

	Genreflecting Jonelle Hamou Winchester City Public Schools	
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Topic: The Literature Genre of Historical Fiction

Overview

The purpose of this lesson is to introduce the general concept of genres in literature and to focus specifically on the genre of historical fiction. This lesson provides the students with an initial exposure to the many genres of fictional literature and an opportunity to further explore the genre of historical fiction.

Grades 4-5

Time Allotment

Two 50-minute library class sessions

Learning Objectives

On completion of this lesson students will be able to:

- Explain the meaning of genre as it pertains to literature
- Identify the characteristics of the genre of historical fiction

This lesson addresses VA English SOLs 5.5, 5.6

Media Components

- Computer with PowerPoint software and Internet access
- NET TV for showing PowerPoint
- Portable computer lab (one computer per student)
- Website <http://www.randomhouse.com/kids/magictreehouse/activities.html>
- OPAC library catalog

Materials and Student Handouts

- Student copies of PowerPoint presentation (note taking format) - one per student
- Portable computer lab - one computer per student
- Show Me What You Know sheet – attached, 1/ student
- One piece of lined notebook paper – 1/ table
- One piece of construction paper – 1/ table
- Markers and pencils

Teacher Preparations

- Create PowerPoint presentation
- Set up NET TV and presentation computer
- Make student copies of PowerPoint presentation and Show Me What You Know sheets
- Bookmark the website using PortaPortal
- Select books representing various fiction genres (historical fiction, mystery, adventure, animal stories, science fiction, realistic fiction, fantasy) and place 4 books

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representing one fiction genre at each student table (i.e. You will have a mystery table, a fantasy table, etc.)

Introductory Activity

Week One, Lesson One

Focus: Look at the books at your table. On the white piece of paper make a list of all of the things these books have in common. (The responses will be very broad, ranging from external physical characteristics to content.)

Have one person at each table read the list their group has made.

Begin PowerPoint presentation with introductory slide #1 (definition of the term “genre”)

Activity: Today we are going to discuss the literary term “genre”. Can you think of some genres of fiction stories?

Show initial question, “Can you think of some genres of fiction?” on PowerPoint slide #2. Discuss responses to above question. Show genres, one at a time, on PowerPoint slide #2. This will serve to review student responses and/or supplement if there responses did not include all fiction genres listed on slide.

Follow-up Can a book represent more than one genre? Show PowerPoint slide #3

Learning Activities

1. Focus: Using portable computers, students will access the activity at <http://www.randomhouse.com/kids/magictreehouse/activities.html>. Librarian will access site and show simultaneously on NET TV to assist students.

SAY: Using the PortaPortal site we are going to choose and look at the Random House Magic Tree House website to see what genres are represented in the Magic Tree House series, written by Mary Pope Osborne.

Activity: Students access website.

Follow-up: By looking at the titles only, what genres of fiction do you think are represented by these books?

2. Focus: Using the site at <http://www.randomhouse.com/kids/magictreehouse/activities.html> students will follow the directions for the time line activity.

Activity: Do the time line activity, matching the titles with where you think they belong historically. Students access activity on Magic Tree House site



Follow-up: What genres of fiction did you find? Can you tell a book’s genre without actually reading the book?

3. Focus: Close your portables and let’s take a closer look at one specific genre of fiction: historical fiction.

Activity: Show PowerPoint slide #4 (characteristics of historical fiction)

What are the characteristics of historical fiction?

Play: Show PowerPoint slide #5 (examples of historical fiction authors and titles by time frame)

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Pause: Introduce each characteristic separately, pausing after each for discussion.

Follow up:

SAY: What examples can you give of different historical settings and times?

4. Focus: Let's take a look at some historical fiction titles in the FDES collection.

Look at the fiction books at your table. As a group, decide which period of history your table group represents. Write your group's decision in large letters on the colored piece of construction paper at your table.

Activity: Allow students time to explore, discuss and discover.

Follow-up: As I show you the following slides and show examples of historical fiction for each period of history pay, when you recognize the period of history your table group has decided that its books represent have someone at your table hold up the sign your group made. Show PowerPoint slides #6 - #10. Pause after each time period to allow time for student responses at tables.

Follow up: Show PowerPoint slide #11 (Show Me What You Know) and distribute student copies of this sheet. Using the OPAC, locate one historical fiction title in the library and check it out. You may use keyword, subject, title, or author searches. Your assignment is to read this book this week and answer the three questions on the Show Me What You Know Sheet.

Culminating Activities

Week Two, Lesson Two

1. Focus: Let's review the characteristics of historical fiction. What are the characteristics of historical fiction?

Activity: Show PowerPoint slide #4. Allow students' responses.

Follow up: Today we are going to be sharing a little about the books we read. Each of you read an historical fiction book this past week. You will be sharing your answers to the questions on the Show Me What You Know sheets with your table group.

Allow students to share with table group. (Librarian circulates among table groups.)

Ask for volunteers to share their responses with whole class. Collect Show Me What You Know sheets.

Assessment

- Library classes are non-graded in our district, however assessments of lessons are made. The students will be evaluated based on Show Me What You Know sheet and their oral presentation of information gathered.

Community Connections

- Solicit community for local historical fiction authors to come as guest readers. (ex: Carolyn Reeder, author of Grandpa's Mountain.)
- Solicit faculty, parents and community for individuals to come and talk about historical fiction they enjoyed as a child. Perhaps a retirement community could be contacted.

Cross-Curricular Extensions

Social Studies

- In collaboration with the 4th and 5th grade classroom teachers this lesson could be presented in conjunction with any period covered by the History SOL for those grade levels.

Language Arts

- In collaboration with the 4th and 5th grade classroom teachers this lesson could be presented as an introduction to classroom Language Arts lessons on genres or creative writing.

About the Author

Jonelle Hamou is a library media specialist at Frederick Douglass Elementary School in Winchester, Virginia.

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Show Me What You Know

Using the OPAC, select and check out a book that belongs in the genre of historical fiction.

Read it this week!

Before you come to library class next week, on this paper answer the following questions.

Give the title and author of your book.

Title _____ **Author** _____

1. What makes this book historical fiction?

2. Why is this book NOT a non-fiction book?

3. This book could also be considered as what other genre of fiction? (mystery, fantasy, adventure, science fiction, realistic fiction, animal stories) Why?

My Name _____ **My Teacher** _____