Grade 4: Module 2A: Unit 3: Lesson 2
Planning Ideas: Developing a Colonial Character Profile

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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)	
Supporting Learning Targets	**Ongoing Assessment**
• 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.	• Character Profile graphic organizer

Agenda	Teaching Notes

1. Opening
   A. Introducing the Performance Task (5 minutes)
   B. Beginning to Construct a Rubric: Building Criteria for Historical Fiction Narratives (10 minutes)
2. Work Time
   A. Developing a Character Profile for a Wheelwright (10 minutes)
   B. Partner Practice: Developing a Character Profile for a Wheelwright (5 minutes)
   C. Independent Practice: Developing a Character Profile for the Trades (20 minutes)
3. Closing and Assessment
   A. Sharing (5 minutes)
   B. Debrief (5 Minutes)
4. Homework
	• In this lesson, students work together to begin to construct a rubric that will later be used for their final performance task. They construct different categories of the rubric across Lessons 2, 5, 8, 11, 12, and 14.
	• The rubric template provided in the supporting materials of this lesson is based on the PARCC Draft of Expanded Scoring Rubric for Analytic and Narrative Writing (also included in supporting materials). The learning targets on the Historical Fiction Narrative rubric are aligned with the PARCC rubric, but have been modified to fit this module's specific content focus and to be in more student-friendly language.
	• Building rubrics with students helps them to envision what meeting the learning targets looks like. We highly recommend that you build the rubric with students during this unit as opposed to simply handing out a completed rubric to students. The PARCC rubric is included in the supporting materials of this lesson for teacher reference.
	• In advance: On chart paper, prepare an enlarged version of the Historical Fiction Narrative rubric, so the class can co-construct it.
	• Collect materials for modeling (see material list, below).
	• Students will have to manage their materials well to be successful in this lesson. Consider asking students to organize their Colonial Trade research folders prior to this lesson.

Lesson Vocabulary	Materials
historical fiction, set (as in the "setting" in fiction), historically accurate, narrative, develop	• Performance Task Prompt (one per student and one for display) • Document camera • Historical Fiction Narrative Rubric anchor chart (new; co-created with students during Opening, Part B; see Draft of Expanded Scoring Rubric and blank Historical Fiction Rubric in supporting materials for reference) • Characteristics of Historical Fiction anchor chart (from Lesson 1) • Elements of Fiction anchor chart (from Lesson 1) • *The Scoop on Clothes, Homes, and Daily Life in Colonial America* by Elizabeth Raum (book; one per student and one for teacher modeling; focus on pages 2012) • Colonial Trade Research Note-catchers (from Unit 2, Lessons 8 and 11) • Character Profile graphic organizer (one per student and one for display) • Colonial Trade research folders (created by students throughout Unit 2: should include all graphic organizers and Note-catchers from their colonial trades research) • Common Colonial Names list (one per student) • "Joshua's Gold" by Mary Lois Sanders (from Lesson 1, for homework) Equity sticks

Opening	Meeting Students' Needs
A. Introducing the Performance Task (5 minutes) • Collect students' homework from Lesson 1. Use this as a formative assessment for students' understanding of the characteristics of the genre of historical fiction. • Distribute the **Performance Task prompt** to each student and display for students using a **document camera**. • Performance Task prompt: * 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. • Ask students to read the prompt silently. Then ask students to turn to a partner and discuss what the prompt is asking them to do as writers. Have a few pairs share out. Address any clarifying questions. • Explain that this is the prompt that students will use to guide their writing of a piece of historical fiction. Remind them that they have been researching in order to prepare for the past last several weeks. They studied life in colonial times and became experts on a colonial trade. They have also determined the characteristics of historical fiction.	• For ELL students or those who need additional support, consider prereading this prompt with a small group in advance of this lesson. This will support these students with comprehension of the task.

Opening (continued)	Meeting Students' Needs
B. Beginning to Construct a Rubric: Building Criteria for Historical Fiction Narratives (10 minutes) • Tell students that to help them be clear about expectations for their writing, the class will work together to create a rubric that they will use to help them plan and critique their writing. Explain that a rubric lists the criteria by which their writing will be assessed. The rubric will help students envision what reaching the learning targets looks like for each of the given criteria (ideas, word choice, organization, etc.). • Post the **Historical Fiction Narrative Rubric anchor chart**. Show students where the learning target is at the top of the rubric: "I can write a historical fiction narrative set in Colonial America." Underline the words *historical fiction*. Review with students the meaning of this term using the **Characteristics of Historical Fiction anchor chart** (from Lesson 1). Next point out the word *narrative* and tell students that this word means *story*. Write the word *story* above the word *narrative* in the learning target. Finally circle the word *set*. Ask students to look at the **Elements of Fiction anchor chart** (from Lesson 1) to see if they can figure out the meaning of this word. Ask them to turn quickly to a partner and share their thinking. • Tell them that their writing must meet several criteria in order to meet the learning target. Point to the Historical Fiction Narrative Rubric anchor chart. Tell students: "This is where we, as a class, will decide exactly what each of these criteria for our writing should look like." • Tell them that they are already ready to complete the first row based on their learning from Lesson 1. Read the learning target in the first row aloud: "I can create a *historically accurate* narrative based on facts and details from my research." Underline the phrase historically accurate and ask students to discuss what this phrase might mean with a partner. Draw students' attention again to the Characteristics of Historical Fiction anchor chart. Point out the many times that "correct for the time period" is mentioned. Explain that historical accuracy means that the information in their stories needs to be correct for colonial times or based in their research. • Give students 2 minutes to work with a partner to think about what this learning target will mean for the characters, setting, events, and dialogue in their stories. Tell them to refer back to the Characteristics of Historical Fiction anchor chart to help them determine what meeting this target would look like. • Ask students to focus whole group. Help students to complete the first row of the rubric with something like the following:	• Constructing a rubric with students gives them a clearer understanding task, increases the rigor of the learning, and results in higher-quality student work.

NYS Common Core ELA Curriculum • G4:M2A:U3:L2 • June 2014 • 5

Opening (continued)	Meeting Students' Needs
* Meets = All details about characters, setting, events, and dialogue are realistic for colonial times. * Partially Meets = Most details about characters, setting, events, and dialogue are realistic for colonial times. * Does Not Meet = There are many details about characters, setting, events, and dialogue that are not realistic for colonial times. • Post the learning target: "I can develop a historically accurate colonial character." Explain to students that today they will take the first steps toward meeting these criteria by developing a historically accurate colonial character based on the research of their trade.	

NYS Common Core ELA Curriculum • G4:M2A:U3:L2 • June 2014 • 6

Work Time	Meeting Students' Needs
A. Developing a Character Profile for a Wheelwright (10 minutes) *Note: Have pages 20–21 in the text* **The Scoop on Clothes, Homes, and Daily Life in Colonial America** *and your modeled notes on the wheelwright versions of the* **Colonial Trade Research Note-catchers** *close at hand.* • Tell students that the main character in fiction is one of the most important elements of the story, so today they will start planning their narratives by thinking about who their characters will be. • Ask them to watch as you begin to develop a historically accurate character of a wheelwright. They will then do the same with their own character for their trade. • Explain that you know that using their research notes will be really important in helping them do this. Display the **Character Profile graphic organizer**. (Do not distribute it yet to students.) • Think aloud and model recording in The Basics row of the Character Profile graphic organizer using your research notes. For example you might say something such as "My trade is wheelwright and I have picked the name John for my character. I know this was a name used in colonial times from our research about John Allen. For gender, umm . . . my character would likely be a man, since I know from my research about women's work and men's work in the text *The Scoop on Clothes, Homes, and Daily Life in Colonial America* that mostly men worked outside the home." Show page 20 in the text *The Scoop on Clothes, Homes, and Daily Life in Colonial America* as supportive research. "Also, I think he will be older than a teen, since teens were just apprentices, it says that here on page 21 in the text. Finally, I know from the prompt that he lives in a town in the colony of New York." Model recording the information and citing the sources. • Next point out the Descriptors row of the graphic organizer. Explain that this section will help you to better describe your character when writing. Explain that this section will also be based on your research, but since this is for a fictional story you will have to do some imagining as well. • Model reading through your Colonial Trade Research Note-catcher and invite students to join in. Ask: * "What do you think my character would look like? Remember that he works with his hands and bends over a table to carve the parts of wheels." • Have students turn to a partner and share their thoughts. Have a few pairs share their ideas.	• To further support some students, you might consider using a sentence frame such as: "I think this character's friends and associates were _____, because _____." • To further support students, you might have them work in their small expert groups or with a partner. This could also be a time when you pull a small group for more direct instruction and support. • Drawing can help support visual learners.

NYS Common Core ELA Curriculum • G4:M2A:U3:L2 • June 2014 • 7

Work Time (continued)	Meeting Students' Needs

• Next, tell students that you would like them to imagine your character's personality. Remind them that he had to work with costumers and other tradesmen. Have them turn to a partner and share their thoughts again. Have a few more pairs share out.
 	
• Encourage students, as they move into developing their own character, to think about who their character might have been had they been a real person:
  * How would she/he have reacted to different situation in her/his world?
  * How would he/she have reacted to the news of a new family coming to the village?
  * Would they have been excited, annoyed, or nervous?
 	
• Tell students that these thinking questions will help them develop a more realistic and complex character.
 	
• Next model recording in the DESCRIPTORS row of the Character Profile graphic organizer. For example, you might say something such as: "After reviewing my research notes, I am beginning to get a picture of my character in my mind. I see a man dressed in an apron to protect his clothing. He is strong, with muscular arms from constantly hammering parts of the wheel together throughout the day. His hands are rough from working with tools and from rubbing them along the wooden parts of the wheel. After working hunched over a wheel for hours he would probably not have good posture." (Jot notes about his appearance: wears apron, muscular arms, rough hands, poor posture.)
 	
• Again, invite students to join in, or continue modeling if necessary. "I imagine him to be friendly because he has to work with costumers, but also no-nonsense because his trade is practical. He makes wheels for rich and poor alike. He probably wouldn't like it if a young apprentice were fooling around on the job." (Jot notes about his personality: friendly, but no-nonsense.) Be sure to cite sources such as the expert text and the podcast about the wheelwright.
	• Consider giving students who need oral language support a sentence frame for sharing, such as: We underlined_____, because we think that _____is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction.

Work Time (continued)	Meeting Students' Needs

B. Partner Practice: Developing a Character Profile for the Wheelwright (5 minutes)
• Point to the final row of the graphic organizer labeled "Community Connections." Tell students that you would like them to give it a try. Give students a few minutes to brainstorm:
  * "What could we add to this final row?"
• Remind students to refer back to the research that supports their thinking.
• Call on a few pairs to share. Add their comments to complete the final row of the graphic organizer. Notes might look something like:
  * Had a lot of farmers for customers, so he ate well
  * Worked closely with the blacksmith for iron and tools
  * Friendly with landowners to collect wood from their lands	

C. Independent Practice: Developing a Character Profile for the Trades (20 minutes)
• Ask students to get out their **Colonial Trade research folders**. (This should include all graphic organizers and Note-catchers from Unit 2.) Give students a moment to get materials organized.
• Distribute the **Character Profile graphic organizer** to each student as well as the **Common Colonial Names list**, which they can use to help them choose a name for their character.
• Remind students to read through their research before they complete their profiles.
• Circulate to support students and help them to cite their sources. If some students finish early, consider these options:
  1. Encourage them to reread their texts or notes to add details.
  2. Ask them to pair up to share and give informal feedback.
  3. Ask them to draw a character sketch to help them visualize their character.	

Closing and Assessment	Meeting Students' Needs
A. Sharing (5 minutes) • Have students meet with a partner from a different trade and share their profiles. Ask students to give each other one specific piece of praise: * "What do you think is most interesting about your partner's character? Why?"	• Using sentence frames can help ELLs articulate their learning. Using the word *because* in the sentence frame helps all students support their thinking with evidence.

B. Debrief (5 minutes)
• Have students share their thoughts on the following questions with a partner:
   * "What helped you create your character?"
   * "What was difficult about creating your character?"
• Cold call a few students to share.	

Homework	Meeting Students' Needs
Read the second page of **"Joshua's Gold"** by Mary Lois Sanders (starting with "Suddenly Josh realized . . ." and stopping after ". . . and sealed them"). Write a paragraph that describes the character Joshua. What does he look like? What is his personality like? What is he interested in? What kind of person do you think he is?	• This text has a Lexile measure of 690. For students who struggle to read at this Lexile, consider having them read this with an adult or provide support in class during independent reading time.

Grade 4: Module 2A: Unit 3: Lesson 2
Supporting Materials

Performance Task Prompt

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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NYS Common Core ELA Curriculum • G4:M2A:U3:L2 • June 2014 • 12

GRADES 4 AND 5
EXPANDED SCORING RUBRIC FORANALYTIC AND NARRATIVE WRITING Draft

!

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading **Comprehension of Key Ideas and Details** *Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide		The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).
Writing **Written Expression** Development of Ideas		The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements[1] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the topic and/or narrative elements[1] by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the topic and/or narrative elements[1] minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.
Writing **Written Expression** Organization		The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.	The student response demonstrates coherence, clarity, and cohesion[2], and includes an introduction and conclusion.	The student response demonstrates limited coherence, clarity, and/or cohesion[2], and may or may not include a clear introduction and/or conclusion.	The student response demonstrates a lack of coherence, clarity and cohesion.[2]

! !

Historical Fiction Narrative Rubric

Learning Target: I can write a historical fiction narrative set in Colonial America. (W.4.3)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can create a historically accurate narrative based on facts and details from my research. (W.4.2a, W.4.2b, W.4.3a, W.4.3b)			
Word Choice			
I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative. (W.4.2d, W.4.3d)			
I can use transitional words and phrases to show the sequence of events in my narrative. (W.4.3c)			
Organization			
I can organize events in an order that makes sense in my narrative. (W.4.3a)			
I can write a beginning that introduces the characters, setting, and plot of my narrative. (W.4.3a)			
I can write an ending that summarizes the events of my narrative and brings it to a close. (W.4.3e)			
Organization			
I can use conventions to send a clear message to my reader. (L.4.2)			

Character Profile Graphic Organizer

Name:

Date:

The Basics	
	Trade:
	Name:
	Age:
	Gender:
	Family Members:
	Location: A small town in New York
	Sources:

Character Profile Graphic Organizer

Descriptors	His appearance and personality:
	Sources:

Community Connections	My character's friends/associates (Who depended on my character, and who did my character depend on?):
	Sources:

Common Colonial Names List

Males	Females
John Nathaniel	Abigail
Roger	Elizabeth
Benjamin	Anne
Samuel	Jane
George	Martha
Peter	Mary
Henry	Molly
Philip	Harriet
Thomas	Hattie
William	Abby
Charles	Liza
Benedict	Katherine
Arthur	Kitty
Anthony	Cecily
Louis	Patience
Robert	Joy
Alexander	Candace
Richard	Sarah
Matthew	Charlotte
David	Lottie
Caleb	Edith
Nathan	Judith
Augustus	Esther
Edward	Georgine
Lemuel	Isabella
Enoch	Ellen
James	Ettie