



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Performance Task



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Summary of Task

- Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. **This task centers on W.4.3, W.4.4, W.4.5, W.4.6, W.4.9, and L.4.6.**
- If there is capacity to support high-quality illustrations (e.g., drawings, paintings, prints), the book may contain illustrations and artistic layout as well. The “publication” of the book should be celebrated with an event that brings outside community members into the classroom, for whom students will both describe their narratives and reflect on their learning. Students might present their writing to an authentic audience of younger students in the school to share their learning about colonial life.

Format

Historical Fiction Narrative (8½” x 11” card stock)

Standards Assessed Through This Task

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. 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.
- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4. I can produce writing that is appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).



Student-Friendly Writing Invitation/Task Description

- After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year-old girl, and a 12-year-old boy.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Historically accurate details
- Bold beginnings
- Timely transitions
- Exciting endings

Options For Students

- Students will create their historical narrative based on their research during Unit 2.
 - Extension: Students may select a trade that was not studied by the class for independent research.
 - Students will have a choice about the plot points of their narrative.
 - Writing will be original.
 - As a technology extension, students may type their historical fiction or use technology to create illustrations.

Options For Teachers

- Students may present their historical fiction to a local history museum, and multiple copies may be made for visitors to the museum.
- Students may write a character profile about their main character.
- Students may also include a diagram that depicts the layout of a colonial village where their fictional character might have lived.



Central Text And Informational Texts

- Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.
- Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.