Overview

Historical Fiction: Mostly True? (Copy)

by Mary Lynn Huie, Kathy Dulis, and Theresa Bennett

Students in the advanced 4th grade RtI group will read the novel The Mostly True Adventures of Homer P. Figg by Rodman Philbrick. Students will read the novel, as well as coordinating informational text(s), in order to assess the historical accuracy of the novel.

For more information about this modules, contact Kathy Dulis, Seaford School District, Delaware, kdulis@seaford.k12.de.us

Grades: *4*

Discipline: *Interdisciplinary*

Teaching Task: *Elementary Task 4 (Informational or Explanatory and Determine)*

Course: *ELA and Social Studies*

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TEACHING TASK

Elementary Task 4 [3 Levels]   *Informational & Determine*

L1: Is the portrayal of the Battle of Gettysburg "mostly true" in the novel The Mostly True Adventures of Homer P. Figg? After reading The Mostly True Adventures of Homer P. Figg by Rodman Philbrick and informational text(s) about the Battle of Gettysburg , write a letter to the author in which you determine if he portrays the historic Battle of Gettysburg accurately in his novel . Give at least three example(s) from the novel and articles to support your discussion.

STUDENT BACKGROUND

Students will read informational texts about the Battle of Gettysburg to build the knowledge needed to analyze the literary text.

EXTENSION

Rubric							
Scoring Elements	**Not Yet**		**Approaches Expectations**		**Meets Expectations**		**Advanced**
	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
Focus	Attempts to address prompt, but is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.
Controlling Idea	Lacks a clear controlling idea to inform or explain .		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.
Reading/Research	Attempts to include reading materials using examples, quotes, or other references.		Presents some information from reading materials but may lack accuracy or relevance.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important information from reading materials to inform or explain.
Development	Attempts to inform or explain but lacks details.		Informs or explains by presenting some details.		Informs or explains using appropriate details.		Informs or explains by providing detailed and relevant information.
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.

STANDARDS

Common Core Anchor Standards Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Custom Standards

AASL STANDARDS FOR THE 21ST CENTRURY LEARNER: 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

AASL STANDARDS FOR THE 21ST CENTURY LEARNER: 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

AASL STANDARDS FOR THE 21ST CENTRURY LEARNER: 4.1.1 Read, view, and listen for pleasure and personal growth.

AASL STANDARDS FOR THE 21ST CENTURY LEARNER: 1.1.3 Develop and refine a range of questions to frame search for new understanding.

AASL STANDARDS FOR THE 21ST CENTURY LEARNER: 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

AASL STANDARDS FOR THE 21ST CENTURY LEARNER: 2.1.2 Organize knowledge so that it is useful.

AASL STANDARDS FOR THE 21ST CENTURY LEARNER: 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

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TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACTIVE READING/NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

ACTIVE READING/NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST   **15 minutes**

Complete the Directed Reading/Thinking Activity so you can show me what you already know about the Battle of Gettysburg.

Scoring Guide (Work Meets Expectations If):
DR/TA is completed.

Instructional Strategies:
Preview the informational text(s) selected.
Model the completion of the first three columns of the DR/TA (1) What they know about the Battle of Gettysburg (2) What they think might be true about the Battle of Gettysburg (3) What they think they may learn from the reading(s)
Discuss student responses.
Refer to DR/TA as students read the various texts to confirm or deny any claims they have made.

Notes:
After students read the informational articles (as described in the Reading Process below), students will complete the last column of the DR/TA: (4) What I have learned from the text(s) after reading. Students then will share out at least one claim that was confirmed; one that was refuted; and one piece of new knowledge.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

In your own words, explain what the question is asking you to do.

Scoring Guide (Work Meets Expectations If):
Completion of M-O-C organizer (What it means to ME; What it means to OTHERS; What it means to the CLASS)

Instructional Strategies:
Identify or invite students to identify key features of examples.

Pair/group students to share and improve their individual bullets.

Create a classroom list of key demands of the Teaching Task: Choose one student to share a few ideas on the board, and ask others to add to it.

Post classroom list so students can refer back to it as they work on the unit.

Reading Process

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

Using the Knowledge Rating Scale (graphic organizer), list words/phrases from the texts that you may not be familiar with.

Scoring Guide (Work Meets Expectations If):
Completes Knowledge Rating Scale
Lists appropriate phrases.
Provides accurate definitions.

Instructional Strategies:
After each read, ask some students to share definitions of terms that others overlooked or misunderstood.
After each read, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Allow students to self-correct, or clarify information.

ACTIVE READING/NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES   2 weeks

As you read each chapter, list important events related to the Civil War and the Battle of Gettysburg that take place. How is each character involved in these events?

Scoring Guide (Work Meets Expectations If):
note-taking guides are completed with relevant information for each chapter.

Instructional Strategies:
Model completing the Note-Taking Guide with a Think-Aloud for Chapter 1.

Have students read Chapter 2 with a partner, modelling the Think-Aloud process and completing the Note-Taking guide for Chapter 2 together.

Allow students to use the strategy for subsequent chapters as they read with a partner or independently.

Invite students to share and discuss the events and character involvement they have noted on their Guides..

After the discussion, allow students to add to their Note-Taking guides.

Accommodations and Interventions:

Teachers may allow students to continue to read and take notes in groups or individually.

ACTIVE READING/NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES   **35 minutes for each informational article**

As I read the article "Gettysburg and the Civil War," list facts about events in the Civil War and the Battle of Gettysburg that support or contradict the events presented in the novel.

Scoring Guide (Work Meets Expectations If):

Completes Note-Taking Guide (below) with appropriate facts from the article identified as supporting or contradicting presentation of events in the novel.

Instructional Strategies:

Conduct a Think-Aloud with the first article, stopping for important facts and asking students whether those facts support or contradict the novel. Have students write those facts in the appropriate column on the Note-Taking Guide.

Students can follow the same protocol for each teacher-selected text. Invite students to share and discuss their notes for each text.

Instruct students to complete the final statement at the bottom of each Guide: "After reading this article, I think the novel is/is not 'mostly true' because . . . ."

Have students discuss their positions after each article. Students could vote or debate.

Notes:

Allow students to use the same process as they read the second article with a partner or independently.

After each discussion, allow students to add to their notes.

Accommodations and Interventions:

Students may read and take notes independently or with a group.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE   20 minutes

In a quick write, state why you think it is important to give credit to the orginal source when citing evidence, and how using the VIP strategy and annotations help you remember to return to the text(s) to support your claim(s.

Scoring Guide (Work Meets Expectations If):
student answers both parts of the quick write.

Instructional Strategies:
Have the students turn and talk: Discuss respect for others work to assemble evidence and create texts.
Report out to the group.
Have the students turn and talk: Discuss why we are using the strategies of VIP and annotations when we read.
Report out to the group.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

NOTES

Using the OREO graphic organizer, organize the information you have marked in your novel using the VIP strategy and in the informational text(s) using annotations that will help you determine if the Battle of Gettysburg is depicted accurately in the novel.

Scoring Guide (Work Meets Expectations If):
complete the OREO graphic organizer. (3 reasons and examples)

Instructional Strategies:
Small group discussion using question. Turn and talk...Share at least two examples of evidence from the text that will back up your claim. (Is the novel historically accurate or not?)
Whole group: Report out; create a two-column chart (Accurate/Not Accurate)
Whole group: Was the Battle of Gettysburg depicted accurately in the novel?

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

SHORT CONSTRUCTED RESPONSE   20 minutes

Write an opening to a letter in which you introduce yourself to the author, explains that you have read his novel, states whether or not you think the Battle of Gettysburg was portrayed accurately in the novel, and mentions the parts of the novel you will discuss.

Scoring Guide (Work Meets Expectations If):

Writes a salutation and concise opening to a letter.

Provides direct answer to main prompt requirements.

Establishes a controlling idea.

Instructional Strategies:

Offer several examples of openings to letters.

Ask class to discuss what makes them strong or weak.

Review the organizer students created in Bridging activity.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes (OREO)and reading in which you state your claim, sequence your points, and note your supporting evidence.

Scoring Guide (Work Meets Expectations If):

Creates an outline.

Supports controlling idea.

Uses evidence from texts read earlier.

Instructional Strategies:

Teach/review the creation of an outline.

Model how to begin the outline.

Invite students to generate questions in pairs about how the format works, and then take and answer questions.

Students will work independently to complete the outline.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE   45 minutes

Write an initial draft complete with salutation, introduction, body of the letter with textual evidence, and conclusion that restates the argument, and is in proper letter format.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence.

Presented in proper letter format.

Instructional Strategies:

Encourage students to re-read prompt partway through writing, to check that they are on track.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE   25 minutes

Refine letters analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence and citations.

Improves earlier edition.

Instructional Strategies:

Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide (Work Meets Expectations If):

Provides draft free from distracting surface errors.

Uses format that supports purpose.

Instructional Strategies:

Briefly review selected skills that many students need to improve.

Teach a short list of proofreading marks.

Assign students to proofread each others texts a second time.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide (Work Meets Expectations If):

Fits the Meets Expectations category in the rubric for the teaching task.

Instructional Strategies:

Resources

Selected Articles

📖🍎 **High tide at Gettysburg.**

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=36461&scrollTo=articles)
Boys' Life (May95)Fleming, Thomas
Part II. Focuses on the Civil War battle in Gettysburg, Pennsylvania in July 1863. The Northern commander, General George Gordon Meade; Southern commander General Robert E. Lee; How the bloody battle was fought; Number of soldiers lost. INSETS: The Emancipation Proclamation;Black freedom fighters.

800L

📖🍎 **Civil War Timeline.**

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=36461&scrollTo=articles)
Civil War Timeline (2009)McGill, Sara Ann
Presents a chronology of events related to the United States Civil War, from 1861 to 1865. Details and outcomes of significant battles, including Bull Run, Antietam, Gettysburg, and others; Impact of President Abraham Lincoln's Emancipation Proclamation on the war; Highlights of Lincoln's Gettysburg Address; Details of the Confederate surrender at Appomattox; Assassination of Lincoln.

1010L

📖🍎 **Gettysburg and the Civil War.**

(http://modulecreator.com/ModuleCreator/#page=login&moduleId=36461&scrollTo=articles)
Cobblestone (May/Jun2010)Holzer, HaroldClemens, Mark
The article presents a brief historical account of the battle of Gettysburg, Pennsylvania, during the U.S. Civil War.

960L

Uploaded Files

📖🍎 **ANNOTATION SYMBOLS.docx**

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/36461/103101468_Nov_21_2013_134258678.docx)

Annotation symbols--Informational texts

📖🍎 **Vocabulary Rating Scale.docx**

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/36461/627677741_Nov_21_2013_135638186.docx)

Knowledge Rating Scale--VocabularyThis could be edited to include other words. The students have the opportunity to add to the list of words.

📖🍎 **DRTA.docx**

DR/TA Used to activiate prior knowledge, and to confirm or refute predictions.Task Engagement

🏺🍎 [OREOopiniongraphicorganizer[2].pdf](#)

OREO Graphic Organizer

🏺🍎 [MOC.docx](#)

M-O-C

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

🏺🍎 Ten Facts About Gettysburg

http://www.civilwar.org/battlefields/gettysburg/assets/ten-facts-about/ten-facts-about-gettysburg.htmlBrief history of the Battle of Gettysburg

🏺🍎 Gettysburg, Battle of

World Book Online article for Battle of Gettysburg. Lexile level is 1000L.

🏺🍎 Battle of Gettysburg

factsforkids.net's information on the Battle of Gettysburghttp://factsforkids.net/battle-of-gettysburg-facts/

🏺🍎 The Mostly True Adventures of Homer P. Figg

Novel by Rodman Philbrick. Lexile level is 950L.

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

Comments

Author Notes

Other Comments