

# GRETCHEN SEIBEL

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## Language Arts

### 4th Grade Historical Fiction Novel Study Unit Plan

#### 1. **Goal** –

During this unit, students will close read about the Lewis and Clark journey through the perspective of Sacagawea in the historical fiction novel, *Streams to the River, River to the Sea* by Scott O'Dell and compare historical elements to nonfiction texts on the subject.

#### 2. The **national and/or state standard** addressed are English Language Arts Common Core Standards:

- A. 4. RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- B. 4.RL.2. Determine a theme of a story, summarize
- C. 4. RL. 3. 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).
- D. 4. W.2. Write informative/explanatory texts to convey ideas/information
- E. 4.W. 6. Use technology to produce and publish writing

#### 3. **Objective(s)** –

- A. Students will be able to describe details of characters, settings and events and refer to details in a text as they answer comprehension questions.
- B. Students will practice making inferences about the feelings, actions and thoughts of the characters to help them empathize with the characters and events.
- C. Students will be able to read and compare historical elements to nonfiction texts about the Lewis and Clark journey.

#### 4. **Connections** –

- A. This lesson builds on previous lessons by allowing students to continue to practice close reading strategies. This lesson also connects to Washington State history as students analyze how individuals caused change in Washington State History, compare and interpret multiple perspectives regarding historical events and create historical accounts using multiple sources. Students will also be able to draw conclusions and provide explanations that are supported by artifacts or sources in a paper.

#### 5. **Instructional Activities**

*Introduction:* Students will partner read *Discovering the West: Expedition of Lewis and Clark* by A.J. Micklos Jr. This will provide them with introductory information about the Lewis and Clark expedition. As students read, they will be taking notes identifying main ideas and supporting details for each section of the text.

##### *Lessons*

*Lesson 1: Introduction and Author's Note.* Teacher will introduce the novel, *Streams to the River, River to the Sea*. Before beginning, students will identify what they already know about Sacagawea. Then after reading a blurb about the novel, students will identify

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the perspective of this story and the genre. Class will discuss that it is historical fiction-based on true events and people, but some of the story elements are fictional. Class will read the Author's Note, which introduces and explains how the author wrote this novel.

*Lesson 2:* Class will read Chapter 1 together. Teacher will model vocab and how to use context clues and usage in a text to determine the meaning of the words. Students will answer questions about characters and events in chapter 1. Then students will read and respond to chapter 2 vocabulary and questions. Class will discuss empathy toward characters and explain how this helps understanding of the novel.

*Lesson 3:* Students will read and respond to chapter 3-4 vocabulary and questions. Students will be asked to think about events that have happened in the reading and to empathize with Sacagawea on her journey so far. Class will compare what has happened to Sacagawea so far to the nonfiction text, *The Story of Sacajawea, Guide to Lewis and Clark*.

*Lesson 4:* Students will read and respond to chapter 5-6 vocabulary and questions. Students will be asked to make inferences based on events and details in the text about character's actions.

*Lesson 5:* Students will read and respond to chapter 7-8 vocabulary and questions. Students will be asked to make predictions for what will happen next and identify important characters in these chapters.

*Lesson 6:* Students will read and respond to chapter 9-10 vocabulary and questions. Students will be asked to summarize events in the chapter, describe Sacagawea and makes inferences about Charbonneau. Students will also analyze the problem and solutions that Sacagawea faces, while responding with an opinion writing activity on the solutions using details from the text to support students' point of view.

*Lesson 7:* Students will read and respond to chapter 11-12 vocabulary and questions. Students will be asked to make inferences on characters actions and thoughts, make predictions and summarize events in the chapter.

*Lesson 8:* Students will read and respond to chapter 13-14 vocabulary and questions. Students will be asked to summarize events in the chapter, empathize with the characters and make inferences about a character's motivations. Students will also identify and discuss the cause and effect relationship of the white man's arrival in the story. Class will compare what has happened to Sacagawea and her sickness to the nonfiction text, *The Story of Sacajawea, Guide to Lewis and Clark*

*Lesson 9:* Students will read and respond to chapter 15-16 vocabulary and questions. Students will be asked to describe characters and events in the chapter. Students will also refer to hardships of the characters, provide Sacagawea's response to these hardships and explain character traits demonstrated in the responses.

*Lesson 10:* Students will read and respond to chapter 17-18 vocabulary and questions. Students will be asked to make inferences about character's actions, and summarize events in the chapter.

*Lesson 11:* Students will read and respond to chapter 19-20 vocabulary and questions. Students will be asked to describe the setting, make inferences about character's thoughts

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and summarize the chapter. Class will compare the interaction of Clark and Cameahwait to the nonfiction text, *The Story of Sacajawea, Guide to Lewis and Clark*

*Lesson 12:* Students will read and respond to chapter 21-22 vocabulary and questions. Students will be asked to make inferences about characters' thoughts and actions. Class will have a discussion about how Sacagawea's actions demonstrate the Gospel values. Class will compare reaching the ocean and the trade of beads to the nonfiction text, *The Story of Sacajawea, Guide to Lewis and Clark*

*Lesson 13:* Students will read and respond to chapter 23-24 vocabulary and questions. Students will be asked to make inferences about character's feelings, experiences, actions and describe events in the chapter.

*Lesson 14:* Students will read and respond to chapter 25-26 vocabulary and questions. Students will be asked to describe and draw a scene from the chapter and describe and summarize important events in the chapters. Class will compare the events of Lewis being shot to the nonfiction text, *The Story of Sacajawea, Guide to Lewis and Clark*

*Lesson 15:* Students will read and respond to chapter 27 questions. Students will be asked to make inferences about characters actions and feelings, respond to the events with a personal opinion and explain the theme of the book. Students will also read and discuss What Happened After, to explore Sacagawea's life after the expedition. Students will also be asked to respond to the writing prompt "Do you think Sacagawea is deserving of the honors she has received?" Students will use provide character traits and explain their opinions using details from the novel to support their point of view.

### 6. **Instructional resources and materials** –

Streams to the River, River to the Sea by Scott O'Dell

MyOn access

SMARTBoard/Elmo

Chromebooks/Google Classroom access for typing

Novel Study questions packet

Reading Notebooks

### 7. **Assessment** –

*Formative:* Streams to the River, River to the Sea Novel Study Chapter Questions, small group or class discussions after day's reading, reading notebook responses

*Summative:* ABC Novel Project, which asks students to use each letter of the alphabet to represent something about the characters, settings, events, symbols and themes in the novel, *Streams to the River, River to the Sea*. A rubric will be used to evaluate how students demonstrate each of the targeted CCSS.