

UNIT 03 OPENER

▶ Preteach: Instructional Terms

Historical fiction is a story based on people and events from the past. Historical fiction may include real people but their actions may be imaginary. Characters in historical fiction often encounter the same problems that people living in a particular time period faced. Share this example:

A young woman who has been affected greatly by the Civil War shares her reaction to Abraham Lincoln's speech at Gettysburg.

This example includes a real person, place, and event, Lincoln at Gettysburg, as well as a fictitious element in the form of the young woman, her reaction, and her point of view. **Ask: What movies or television shows have you seen that are based on something that happened in the past? What made these movies or television shows interesting? What did you learn from watching them?** Students may say that the people or the historical events were interesting because students were able to relate what they saw to what they had previously learned or read.

Inform students that historical fiction writers often tell a story in **chronological order**. This means that the story is told in the order in which the events occurred, from first to last. **Say: Think of five things you did today. Write them down in chronological order.** Students will learn how to analyze text structure by finding the chronological order of a reading passage.

Explain to students that historical fiction writers also use a literary element called **personification**. When using personification, a writer describes things or animals as if they were people. Share this example: *The tree wrapped its gnarled arms around the park path.* Ask students to visualize this image. Point out that one way to remember personification is to remember the base word: person.

Word structure includes inflected endings, such as *-ed* in *imbedded*. In this lesson, students will learn how to

- Recognize inflections in words, including those with past-tense endings.
- Use knowledge of inflections, such as past-tense endings, to determine word meaning.
- Write sentences demonstrating knowledge of inflected endings or grade-level vocabulary.

▶ Scope and Sequence at a Glance

Genre: Historical Fiction

Title: Into the Unknown

Cross-Curricular Connection: Social Studies

Comprehension Strategy: Analyze text structure (chronological order)

Comprehension Skill: Analyze literary elements (personification)

Vocabulary Strategy: Word Structure (inflected endings)

Decoding Support: Three pronunciations of *-ed* (*ed, t, d*)

▶ Summary of Reading Passage

Into the Unknown

While at a museum to hear his father speak about an explorer, Thomas Peale sneaks away and encounters an interesting man. From him, Thomas learns fascinating details about one man's journey through the wilderness. When Thomas's mother finds him, he tries to explain what he has been doing, but the man has disappeared. As his mother leads him through a room of portraits, Thomas realizes that the older man with whom he had spoken was an explorer from the past

Lexile: 600

Word Count: 619



UNIT 03 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 aloud its definition.

beak Noun. Hard part of a bird's mouth; bill.

The robin used its **beak** to peck at the birdseed.

dangerous Adjective. Able to cause harm; not safe.

A rattlesnake's poisonous bite can be very **dangerous**.

enormous Adjective. Very large; huge.

The **enormous** redwood tree was nearly 400 feet tall.

gentleman Noun. (1) Polite word for a man. (2) Polite man with good manners.

(1) A kind **gentleman** helped us find our way with a map.

(2) Josh acted the **gentleman** as he helped us out of the car.

nature Noun. (1) Outside world, such as plants, animals, and weather. (2) Character or quality of someone or something.

(1) I love hiking out in **nature** on a warm summer day.

(2) A cat's **nature** is to hiss when it's scared.

prairie Noun. Large area of grassy, flat land.

In spring the **prairie** is filled with colorful wildflowers.

woodpecker Noun. Forest bird with a long beak used for making holes in trees.

I saw the **woodpecker** reach into the hole with its beak and pull out an insect.

 **Quick Connect Activities**

Have students choose a historical figure from any country other than the United States. Tell students to research the selected person and create a fact sheet. Student fact sheets should include events that occurred in the chosen person's country during his or her lifetime. Using the fact sheet as a reference, have students perform a role play exercise with the historical figures talking to one another, using examples from each person's life.

 **Destination Journal**

Have students write a journal entry about this topic: **If you could be any person in history, whom would you choose to be? Explain why you chose this person. What would your life be like if you were this person?**

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

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

***Hooray for Rhody!* by Marcia Vaughan. 2004. Celebration Press.** (Below-level students.)

Ten-year-old Rhody and her family leave the Midwest to homestead in the Oregon Territory in 1847. *Lexile: 570*

***The Kid Coach* by Fred Bowen. 1996. Capstone Press.** (On-level students.)

Learning about sports history helps a young baseball player. *Lexile: 610*

Books with Related Themes

Students who are fascinated by history may find these books intriguing.

***Frontier Fort: Fort Life on the Upper Mississippi, 1826* by Megan O'Hara. 1998. Blue Earth Books.** (Below-level students.)

This book describes life in a Minnesota fort in 1826. *Lexile: 590*

***The West, Its History and People. 1826* by Megan O'Hara. 2003. National Geographic Society.** (On-level students.) This book provides a history of the western U.S. *Lexile: 630*

***Seaman's Journey: On the Trail with Lewis and Clark* by Patricia Reeder Eubank. 2002. Ideals Children's Books.** (Above-level students.)

This is a story about the Lewis and Clark expedition. *Lexile: 690*



LESSON 1 PLANNER

 **Genre Study**

Assess students' prior knowledge of history by asking them to name people from history. Write these names on the board. Students may say George Washington, Martin Luther King, Jr., or Babe Ruth. Next, ask students to list events from the past. Write their responses on the board. Students may mention the attack on the World Trade Center on September 11, 2001; the American lunar landing in 1969; or World War II.

Explain that a writer could create a story based on any of these people or events. The writer would use many historical facts, but would also include elements of fiction—setting, characters, plot, and theme.

Explain the following four characteristics of historical fiction:

- It provides an entertaining look at a time in the past.
- The setting and details are taken from actual history.
- The story may include real people, but their actions may be imaginary.
- The problems faced by the characters are similar to those faced by people living at the time.

Name an Animal Imagine that you are a young teen living on the east coast in 1806. Lewis and Clark have recently returned from their expedition, bringing with them animals never before seen east of the Mississippi River. Name and describe one of the animals.

 **Build Background**

The subject of the slide show is the Lewis and Clark expedition and the hundreds of unfamiliar plants and animals with which the explorers returned. Assess students' prior knowledge of the Lewis and Clark expedition. **Ask: What do you know about Captain Meriwether Lewis and Second Lieutenant William Clark? What did they explore? Why would someone want to explore unknown places?**

 **Learning Objectives**

- Recognize distinguishing features of historical fiction texts.
- Recognize the author's purpose in writing historical fiction texts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Recognize inflections in words including those with past tense endings.
- Use knowledge of inflections, such as past tense endings, to determine word meanings.
- Write sentences demonstrating knowledge of inflected endings or grade-level vocabulary.

 **QuickFact: Lewis and Clark**

Lewis and Clark led the first expedition to reach the Pacific coast by land. During 28 months, they traveled 8,000 miles. The expedition described 178 plants and 122 species and subspecies of animals.



LESSON 1 PLANNER (CONT.)

Lesson 1: Genre and Vocabulary Study

▶ Vocabulary Strategy: Inflected Endings

Students are told that when they see a past-tense word with an *-ed* ending, they should try to figure out the base word. For example, the word *dragged* has the base word *drag*. Students are told that when a base word ends with one consonant and a silent *e* (*raised/raise*) or with a double consonant (*dragged/drag*), a spelling change is needed. A silent *e* is dropped in *raise* before the *-ed* is added. The final consonant in *drag* is doubled before the *-ed* is added.

▶ Differentiated Instruction

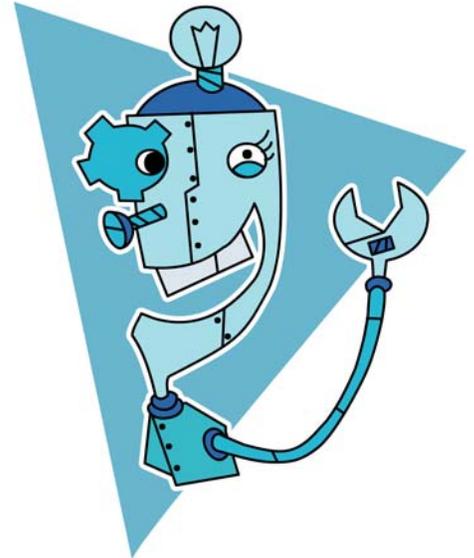
ELL: Ask students to explain how forming past-tense words in their first languages differs from forming them in English. Help students find similarities between the past tense of the two languages.

Special Needs: Provide students with building blocks. On masking tape, write these base words: *drag, manage, look, turn, sag, interrupt, ask*. Tape each base word on blocks, using the same color block for all words. Then, on the masking tape, write *-ed, -d, and -g*. Tape the endings to blocks, a different color block for each. Do not reuse the color used for the base words. Have students change the form of the base words to past tense by arranging the blocks.

Above-level Students: Have each student write a quiz that tests knowledge of base words and *-ed* endings. Tell student partners to exchange and complete the quizzes.

▶ Quick Connect Activities

- Ask students to imagine that they are part of the historic Lewis and Clark expedition. Have students discuss their experiences with one another by describing what they see, hear, smell, and touch on the expedition.
- Have student pairs use a dictionary to make a list of 20 base words that will end in *-ed* when used in the past tense. Have students share two words from their lists, and write these on the board. As a class, change the words from present to past tense.



▶ Destination Journal

Ask students to write a journal entry on this topic: **You are part of a modern-day expedition. Choose a location that you'd like to explore. It could be in space, somewhere in the United States, or in another country. Describe what you find in the chosen place.**

▶ 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 each student write an explanation of how to change a word into the past tense by using an *-ed* ending.
- Have small groups work together to list the four characteristics of historical fiction.
- Have students work together to write a short historical story. Remind them to use the vocabulary words.

LESSON 2 PLANNER

 **Comprehension Skill: Personification**

Students are told that when a writer gives human characteristics to an object or animal, the writer is using personification. Personification makes a story more interesting and helps create an image in the reader's mind. For example: *As John walked through the moonlit forest, the wind seemed to whisper, "Why?"* **Ask: Why is this statement an example of personification?** Students may answer that the wind takes on human qualities because it seems to whisper.

In the courseware, students are given four answer choices and asked to identify which is an example of personification. Suggest that students first eliminate the answers they know are incorrect. Tell students to ask themselves this question when identifying personification: *Has an object, animal, or other non-human thing been given human characteristics?*

 **Comprehension Strategy: Chronological Order**

Students are told that chronological order is the order in which events take place, from first to last. Signal words, such as *first, then, after, before, or now* as well as dates and times help establish chronological order. **Ask: What is the chronological order of your school classes?**

In the courseware, students are given a reading passage. Students are then asked to identify the signal words in the passage and to select the correct chronological order of events. Tell students that signal words indicate a time in the story. Remind students to look for signal words such as *first, then, after, before, and now*.

 **Differentiated Instruction**

ELL: Ask students to write the chronological order of the most memorable thing that happened to them in each hour of their day so far. Tell them to begin with waking up and to end with the class they are presently attending.

Special Needs: Provide students with a two-column chart, with the first column numbered one through five. Tell students to list, in order, five things that they have done since arriving at school.

Above-level Students: Ask students to write a short historical fiction story that unfolds in chronological order. Have student pairs exchange papers and chart the chronological order of the partner's story.

 **Learning Objectives**

- Recognize personification in historical fiction texts.
- Identify personification in historical fiction texts.
- Recognize that identifying chronological order text structure is a strategy to improve reading comprehension.
- Identify signal words that indicate chronological text structure in historical fiction texts.

 **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 five sentences that use personification.
- Have students use chronological order to write the events that they experienced over the past weekend.

LESSON 3 PLANNER

Lesson 3: Summary and Journal Writing

 Story Summary

Thomas Peale's father is going to speak at the museum about some plants and animals that an explorer discovered the previous year, in 1806. However, Thomas does not want to be there. He wants to explore the woods outside Philadelphia.

Thomas wants to have his own adventure, so he ventures into one of the dark, closed-off rooms that seem to invite him to step into the unknown. Once inside, Thomas meets a tall gentleman with a friendly face who tells Thomas that, unlike most museums, this one is not boring.

The gentleman shows Thomas a black stuffed bird in one of the glass cabinets. A label beneath the bird reads *Lewis's Woodpecker*. The gentleman explains that the explorer who discovered the woodpecker traveled 8,000 miles over the course of two-and-a-half years. At the request of President Jefferson, the explorer had left Saint Louis and crossed the unknown West, through the mountains to the Pacific Ocean and back again.

Along the way, the explorer saw antelope, buffalo, and mountain sheep with enormous horns. He also collected hundreds of animals and plants that only the native peoples knew about. He even discovered tree bark that could be eaten like candy.

Thomas finds this story fascinating, especially when the gentleman tells him that the explorer once awoke to discover a snake with a flat head and a tail like a baby's rattle resting right beside him! Thomas also enjoys a story about the explorer's being chased by a nine-foot bear.

Thomas's mother calls to him. When Thomas turns to explain himself to her, the gentleman disappears. As his mother leads him through a hall with paintings, Thomas sees a picture and realizes that his storytelling companion was none other than the explorer himself—Captain Meriwether Lewis!

 Destination Journal

Ask students to write a journal entry on this topic: **Lewis and Clark were explorers who, at the request of President Jefferson, explored the West. Write about places that you and your family or friends like to explore. Do you explore the mall, the library, parks, or woods? Describe the place and what you discover there.**

 Learning Objectives

- Read a historical fiction text to build vocabulary, fluency, and comprehension.
- Use knowledge of chronological text structure and signal words while reading a historical fiction text to improve comprehension.
- Identify the literary element personification while reading a historical fiction text.
- Use knowledge of inflections, including past-tense endings, to improve comprehension of vocabulary while reading.
- Demonstrate comprehension of a historical fiction text.

 Assessment: Toolkit

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

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 down the first and last events in the story.
- After students have read the story, have them write down any examples of personification.



LESSON 4 PLANNER

 **Comprehension Skill: Personification**

After students have read the passage, remind them that personification involves giving human traits to animals or objects.

Ask: In the story, what did the dark room say to Thomas?

Students may respond, "*Come inside. Step into the unknown.*"

Explain to students that the room's speaking is an example of personification.

In the courseware, students are given a reading passage. Students are asked to click the word that indicates human behavior or qualities of the personified object in the passage.

 **Comprehension Strategy: Chronological Order**

After students have read the passage, **ask: What is the first thing that happens in the story?** Students may say that Thomas was bored because his parents made him go to the museum. **Ask: What are the second and third things that happen in the story?**

Students may say that Thomas goes into the closed-off room and meets a tall gentleman with a friendly face. Remind students that this is the chronological order of the story,

In the courseware, students are given a reading passage to determine the order in which events take place. Students are then given a sequenced set of events and asked to write a paragraph that follows the chronological order.

 **Differentiated Instruction**

ELL: In their own words, have students describe the meaning of chronological order and personification.

Special Needs: Provide students with a plant, a plush animal, or some other inanimate object. On the board, list from five to ten human characteristics. Then, tell students to use words or phrases from the list to write three sentences about the object. Review the sentences with students to show them how their sentences are examples of personification.

Above-level Students: Have students use library and school-approved Internet resources to research the Lewis and Clark expedition and create a timeline of the expedition. Display the timeline on the bulletin board or elsewhere in the classroom.

 **Learning Objectives**

- Analyze personification in a historical fiction text.
- Identify chronological text structure.
- Analyze chronological text structure and signal words.

 **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 work in pairs to write the chronological order of the story.
- After students have read the story, have them write down all the signal words that they find.
- Have students write one of the sentences from the story that demonstrates personification. Tell students to rewrite the sentence in their own words. Students' rewritten sentences must be different from the original and must use personification.

UNIT 03: Into the Unknown

Name: _____ Date: _____

 **Strategy: Using a Story Map**

Directions: You have learned that understanding a text's structure can help you more easily make predictions and comprehend a story. Use this **Story Map** and follow the arrows to record a story's events in chronological order.

Story Title:

Main Characters:

Setting:

Plot: Sequence of Events

