

Grade 5 ELA - Modified from [Unit 7: Historical Fiction - Blending Nonfiction and Fiction to Investigate a Historical Era](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Using the guide sheet of how to spell long vowel words, students will identify long vowel multisyllabic words.
- Students will explore several historical eras using a teacher-created digital library of nonfiction resources

Vocabulary:

- Long vowel sounds, multisyllabic
- Historical era, American Revolution, Slavery, The Civil War, Immigration, World War I, World War II/Holocaust, Civil Rights, The Great Depression

Skills:

- Building Connections
- Synthesizing
- Analyzing
- Note Taking

Expectation: After exploring several historical fiction eras during week one, each student will aim to become an expert about one historical era. During week two, students will select a historical fiction book and will begin to tie it together with non-fiction resources that they collect about their era. Each student will create their own non-fiction library page that is filled with additional resources that they have found about their era. They will use this knowledge and will link it to the characters' lives/struggles in a historical fiction book that has been set in this era. They will form theories/themes about the people in this era and will use text evidence from their books/research to support their thinking.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Spelling: Using the guide sheet of how to spell long vowel words, identify long vowel multisyllabic words.	Historical Fiction Anchor Chart Historical Fiction Introduction Video Historical Fiction Menu	Spelling: Long Vowel Memory Game A completed section of notes for one historical era

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Historical Fiction: <ol style="list-style-type: none"> 1. Watch the “Introduction to Historical Fiction” video. 2. Using the historical fiction menu, explore one historical era. 3. After exploring all of the resources for this era, take six of the most important facts you have learned and turn them into notes. 4. Use the teacher sample and checklist to help you. 	Note-taking checklist and sample	
Tuesday: <ol style="list-style-type: none"> 1. Using the historical fiction menu, explore a second historical era. 2. After exploring all of the resources for this era, take six of the most important facts you have learned and turn them into notes. 	Historical Fiction Menu: Each historical era (American Revolution, Slavery, The Civil War, Immigration, World War I, World War II, Civil Rights, The Great Depression will have three articles and one video to accompany it. Note-taking checklist and sample	A completed section of notes for a second historical era
Wednesday: <ol style="list-style-type: none"> 1. Using the historical fiction menu, explore a third historical era. 2. After exploring all of the resources for this era, take six of the most important facts you have learned and turn them into notes. 	Historical Fiction Menu: Each historical era (American Revolution, Slavery, The Civil War, Immigration, World War I, World War II, Civil Rights, The Great Depression will have three articles and one video to accompany it. Note-taking checklist and sample	A completed section of notes for a third historical era
Thursday: Spelling: Using the guide sheet of how to spell long vowel words, identify long vowel multisyllabic words.	Historical Fiction Menu: Each historical era (American Revolution, Slavery, The Civil War, Immigration, World War I, World War II, Civil Rights, The Great Depression) will have three articles and one	Spelling Long Vowel Exit Slip A completed section of notes for a fourth historical era

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Historical Fiction:</p> <ol style="list-style-type: none"> 1. Using the historical fiction menu, explore a fourth historical era. 2. After exploring all of the resources for this era, take six of the most important facts you have learned and turn them into notes. 	<p>video to accompany it.</p> <p>Note-Taking Checklist and sample</p>	
<p>Friday:</p> <ol style="list-style-type: none"> 1. Answer the written response: Which historical era is you most interested in learning more about? Use the information you have researched to explain why. 2. Use the teacher sample and checklist to help you. 	<p>Written Response Checklist and Sample</p>	<p>Written Response</p>

Week criteria for success (attach student checklists or rubrics):

- ☐ Research four different historical eras from the menu
- ☐ Complete a section of notes after researching each of the four historical eras
- ☐ Select the historical era you are most interested in learning more about
- ☐ Craft a written response explaining which era you will research more about and why, using specifics learned throughout their research

Supportive resources and tutorials for the week (plans for re-teaching):

- Historical Fiction Menu and Library - Each era on the menu (American Revolution, Slavery, The Civil War, Immigration, World War I, World War II/Holocaust, Civil Rights, The Great Depression) will be accompanied by three articles and one video clip)
- Note-taking checklist
- Written Response Checklist
- Teacher sample of notes and written response - using Japanese Internment Camps Post Pearl Harbor as the mentor text set (nonfiction resources and Baseball Saved Us)