



Grade 4 - Unit 7 Reading - Interpreting History Through Many Lenses

Unit Focus

An exciting aspect of this historical fiction unit is the culmination of all units taught, as well as merging the American Revolution content, concurrently taught in Social Studies. The students will take a critical and empathic stance on historical perspectives and experiences as they are immersed in rich literature. The content learned in Social Studies will serve as a springboard for meaningful book club conversations and partnerships. This unit offers the opportunity for students to weave in their content and skill knowledge by writing journal entries from the perspective of a character living during the American Revolution. Students will analyze the obstacles and challenges the character faced during the unfamiliar time period relying on the strong foundation of character analysis, personal essay writing, non-fiction skills, and lessons learned in fantasy. Students will pay attention to alternate perspectives, messages and themes, and inferencing to deepen their understanding of important historical events.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 4</i> <ul style="list-style-type: none"> ▪ Reading Literature ▪ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.4.1) ▪ 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.ELA-LITERACY.RL.4.3) ▪ 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.ELA-LITERACY.RL.4.9) ▪ 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.ELA-LITERACY.RL.4.10) ▪ Reading: Informational Text ▪ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS.ELA-LITERACY.RI.4.3) ▪ Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS.ELA-LITERACY.RI.4.6) 	<p><i>Students will be able to independently use their learning to...</i> T1 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Readers ask and answer questions to deepen understanding and promote further thinking. U2 Readers analyze how subject/content presented in two or more formats present different perspectives. U3 Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors' purpose. U4 Critical readers question the text, consider different perspectives, and look for author bias.</p>	<p><i>Students will keep considering...</i> Q1 How does reading historical fiction help us make sense of our world? Q2 Whose story is it? Who has the power in this story? How does that impact the author's message? Q3 How do people/characters, events, and ideas develop within the text? Q4 How do I use what I know about this genre to tackle this text? Q5 What insights can we gain by comparing texts? Q6 How can I use multiple texts to deepen my understanding of a topic or theme?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i> K1 Each historical time period has unique and shared social, political, and economic standards and values.</p>	<p><i>Students will be skilled at...</i> S1 Identifying perspectives and/or missing perspectives.</p>	

Stage 1: Desired Results - Key Understandings

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. *(CCSS.ELA-LITERACY.RI.4.9)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.4.3)*
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. *(CCSS.ELA-LITERACY.RF.4.3.A)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.4.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.4.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.4.4.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.4.1)*
- Correctly use frequently confused words (e.g., to, too, two; there, their).* *(CCSS.ELA-LITERACY.L.4.1.G)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.4.2)*
- Use correct capitalization. *(CCSS.ELA-LITERACY.L.4.2.A)*
- Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.4.2.D)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.4.3)*
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). *(CCSS.ELA-LITERACY.L.4.3.C)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. *(POG.5.2)*

- K2** To understand what I am reading I may need to research if I have questions or wonderings.
- K3** All historical accounts are created by authors.
- K4** Characters are faced with external influences that affect their decisions and actions.
- K5** Readers think about whose story an author is telling to interpret the message.
- K6** Readers use primary documents including maps, newspapers, speeches and advertisements to build schema about the setting of an historical fiction text.
- K7** Vocabulary: conflict, power, perspective, time period, formal/informal English
- K8** Morphemes: Latin Prefix multi- and Greek Prefix poly- = many, Greek Prefix micro- = “small”, Greek Prefix mega-, megal- = “big”

- S2** Distinguishing imaginary events from authentic historical events.
- S3** Interpretation of themes (interpreting theme based on the trouble that characters face in the story)
- S4** Relating ideas across text with similar time periods.
- S5** Generating questions for informational reading to better understand the time period of a historical fiction text
- S6** Recognizing morphemes hold their own individual meaning.