

**Unit 11.5: Historical Fiction Using Informational Text**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student explores historical fiction and informational text and their relationship to each other and to current events. The student completes a cross-curricular research project using note-taking, analysis, writing, and oral presentations to connect what he/she is learning in his/her history class to his/her English class. The student deepens his/her understanding of an event in history and is able to talk about it in English.
<b>Transversal Themes:</b>	Study Skills, Culture, Computer Skills, Integrity, Resourcefulness, Commitment, Dedication
<b>Integration Ideas:</b>	Social Studies, Technology

**Essential Questions (EQ) and Enduring Understandings (EU)**

<b>EQ1.</b> How and why do good readers and writers connect to the past in stories? <b>EU1.</b> Voices from the past speak to us of other times and places. Learning about the past illuminates our comprehension of the present, makes for interesting stories and helps us to better understand others and ourselves.
<b>EQ2.</b> What makes characters, settings and plots in historical fiction believable? <b>EU2.</b> Readers and writers use aspects of real events and draw on real world characters to create their events and stories.
<b>EQ3.</b> What is the connection between fiction and fact and how does a reader decipher the differences? <b>EU3.</b> Readers and writers must analyze documents from a variety of sources to identify truth and separate what did and did not occur. Presenting and debating the information helps us learn and grow as individuals and collectively.

**Transfer (T) and Acquisition (A) Goals**

<b>T1.</b> The student will leave the class able to use research skills and his/her knowledge of informational and historical texts to examine different types of historical documents and writing in order to analyze current events and to better understand the world around him/her.
<i>The student acquires skills to...</i>
<b>A1.</b> Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
<b>A2.</b> Synthesize, analyze, and debate information; justifying answers with details from texts, self, and the world.
<b>A3.</b> Analyze seminal documents of historical and literary significance, including how they address related themes and concepts.
<b>A4.</b> Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation.

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<b>Puerto Rico Core Standards (PRCS)</b>	
<b>Listening</b>	
<b>11.L.1</b>	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
<b>11.L.1a</b>	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
<b>11.L.1b</b>	Follow turn-taking, asking/answering relevant questions, affirming others, adding relevant information, relating the information to prior knowledge from experience, texts, or real-world connections, and paraphrasing and analyzing key ideas.
<b>Speaking</b>	
<b>11.S.2</b>	Respond orally through closed and open-ended questions to real life situations.
<b>11.S.2b</b>	Synthesize, analyze, and debate information, justifying answers with details from texts, self, and the world.
<b>11.S.2c</b>	Critically analyze closed and open-ended questions and answer with increasing knowledge.
<b>Reading</b>	
<b>11.R.10</b>	Read and comprehend a variety of culturally relevant literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.
<b>11.R.2I</b>	Determine a main idea of an informational text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>11.R.3I</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>11.R.4I</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>11.R.6I</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>11.R.9I</b>	Analyze seminal documents of historical and literary significance including how they address related themes and concepts.
<b>Writing</b>	
<b>11.W.1</b>	Write arguments to support claims in an analysis of appropriate grade level content, using valid reasoning and sufficient evidence.
<b>11.W.1a</b>	Express, clarify, and defend viewpoints and opinions, be able to soften statements or justify arguments with support of the thesis statement and claims.
<b>11.W.4</b>	Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well



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	purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.
<b>11.W.5</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>11.W.6</b>	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation, and college profile research (for job and university search).
<b>11.W.7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Language</b>	
<b>11.LA.3a</b>	Vary syntax for effect, consulting references for guidance as needed.
<b>11.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
<b>11.LA.4c</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its origin, or its standard usage or variations.
<b>11.LA.5b</b>	Analyze the meaning of words with similar denotations and connotations.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 11.L.1 11.L.1b 11.LA.4 11.LA.4c 11.LA.5b 11.R.10 11.R.2I 11.R.3I 11.R.6I 11.R.9I 11.S.2 11.W.1 11.W.1a 11.W.4 11.W.6 11.W.7</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> A2, A3 A4</p>	<ul style="list-style-type: none"> <li>The importance of setting in different forms of literature.</li> <li>Closed and open-ended questions.</li> <li>Current events.</li> <li>Conflict resolution.</li> <li>The structure and purpose of nonfiction texts.</li> <li>The use and structure of informational text.</li> <li>How to listen and respond to, synthesize, explain, describe, support, and discuss information.</li> <li>How to answer and formulate closed and open-ended questions.</li> <li>How to draw conclusions from</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Conflict</li> <li>Document</li> <li>Fact, fiction</li> <li>Resolution</li> <li>Social conflict</li> <li>Synthesize</li> <li>Truth</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 11.3</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 11.3”).</li> </ul> <p><b>Research Project</b></p> <ul style="list-style-type: none"> <li>The student chooses a topic from U.S. History involving some sort of social conflict to research using encyclopedias, magazines, newspapers, and internet resources, if available. (Topic suggestions: The Civil War, The Civil Rights Movement, Women’s Suffrage, Integration, Immigration [current or past], Terrorism and</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Journal – which will include: <ul style="list-style-type: none"> <li>Double-Entry Journal – The student makes a two-column chart in his/her notebook with the titles “A sentence I like” and “This makes me think...” The student writes quotations from what he/she has read and responds to them making text-to-text, text-to-self, and text-to-world connections.</li> <li>Dialogue Journal – The student writes an entry, the teacher writes a response directly in the journal, the student responds, and so on.</li> <li>Reading Response Journal – The student answers response questions on his/her</li> </ul> </li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Historical Fiction and Information Text About a Topic in U.S. History - Compare and Contrast Two Forms of Writing on Similar Topics to Write a Critical Essay</b></p> <ul style="list-style-type: none"> <li>The teacher reads <i>The Watsons Go to Birmingham</i> (or chooses another historical fiction novel about U.S History to read) aloud to the class each day during this unit. The read-aloud novel and accompanying activities should be held concurrently with other lessons in the unit. The teacher should use this opportunity to demonstrate fluency in reading, to discuss setting, and to analyze conflicts and resolutions. <ul style="list-style-type: none"> <li>The teacher also reads aloud or has the student read an informational text or article about the same time period.</li> <li>The student compares and contrasts the historical fiction novel read aloud with the non-fiction read aloud to write a critical essay.</li> <li>The following questions should be answered through the essay:</li> </ul> </li> </ul>

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	<p>listening to a variety of texts, performances, and multimedia sources.</p> <ul style="list-style-type: none"> <li>• How to listen to, sort, and prioritize information.</li> <li>• How to infer the setting in fiction and nonfiction.</li> <li>• How to analyze and compare and contrast conflicts and resolutions across texts.</li> <li>• How to compare and contrast two forms of writing on similar topics to write a critical essay.</li> <li>• How to verify information to write and revise.</li> </ul>		<p>National Security, etc.)</p> <ul style="list-style-type: none"> <li>• The student begins by writing closed and open-ended questions that he/she wants to answer through his/her research.</li> <li>• The student needs to use multiple sources to gather information and synthesize the information in order to write his/her report.</li> <li>• The student shares his/her research with his/her classmates through an oral presentation.</li> <li>• Teachers can use the link below to get started teaching research: <a href="http://www.crlsresearchguide.org/Big_Six_Steps.asp">http://www.crlsresearchguide.org/Big_Six_Steps.asp</a></li> <li>• Also see the section on sample lessons (below) for specific ideas of presenting research.</li> </ul>	<p>silent or group reading as assigned by the teacher.</p> <ul style="list-style-type: none"> <li>○ Reading Log – The student records titles and pages read each day.</li> <li>• Anecdotal evidence of comprehension and participation is collected during discussions and group work.</li> <li>• The student writes an essay comparing an historical fiction novel to non-fiction novel about the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the differences between writing style of fiction and nonfiction?</li> <li>▪ How is the information different in the fiction you read, compared to the nonfiction titles? How is it the same?</li> <li>▪ What kinds of information did you learn from fiction texts that you couldn't learn from nonfiction?</li> <li>▪ What kinds of information did you learn from factual texts that you didn't find in the stories you read?</li> <li>▪ Why are there differences in stories about the same historical topic?</li> </ul> <ul style="list-style-type: none"> <li>• In groups, students can take on roles for discussion: <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson864/discussion-roles.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson864/discussion-roles.pdf</a></li> </ul>
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<p><b>PRCS:</b> 11.L.1a 11.LA.3a 11.R.4I 11.R.9I 11.S.2b 11.S.2c 11.W.1a 11.W.5 11.W.7</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3</p> <p><b>T/A:</b> A1, A2 A4</p>	<ul style="list-style-type: none"> <li>How to prepare and present information orally.</li> <li>How to read a rubric to maximize presentation.</li> <li>How to prioritize information.</li> <li>Necessary academic and content specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Conflict</li> <li>Document</li> <li>Fact, fiction</li> <li>Resolution</li> <li>Social conflict</li> <li>Synthesize</li> <li>Truth</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Oral Presentations of Research Projects</b></p> <ul style="list-style-type: none"> <li>During the oral presentations for Performance Task 1, the student takes notes using attachment 11.5 Performance Task – Oral Report Response Form.</li> <li>The student uses the log to record information he/she learns about the topics that his/her peers present.</li> <li>The student then sorts and prioritizes the information by numbering the points from most to least important or influential.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Journal – which will include: <ul style="list-style-type: none"> <li>Double-Entry Journal – The student makes a two-column chart in his/her notebook with the titles “A sentence I like” and “This makes me think...” The student writes quotations from what he/she has read and responds to them making text-to-text, text-to-self, and text-to-world connections.</li> <li>Dialogue Journal – The student writes an entry, the teacher writes a response directly in the journal, the student responds, and so on.</li> <li>Reading Response Journal – The student answers response questions on his/her</li> </ul> </li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Research Techniques</b></p> <ul style="list-style-type: none"> <li>Teaching Basic Steps to teach Research Skills <a href="http://www.crlsresearchguide.org/Big_Six_Steps.asp">http://www.crlsresearchguide.org/Big_Six_Steps.asp</a></li> <li>The teacher teaches the basic steps on the research process—selecting a topic, note-taking, writing a thesis statement, making an outline and report writing—introduction, body, conclusion and bibliography. See link for activities and graphic organizers, especially attachment 11.5 Learning Activity – Big 6. <a href="http://www.crlsresearchguide.org/00_basic_steps.asp">http://www.crlsresearchguide.org/00_basic_steps.asp</a></li> </ul>



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				<p>silent or group reading as assigned by the teacher.</p> <ul style="list-style-type: none"><li>○ Reading Log – The student records titles and pages read each day.</li><li>• Anecdotal evidence of comprehension and participation is collected during discussions and group work</li><li>• The student writes an essay comparing an historical fiction novel to non-fiction novel about the same topic</li></ul>	
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- *Fiction:*
- **Christopher Paul Curtis**
  - *The Watsons Go To Birmingham – 1963*
- **Karen Hesse**
  - *Out Of The Dust*
- **An Na**
  - *A Step From Heaven*
- **Katherine Ayres**
  - *Macaroni Boy*
- **C. Coco De Young**
  - *A Letter to Mrs. Roosevelt*
- **Melba Patillo Beals (abridged young adult version recommended)**
  - *Warriors Don't Cry*
- *Nonfiction:*
- **Clayborne Carson, David J. Garrow, Gerald Gill, Vincent Harding and Darlene Clark Hine**
  - *The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*
- **Ellen Levine**
  - *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*
- *Paired Readings – Historical Fiction and Non-Fiction:*
- **Gary Paulsen**
  - *Nightjohn*
- **Julius Lester**
  - *To Be a Slave*
- **Patricia McKissack**
  - *A Picture of Freedom: The Diary of Clotee, a Slave Girl*
- **Rosa Parks with Jim Haskins**
  - *Rosa Parks: My Story*



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- **G. Clifton Wisler**
  - *Thunder on the Tennessee*
- **Delia Ray**
  - *A Nation Torn Apart*
- *Literature Timeless Voices, Timeless Theme, Bronze*
- **Joan Aiken page 199 (Modern Fairy Tale: Analyze)**
  - *The Third Wish*
- **James Ramsey Ulman page 210 (Story: Predict)**
  - *A Boy and a Man*
- **pages 218 (Story: Conflict with Nature)**
  - *From Into Thin Air*
- **Alfred Noyes page 299 (Story: Suspense, Cause and Effect)**
  - *The Highwayman*
- **Folf Song page 300 (Story: Cause and Effect)**
  - *The Dying Cowboy Traditional*

**Additional Resources**

- News for Teens: <http://www.channelone.com/>
- Time for Kids: <http://www.timeforkids.com/>
- Breaking News English – Great resources for current events written for ESL students. Includes audio version, cloze passages, comprehension and discussion questions, extension activities, etc. Updated daily with a world news story.: <http://www.breakingnewsenglish.com/>
- “A School Year Like No Other”: Eyes on the Prize: “Fighting Back: 1957-1962” - PDF Companion lesson for school integration lesson: <http://zinnedproject.org/posts/1508>
- The Zinn Education Project - promotes and supports the use of Howard Zinn’s book *A People’s History of the United States* and other materials for teaching a people’s history in middle and high school classrooms across the country. The website offers more than 85 free, downloadable lessons and articles organized by theme, time period, and reading level.: <http://zinnedproject.org/>
- Teaching Basic Steps to teach Research Skills: [http://www.crlsresearchguide.org/Big\\_Six\\_Steps.asp](http://www.crlsresearchguide.org/Big_Six_Steps.asp)
- Oral Presentations Classroom Workshop: <https://www.youtube.com/watch?v=VJvUcd963LM>
- How To Prepare an Oral Research Presentation: <https://www.youtube.com/watch?v=LzIJFD-ddoI>

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## Performance Tasks

### *Oral Presentations of Research Projects*

- During the oral presentations for Performance Task 1, the student takes notes using attachment 11.5 Performance Task – Oral Report Response Form.
- The student uses the log to record information he/she learns about the topics that his/her peers present.
- The student then sorts and prioritizes the information by numbering the points from most to least important or influential.

### *Research Project*

- The student chooses a topic from American History involving some sort of social conflict to research using encyclopedias, magazines, newspapers, and internet resources, if available. (Topic suggestions: The Civil War, The Civil Rights Movement, Women’s Suffrage, Integration, Immigration [current or past], Terrorism and National Security, etc)
- The student begins by writing closed and open-ended questions that he/she wants to answer through his/her research.
- The student needs to use multiple sources to gather information and synthesize the information in order to write his/her report.
- The student shares his/her research with classmates through an oral presentation.



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### Suggested Sample Lessons

- Traveling the Road to Freedom Through Research and Historical Fiction: <http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html>
- Timelines and Texts: Motivating Students to Read Nonfiction: <http://www.readwritethink.org/classroom-resources/lesson-plans/timelines-texts-motivating-students-319.html>
- Blurring Genre: Exploring Fiction and Nonfiction with Diary of a Worm: <http://www.readwritethink.org/classroom-resources/lesson-plans/blurring-genre-exploring-fiction-1145.html>