reading passage and rewrite it, adding new details based on inferences about the characters' feelings that students made while reading the passage.

 **Learning Objectives**

- Make inferences based on text and prior knowledge.
- Analyze text structure based on chronological order.
- Write paragraph(s) of historical fiction using chronology as the text structure.

 **Assessment: Toolkit**

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- After students have read the story, have them write a paragraph about any inferences they made about Petros. Students should cite phrases from the passage on which they are basing their inferences. Have them answer these questions: **Is Petros someone you would like as a friend? Why or why not?**
- Have students write a lesson plan for teaching younger children how to identify chronological order in historical fiction.



UNIT 21: Journey to Ellis Island

Name: _____ Date: _____

 **Comprehension Strategy: Using a Time Line**

Directions: You have learned how to use a **Time Line** to keep track of events by putting them in chronological order. Use the vertical Time Line below to record events from the story in the order in which they happened. Decide how long the events took, and label each segment on the bar with the correct time interval. For example, segments on the bar might be labeled week one, week two, week three, arriving at Ellis Island.

Title of Story: _____

The diagram shows a vertical timeline bar on the left side, divided into six segments. From each segment, an arrow points to the right, leading to a large horizontal rectangular box. These boxes are intended for students to write events from a story in chronological order and label the time intervals between them.