



EXPEDITIONARY
LEARNING

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

Practice Planning a Historical Narrative: The Wheelwright



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Four-Square graphic organizer (Wheelwright version)

Agenda

1. **Opening**

- A. Engaging Readers and Writers (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

- A. Examining Organization of Historical Fiction (10 minutes)
- B. Modeling: Planning the Wheelwright Narrative (10 minutes)
- C. Partner Work: Planning the Wheelwright Narrative (20 minutes)

3. **Closing and Assessment**

- A. Debrief (5 minutes)

4. **Homework**

Teaching Notes

- In this lesson, students continue to read “Joshua’s Gold” and think about what new information they are learning about life in Colonial America. It is important that they understand the content in the text itself. But the primary purpose for reading this piece is to study it as a mentor text as an example of historical fiction that students can use as a model as they write their own research-based narratives.
- In this lesson, students will practice planning a historical fiction narrative about the wheelwright by using a Narrative Four-Square graphic organizer. Then in Lesson 4, they practice writing a narrative about the wheelwright based on their plans. These two lessons provide guided practice in order to prepare students to write a narrative about their own tradesman later in the unit.
- The Narrative Four-Square graphic organizer is similar to the Four-Square graphic organizer used in Module 1 to help students write strong paragraphs. Students will be familiar with the format of the graphic organizer, but it has been modified to now support students in writing multiple paragraphs to form a narrative. This new use will be explicitly taught in this lesson.



Lesson Vocabulary	Materials
historically accurate, organize, plot, descriptions	<ul style="list-style-type: none">• “Joshua’s Gold” by Mary Lois Sanders (from Lessons 1 and 2)• Analyzing a Historical Fiction Plot Note-catcher (one per student)• Document camera• Elements of Fiction anchor chart (from Lesson 1)• Equity sticks• Performance Task prompt (from Lesson 2)• Narrative Four-Square graphic organizer (one per student and one for teacher modeling)• Character Profile graphic organizer (completed in Lesson 2)• Steps for Planning and Drafting My Narrative anchor chart (new; teacher created; see Closing and Assessment A)• Model of the Narrative Four-Square graphic organizer (partially completed; see supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging Readers and Writers (10 minutes)</p> <ul style="list-style-type: none">Ask the students to look at “Joshua’s Gold” from Lesson 2. Remind them that they were supposed to read the second page of the text to look for evidence of the type of character Joshua was. Give the students a minute to reread the text and their homework paragraph. Ask them to then talk with a partner:<ul style="list-style-type: none">* “What kind of person do you think Joshua is? How do you know?”	<ul style="list-style-type: none">Help students contextualize these learning targets by referencing the Characteristics of Historical Fiction anchor chart.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Review the targets that were introduced in the previous lesson: “I can write a historical fiction narrative set in Colonial America,” and “I can create a historically accurate narrative based on facts and details from my research.” Have students turn to a partner and explain in their own words what the phrase <i>historically accurate</i> means. Have pairs share and clarify as necessary.Explain that they will hear the phrase <i>historically accurate</i> a lot over the next few days. In the previous lesson they learned about creating historically accurate characters. For the next few lessons, they will focus on the following learning targets: “I can organize a plot for my narrative using historically accurate events,” and “I can create a historically accurate narrative based on facts and details from my research.”Discuss the meanings of the words <i>organize</i>, <i>plot</i>, and <i>description</i> and explain that today students will learn to plan events and choose vocabulary that will help them to create historically accurate plots and descriptions for their stories.	



Work Time	Meeting Students' Needs
<p>A. Examining Organization of Historical Fiction (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Analyzing a Historical Fiction Plot Note-catcher and display it on the document camera. Tell students that you are going to read a text aloud to them and you would like them to analyze the <i>plot</i> using this Note-catcher. Remind them about the meaning of the word <i>plot</i> by referring them to the Elements of Fiction anchor chart (from Lesson 1). Explain that they will be listening to see how the events of the narrative are organized from beginning to end. To do this they will listen and take notes in the four categories of their Note-catchers. Review each category and clarify as needed. • Tell students that they will just listen as you read the first page from “Joshua’s Gold.” Remind them that they read this excerpt before, for Lesson 1 homework. Explain that using this model will help them to determine how to organize the events in their own historical fiction narratives. Remind them that listening and taking notes is something they have done before with the podcasts about their trades. • Read the text aloud, starting with “Joshua Carlisle, a man grown ...” and be sure to end after “ ... \$27,000 in gold.” Pause briefly at the end of each paragraph so students can take notes. Stop at the end of the paragraph that ends with the sentence: “Hidden in his packs was \$27,000 in gold.” (Do NOT read the last paragraph on the page, as this leads into the next section of the story.) • Have students share with a partner the notes they captured for each section. Use equity sticks to call on students to share. Complete the Note-catcher with the class. Explain the basic plot structure of most narratives: <ul style="list-style-type: none"> * “Plots of most basic stories follow this pattern: introduction, rising action, problem, solution, and conclusion.” • Give an example such as “The Story of the Three Little Pigs”: <ul style="list-style-type: none"> * First the characters are introduced: “Once there were three little pig who were brothers.” * Then the rising action: “They were all building homes, but out of different materials—straw, twigs, and bricks.” * Next, the problem: “The Big Bad Wolf wants to eat them, so he starts blowing down their homes, first the house of straw, then the house of twigs. Both times the other pigs escape.” * Next, the solution: “The first two brothers wind up at the third brother’s home, a brick house, and are safe.” * Finally, the conclusion: “The wolf tries to go down the chimney and lands in a pot of boiling water, and the pigs live in the brick house happily ever after.” 	<ul style="list-style-type: none"> • To support ELL students in this lesson you may consider having them take out a copy of this text from their writing folders and read along. Another support could be to have them discuss their thinking with a partner after listening to the text, then record their notes. • ELL students may not be familiar with this fairy tale. Consider using an example of a story that you have read as a class. This will ensure that all students are familiar with the example.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask the class to think about other stories they have read or heard to see if they can identify these categories and share them with a partner. If time permits, have a few pairs share out.• Collect students' Analyzing a Historical Fiction Plot Note-catcher for a formative assessment on students' ability to identify the organization of narratives.	
<p>B. Modeling: Planning the Wheelwright Narrative (10 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have a clearer picture of how the plot of a narrative is organized, they will practice planning the plot using the wheelwright. Encourage them to think about how they can create some kind of conflict in their plot. The conflict can be either a good or bad thing that happens to their character. Tell them that the conflict will keep the reader interested and wondering what will happen next. Explain that the conflict will be resolved when they write the conclusion to their narrative later in this unit.• Display a copy of the Performance Task prompt (from Lesson 2). Distribute the Narrative Four-Square graphic organizer to each student. Remind students that they worked with a similar graphic organizer during Module 1, when they wrote paragraphs about the Iroquois. Explain that this graphic organizer is different because each box will help them plan an entire paragraph (not just a sentence). Reassure them that today they will be able to practice using this graphic organizer to write multiple paragraphs by first helping them plan a narrative about the wheelwright.• Tell students that the first step will be to collect information for each part of the graphic organizer. Explain that students will draw their information from four different places: the prompt, their research notes, their character profiles, and their imaginations.• Model reading the prompt and the wheelwright's character profile using the Character Profile graphic organizer (from Lesson 2) and completing the first two categories of the Narrative Four-Square graphic organizer (the Introductory Paragraph and the Detail Paragraph 1). Use the Model of the Narrative Four-Square graphic organizer (partially completed; see supporting materials) as a guide.	<ul style="list-style-type: none">• Since the Four-Square graphic organizer is familiar to students from writing paragraphs about the Iroquois in Module 1, be clear with students that the Narrative Four-Square graphic organizer, while similar in helping them plan their writing, is different in that it will help them plan for multiple paragraphs as opposed to a single paragraph.• To further support some students, you may decide to make copies of your model research notes so they can have a copy in front of them as they work.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Work: Planning the Wheelwright Narrative (20 minutes)</p> <ul style="list-style-type: none">• Display your research notes using the document camera. Tell students that you would like them to work with a partner to complete the rest of the Note-catcher to plan for a narrative about the wheelwright. Note: The result of this will be partners creating variations on the same story.• Tell students to use your research notes and their imaginations to plan the last two paragraphs:<ul style="list-style-type: none">* “What will the wheelwright do when he hears the bad news the blacksmith brings?”* “What will be the result of his actions?”* “How will the story end?”• Tell students to be creative, but remember that historical accuracy is important in this genre. Tell them you are excited to see how many different endings this story will have.• Be sure students know that they get to think and talk in pairs, but that each student must complete his or her own graphic organizer about the wheelwright.• Give students 15 minutes to work. Circulate to confer and support as needed.	<ul style="list-style-type: none">• Depending on the needs of your students, you may consider allowing students more choices for how they work during this time. Some students may prefer to work alone. You might decide to assign certain partners or allow students to choose.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Post the Steps for Planning and Drafting My Narrative anchor chart. Ask students to help you recall the steps they took when planning the narrative about the wheelwright. Record for students to reference when they plan their own narratives. Leave space at the bottom to add more steps in the next lesson. Steps for planning should include some version of the following:<ul style="list-style-type: none">* Gather resources: Performance Task Prompt, Colonial Trade Research notes, and Character Profile graphic organizer.* Plan: Use above resources and your imagination to write notes planning each component of the Narrative Four-Square graphic organizer.• Collect student's Narrative Four-Square graphic organizers for the wheelwright.	<ul style="list-style-type: none">• This anchor chart will be used to help guide students during the mid-unit assessment when they draft their narratives.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the last page of “Joshua’s Gold” by Mary Lois Sanders (starting with “He packed 27 crocks . . .”). Write a few sentences describing what you think the problem and solution of this story were. <p><i>Note: Collect students' Narrative Four-Square graphic organizers for the wheelwright. Determine who may need additional support in organizing the events of their own narratives in Lesson 5.</i></p> <p><i>Hold on to the Steps for Planning anchor chart; students will refer to this later in the unit as they begin planning their narrative about their own tradespeople.</i></p>	



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Supporting Materials



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Analyzing a Historical Fiction Plot Note-catcher

Name:

Date:

Introduction and Rising Action	The Problem
<p>Introducing the character, setting, and major event (rising action):</p> <p>Details:</p> <ul style="list-style-type: none">• Who is the character?• When is it set?• Where is it set?• What is happening?	<p>What problem does the character face?</p> <p>Details:</p> <ul style="list-style-type: none">•••
The Solution	The Conclusion
<p>What does the character do?</p> <p>Details:</p> <ul style="list-style-type: none">••••	<p>What is the result of the character's actions?</p> <p>How does the story end?</p>



Narrative Four-Square Graphic Organizer

Name: _____

Date: _____

Introductory Paragraph		Detail Paragraph 1	
Introducing the character, setting, and major event (rising action): Details: <ul style="list-style-type: none">• Who is the character?• When is it set?• Where is it set?• What is happening?		What problem arises? Details: <ul style="list-style-type: none">•••	
Vocabulary from my research to be used:			



Narrative Four-Square Graphic Organizer

Detail Paragraph 2		Conclusion Paragraph	
<p>How does my character help solve the problem?</p> <p>Details:</p> <ul style="list-style-type: none">••••		<p>What is the result of the character's actions?</p> <p>How does the story end?</p>	
<p>My Sources: List any research you used in planning your narrative.</p>			



Model of the Narrative Four-Square Graphic Organizer:
(For the Wheelwright, Partially Completed)

Introductory Paragraph	Detail Paragraph 1
<p>Introducing the character, setting, and major event (rising action):</p> <p>Details:</p> <ul style="list-style-type: none">• Who is the character? John, a friendly, strong-armed wheelwright with poor posture• When is it set? 1765 - Colonial America• Where is it set? A town in Colonial America• What is happening? John is working in his shop when the blacksmith knocks with some bad news	<p>What problem arises? A new family arrives in town with only the clothes on their backs.</p> <p>Details:</p> <ul style="list-style-type: none">• The family is from England• They consist of a husband, wife, 12-year-old son, and 5-year-old daughter.• They have come to America to practice their religion, but their silver was lost when their ship sunk in the harbor.