

SEPTEMBER



**Let's R.A.P. Coupon
(Let's Read As Partners)**

Student's Name: _____ Literary form: Historical Fiction

Book Title: _____ Author: _____

Grade: 6 Room No.: _____ Teacher: _____

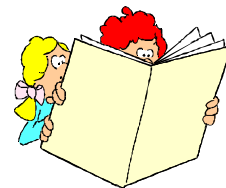
Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.

Parent's/Partner's Signature: _____

ALL R.A.P. COUPONS MUST HAVE A WRITTEN STATEMENT INCLUDED. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.

Let's Read as Partners

Historical Fiction



Hawaii Content and Performance Standards (HCPS III)

General Learner Outcomes (Encompassing goals for all grade levels and content areas):

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

Language Arts Standards for Reading and Literature

Reading comprehension - Construct meaning

- Make inferences and draw conclusions about grade-appropriate texts

Literary response and analysis Interpretive stance

- Respond to text from a range of stances; initial understanding, personal, interpretive, critical.

Social Studies Standards

Historical Understanding - Change, continuity, causality- Understand change, continuity and cause and/or effect in history.

Use chronological order to explain causal relationship among people and events

Historical Fiction

Historically accurate. References to well-known events, people, or other clues through which the reader can place the happenings in their correct historical framework. An authentic rendition of the time, place, and people being featured.

I. Character

The actions, beliefs, and values of characters must be true to the time and period. They are developed through dialogue, thoughts, actions and descriptions. Details of their daily life are conveyed naturally through the story.

Reader is able to understand the differences and similarities of people then and now. Characters may have actually lived, may be fictitious but based on people who actually lived, or may be fictitious.

II. Plot

Any, but conflict is more often person versus society or self, as well as another person. Helps the reader to understand the values, problems, moral dilemmas and social issues faced by the people of that time. Plenty of action; elements of impending danger, mystery, suspense, or romance.

III. Setting

Setting is an integral part of the events in the story. If focuses on a particular time and place and must be authentic in every respect. The setting draws the reader into the excitement of that time of stress, crisis, or social change.

IV. Theme

Most deal with worthwhile universal theme i.e. search for freedom, love of land, loyalty and honor to friends, family, or principle, cruelty and futility or war, overcoming injustice.

List of optional activities for all grades:

1. **Write three or more sentences explaining what you learned from this book & include an illustration.**
2. **Compare and/or contrast the historic event you read about to something that is happening in our present time**
3. **Choose a point of view on an issue presented in this book. Explain your point of view (justify your opinion).**
4. **Draw and describe the cause and effect of this historic event (what changed because of this event).**
5. **Describe how the historic event impacted the main character (how did the character change).**