



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Overview



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Unit 3: Culminating Project: Research-Based Narrative about an Event in Colonial America

In Unit 3, students continue building their research skills as they deepen their knowledge of colonial life, specifically the roles of various craftspeople in colonial settlements. Students synthesize information from varied sources they used as they researched Colonial America in Units 1 and 2 to create a historically accurate research-based narrative from a prompt (see Performance Task). They begin the unit by creating a character profile of a tradesman who might have lived during Colonial America. They then work as a class to write a practice narrative about the wheelwright. The latter part of the unit involves students writing multiple drafts, focusing

on historically accurate information, a strong narrative arc, and effective use of dialogue. Students refer to their vocabulary notebook for a bank of words they gathered during Units 1 and 2. As they draft and revise, students work with the teacher to co-construct a rubric on which their work will be evaluated. They also participate in several structured peer critiques as they work toward a final polished narrative. (As an optional extension, the class could then compile the final draft narratives into a single class publication that documents life in colonial times and how the people relied on each other for survival.)

Guiding Questions And Big Ideas

- **How can a writer portray life during Colonial America in a way that is historically accurate?**
- *Members of colonial communities were interdependent.*
- *Synthesizing information from multiple sources helps researchers deepen their expertise on a topic.*



Mid-Unit Assessment	<p>Draft of Historical Fiction Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2b, W.4.3a, W.4.4, and W.4.9. Students are assessed on their mastery the following targets: “I can develop the topic with facts, definitions, details, and quotations,” “I can introduce the narrator and/or characters of my narrative,” “I can organize events in an order that makes sense in my narrative,” and “I can choose evidence from literary or informational texts to support analysis, reflection, and research.” In this assessment students write the first draft of their research-based narratives. Students prepare for this assessment by completing a graphic organizer based on their research notes from Units 1 and 2. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence, and historically accurate word choice.</p>
End of Unit Assessment	<p>On-Demand Historical Narrative</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.4.2b, W.4.3, W.4.4, and W.9. After students have finished their performance task (below), they will complete an on-demand narrative writing task to demonstrate their ability to transfer what they learned from their extensive research about colonial life and writing historical fiction. Students will respond to the following prompt: “After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice to a specific trade.” To write this new narrative, students will draw on the knowledge they built about life in Colonial America: They may refer to their texts and research notes. To help them write a high-quality narrative, students are encouraged to refer to the Historical Fiction Narrative Rubric, which they helped to create during the unit. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence and transitional words, historically accurate word choice, as well as one convention the teacher identifies as a class focus area.</p>
Performance Task	<p>Historical Fiction Narrative about Colonial America</p> <p>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.</p>



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Colonial America

- Groups of people who migrated to our local region and into our state
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons during different time periods
- Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious
- Ways that colonists depended on and modified their physical environments

Central Texts

1. Rebecca S. Fisher, “Making Candles, Colonial Style,” in *Highlights for Children*, Sep 2004 (59:9, 28–29).
2. Mary Lois Sanders, “Joshua’s Gold,” in *Boy’s Life*, Nov 1999 (89:11, 28 [4pp]).
3. Beverly J. Letchworth, “School of Freedom,” in *Spider*, Feb 2010 (17:2, 18–24).
4. Allyson Gulliver, “Mystery of the Deep” in *Kayak: Canada’s History Magazine for Kids*, Apr 2012 (8:2, 20–23).
5. Carrol J. Swanson. “Bringing Home the Gold” in *Fun for Kidz*, Jan/Feb 2011 (10:1, 42–44).



This unit is approximately 3 weeks or 16 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Preparing to Write Historical Fiction: Determining Characteristics of the Genre	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can write narrative text about real or imagined experiences or events. (W.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10) 	<ul style="list-style-type: none"> I can determine the gist of two pieces of historical fiction. I can determine the characteristics of historical fiction by analyzing examples. 	<ul style="list-style-type: none"> Elements of Fiction anchor chart Characteristics of Historical Fiction anchor chart Exit ticket
Lesson 2	Planning Ideas: Developing a Colonial Character Profile	<ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can introduce the narrator and/or characters of my narrative. (W.4.3a) I can sort my notes into categories. (W.4.8) 	<ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can develop a historically accurate colonial character. 	<ul style="list-style-type: none"> Character Profile graphic organizer
Lesson 3	Practice Planning a Historical Narrative: The Wheelwright	<ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative. (W.4.3a) 	<ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can organize a plot for my narrative using historically accurate events. 	<ul style="list-style-type: none"> Four-Square graphic organizer (Wheelwright version)



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Lesson 4	Drafting a Historical Fiction Narrative: The Wheelwright	<ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative. (W.4.3a) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) 	<ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative. I can write a draft of my narrative with historically accurate characters and events in an order that makes sense to my reader. 	<ul style="list-style-type: none"> Wheelwright Narrative drafts
Lesson 5	Planning a Historical Fiction Narrative Based on Expert Trades	<ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative. (W.4.3a) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative. I can organize a plot for my narrative using historically accurate events. 	<ul style="list-style-type: none"> Narrative Four-Square graphic organizer Wheelwright Narrative drafts
Lesson 6	Mid-Unit Assessment: Drafting a Historical Fiction Narrative Based on Expert Trades	<ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can introduce the narrator and/or characters of my narrative. (W.4.3a) I can organize events in an order that makes sense in my narrative. (W.4.3a) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader. 	<ul style="list-style-type: none"> Historical Fiction Narrative drafts Tracking My Progress, Mid-Unit 3



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Peer Critique: Historical Accuracy of Ideas and Vocabulary	<ul style="list-style-type: none"> I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) 	<ul style="list-style-type: none"> I can give kind, helpful, and specific feedback to my critique partner. I can critique the ideas of my writing partner's narrative for historical accuracy. 	<ul style="list-style-type: none"> Historical Narrative (annotated first draft) Narrative Feedback recording form
Lesson 8	Revising for Organization: Timely Transitions	<ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b) With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5) 	<ul style="list-style-type: none"> I can organize events in an order that makes sense in my historical fiction narrative. I can use transitional words and phrases to show the passage of time in my historical fiction narrative. 	<ul style="list-style-type: none"> Transitions in Drafts Exit ticket
Lesson 9	Planning for When to Include Dialogue: Showing Characters' Thoughts and Feelings	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can write narrative text about real or imagined experiences or events. (W.4.3) I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b) I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b) 	<ul style="list-style-type: none"> I can explain how authors of narratives use dialogue strategically to show their characters' thoughts and feelings. I can identify the parts of my narrative that would benefit from added dialogue. 	<ul style="list-style-type: none"> Annotated Historical Narrative drafts



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Writing Dialogue: Revising Historical Narrative Drafts to Add Dialogue	<ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b)• With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)• I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)	<ul style="list-style-type: none">• I can explain the conventions of writing dialogue.• I can revise my narrative to add dialogue, transitional words/phrases, and historically accurate ideas.	<ul style="list-style-type: none">• Historical Narrative (first and second drafts)
Lesson 11	Revising for Organization and Style: Bold Beginnings	<ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)	<ul style="list-style-type: none">• I can identify different styles of beginnings that authors use in narrative writing.• I can create a compelling beginning to my historical fiction narrative that hooks the reader.	<ul style="list-style-type: none">• List of Bold Beginnings
Lesson 12	Revising for Organization and Style: Exciting Endings	<ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)	<ul style="list-style-type: none">• I can identify different styles of endings that authors use in narrative writing.• I can create an ending to my narrative that leaves the reader with a sense of completeness.	<ul style="list-style-type: none">• List of Exciting Endings



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 13	Peer Critique for Organization and Style	<ul style="list-style-type: none">• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)	<ul style="list-style-type: none">• I can give kind, helpful, and specific feedback to my critique partner.• I can critique the organization of my writing partner's historical fiction narrative. This means I can look for a beginning that hooks the reader and an ending that leaves the reader with a sense of completeness.	<ul style="list-style-type: none">• Narrative Feedback recording form
Lesson 14	Reviewing Conventions and Editing Peers' Work	<ul style="list-style-type: none">• I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)• I can express ideas using carefully chosen words. (L.4.3)	<ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling.• I can check my peers' work for correct punctuation at the ends of their sentences.• I can check my peers' work for correct conventions when writing dialogue.	<ul style="list-style-type: none">• Conventions anchor charts• Historical Fiction Narrative (second drafts annotated for edits)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 15	Publishing Historical Fiction Narratives	<ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)• I can express ideas using carefully chosen words. (L.4.3)• With support, I can use technology to publish a piece of writing. (W.4.6)	<ul style="list-style-type: none">• I can use correct capitalization.• I can use correct spelling.• I can use correct punctuation for the ends of my sentences.• I can use correct conventions when writing dialogue.• I can publish my historical fiction narrative.	<ul style="list-style-type: none">• Historical Fiction narrative (final copy)
Lesson 16	Writer's Gallery and End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative	<ul style="list-style-type: none">• I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)• I can write narrative text about real or imagined experiences or events. (W.4.3)• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)	<ul style="list-style-type: none">• I can write a historical fiction narrative set in Colonial America.• I can write a positive comment after reading a classmate's writing.	<ul style="list-style-type: none">• Students' completed historical fiction narratives (performance tasks)• End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a historian (specializing in the colonial time period) or an author of historical fiction to come to speak to the class about what it means to write “research-based” informational or narrative texts.

• **Fieldwork:**

- Go to a museum or historical society with exhibits on Colonial America.

Service:

- Donate historical fiction narratives to an education program at a local museum or historical society.

Optional: Extensions

- Integrate the arts by having students work with arts teacher or specialist to create a portrait of their narrative’s character.
- Have students create a Web site to build their character profiles and publish their narratives online (www.edublogs.org).