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Professor Schilling

EDUC 340

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Lesson Plan 2: Historical Fiction

Lesson: Historical Fiction, *America's White Table*

- Write haiku poems
- Create tribute video for troops

Length: Two and a half hours

Source: Original

Age or Grade Intended: 4th grade English/Language Arts

Academic Standard(s):

English/Language Arts:

- 4.3.2 Analysis of Grade-Level-Appropriate Literary Text: Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
- 4.5.5 Use varied word choices to make writing interesting.
- 4.5.6 Write for different purposes (information, persuasion, **description**) and to a specific audience or person.

Performance Objectives:

- After reading the book, *America's White Table*, the students will identify the main events, the causes and effects of the events, and the overall theme in the story by writing on their white boards as the teacher asks these types of questions aloud.
- Given a blank sheet of paper, the students will use varied word choices to make their writing interesting by including at least three descriptive/expression words in their haiku poems.
- Given a blank sheet of paper, the students will write a haiku poem, consisting of three lines with five, seven, and five syllables, **describing** what a hero is to them by including three descriptive phrases. (Descriptive phrases are discussed in the step-by-step plan and sample poem.)

Assessment:

- To check to see that the students are able to identify the main events, the causes and effects of the events, and the overall theme of the story, I will observe the students answers by having them write their answers on a white board. I will use a checklist of the students' names to note that they did/did not understand.

- Using a rubric, I will grade the students' poems checking to see that they included the proper amount of syllables in each line and three or more descriptive/expression words, meanwhile writing for the purpose of describing.

Advanced Preparation by Teacher:

- Copy of the book, *America's White Table* by Margot Theis Raven
- Blank paper
- Sample haiku poem
- Large sheet of white butcher paper ("thank you" already written really big on it)
- Markers
- Video Camera
- Hat with students' names
- Blank DVD
- Rubric to grade poems
- Checklist of students' names

Procedure:

Introduction/Motivation:

Ask the students, "Who knows what holiday is today?" (**Bloom: Knowledge; Gardner: Verbal/Linguistic**) Listen for answers. Tell the students that today is Veterans Day (or one can use for Memorial Day). Then, ask the students, "Why do we celebrate Veterans Day?" (**Bloom: Knowledge; Gardner: Verbal/Linguistic**) Listen for answers. Tell the students that Veterans Day is a day in which we thank and honor those men and women who served in our military. These people are very brave for standing up for our country and fighting for all of the people here. Today is the day to thank a veteran for what they did for our country. After discussing the importance of Veteran's day with the class, tell the students that this book is about a family that is showing their respect to all Veterans by setting a white table at dinner.

Step-by-Step Plan:

1. After introducing the book, *America's White Table*, to the students, read the story aloud to the class. (**Gardner: Visual/Spatial**)
2. While reading the book aloud to the class, be sure to ask comprehension questions aloud to make sure that the students are understanding the story.
 - a. What branches of military are mentioned in this book? (**Army, Navy, Marine Corps, and Air Force**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 - b. What does MIA stand for? (**Missing in action**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 - c. What does POW stand for? (**Prisoner of war**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 - d. What does the lemon slice and salt represent? (**To show a captive soldier's bitter fate and his/her families' tears**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 - e. What does the empty chair represent? (**Those soldiers who cannot be there**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)

- f. In what war did Uncle John fight? (**Vietnam**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 - g. What did the little girl write in the salt on the plate? (**Hero**) (**Bloom: Comprehension; Gardner: Verbal/Linguistic**)
 - h. Why did their Uncle John cry at the end? (**Because he was touched by what the girls did for him**) (**Bloom: Evaluation; Gardner: Verbal/Linguistic**)
3. After finishing the book, have a grand discussion about the plot of the story. This conversation will help the students to recognize the importance of the events in the story and how the events tie in with Veterans Day. (**Bloom: Analysis; Gardner: Verbal/Linguistic**) Have the students write their answers on their white boards. Observe to see who is getting the answers correct and incorrect. Use a checklist of the students' names and check those who are not getting the correct answers. Here are topics to discuss:
 - a. Plot: What is the focus of the plot? (**Setting a white table and why they do it.**) (**Bloom: Analysis; Gardner: Verbal/Linguistic**)
 - b. Cause: Why did this family set this small white table? (**For soldiers, especially their uncle.**) (**Bloom: Analysis; Gardner: Verbal/Linguistic**)
 - c. Effect: What effect did this event have on their Uncle John? (**He was happy about their recognition of his bravery.**) (**Bloom: Analysis; Gardner: Verbal/Linguistic**)
 - d. Overall Theme: What is the overall theme? (**Recognizing patriotism and heroism.**) (**Bloom: Analysis; Gardner: Verbal/Linguistic**)
 - e. How do you think this event (setting the white table) would affect veterans that we know? (**Discuss answers**) (**Bloom: Synthesis; Gardner: Verbal/Linguistic**)
4. Tell the students to take a few minutes and discuss this question with the person sitting next to them: "What is a hero to you?" (**Bloom: Application; Gardner: Interpersonal, Verbal/Linguistic**)
5. Tell the students that they are going to write a haiku poem explaining what a hero is to them. (**Bloom: Application; Gardner: Intrapersonal**) These are the elements the students need to include in their individual haiku poems:
 - Title
 - 17 syllables (5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the third line)
 - At least 3 descriptive words (they are working on word choice)
 - Description phrase: Words used to **describe** a hero. (Ex. A hero is brave.)
 - Their name at the end (Written by:_____)
6. Show the students a sample haiku poem that you created yourself. Demonstrate how you incorporated a title, the correct amount of syllables, and who wrote it.
7. Give the students a blank sheet of paper and enough time to complete their haiku poems (30 minutes at the most). (**Bloom: Application; Gardner: Intrapersonal**)
8. After completing the poems, tell the students that you are going to create a Thank You video for all soldiers who are fighting for our country right now. (**Gardner: Visual/Spatial, Verbal/Linguistic**)

9. Tell the students that 3 of them will be chosen to do the introduction to the video, 5 students will be chosen to read their poems aloud on the video, and the whole class will hold up a GIANT thank you card that they will create together. **(Gardner: Bodily/Kinesthetic, Interpersonal, Verbal/Linguistic)**
10. First, draw 3 student names out of a hat to do the introduction. Then, draw 5 student names out of a hat to represent who will read their haiku poems.
11. In a grand discussion, work with the whole class to decide what they would like to say for their introduction. **(Bloom: Application, Gardner: Verbal/Linguistic)** Ideas can consist of these (or more):
 - Indicate who the video is for.
 - State who is making the video and where they are from.
 - Want to show appreciation; say thank you.
 - Have prepared this video to show the respect and gratitude for the soldiers.
12. Give the 3 students some time to practice the prepared introduction while the rest of the class begins working on the GIANT thank you card. **(Bloom: Application; Gardner: Verbal/Linguistic, Visual/Spatial)**
13. The card (butcher paper) should already have the words “thank you” written on it. Instruct the students to use the given markers to decorate the card. They can write messages, draw pictures, and sign their names. **(Bloom: Application; Gardner: Visual/Spatial)**
14. When all of this is completed, it is time to film the video. Tell the 3 introduction students that they will be first on screen. Then, tell each of the 5 chosen students which order they will read their poems. Finally, explain to the students that everyone needs to gather in the back on the classroom behind the GIANT card. The teacher should do all of the filming. **(Bloom: Application; Gardner: Verbal/Linguistic, Bodily/Kinesthetic)**
15. As the class wraps up the video, have all of the students say “thank you” in unison. **(Gardner: Verbal/Linguistic)**
16. Tell the students that you will put the video on a DVD so that they can send it to some soldiers who are fighting for our country.

***Note: You may want to separate these activities throughout the day. Do not do them all in one sitting because it makes for a long lesson.**

Closure:

Today, we read the book *America's White Table*. Ask the students, “What did we learn from this book?” **(Bloom: Evaluation; Gardner: Verbal/Linguistic)** Listen for answers. Ask the students, “What did you gain from our activities today?” **(Bloom: Synthesis; Gardner: Verbal/Linguistic)** Listen for answers. Then, tell the students that tomorrow, you will work on getting a care package together to send to a soldier. As a class, they will discuss types of things they would like to put in this care package. They will also send this video that they made and all of their poems in the care package. This will be the final project dealing with Veterans Day.

Adaptations/Enrichment:

Boy with Reading Comprehension Disability: After reading each page aloud, I will ask questions aloud that will briefly summarize what was just read. I will try to allow this student to

answer a couple of the questions. This will allow the student to follow along with the events of the story and understand what is being read.

Girl with Written Expression Learning Disability: After this student writes her ideas for the poem, I will read over her poem and underline words that I think she could replace with expression words. For example, if the student wrote the word “good,” I would underline that word. Then, the student can go get a thesaurus from the classroom library and find a better expression word to replace this word. I will choose 3 or 4 words from the poem so that the student will be able to include great expression in her writing.

Boy with ADHD: When it comes time to work on the poem, I would have this student distribute blank sheets of paper to the class. Then, when the students have to sit down and write out their poems, I would have this student come sit at the back table with me so that he is away from the other students and anything in his desk that could be a possible distraction.

Girl with Listening Comprehension Learning Disability: This student has a hard time completing tasks when there are many steps explained at once. For instance, this student may have a hard time writing a poem following all the criteria because she is unable to comprehend all of these directions at once. I would first have this student write down some bullet points of what she wants to say in the poem. Then, I would tell her to write out her poem with the correct number of syllables. I will work with this student step-by-step to make sure that she follows each step of this writing process.

Self-Reflection: Ask myself these questions and jot down some reflective points:

1. Did the students know what Veterans Day was about? Should I have taught more about the history of Veterans Day?
2. Did the students understand the importance of this lesson? Did they understand the importance of Veterans Day and why we did these projects?
3. Did the students write a brief, concise message and thoroughly express their ideas in their poems? Did I thoroughly explain the characteristics of a haiku poem?
4. What can I do to improve this lesson? Should I split this lesson into different days or was it ok to leave it at this length?

Haiku Poem Rubric: *America's White Table*

Student's Name: _____

	Criteria				Points
	4	3	2	1	
Characteristics of a Haiku Poem	Includes: All 4 parts: 1. Title 2. First line of 5 syllables 3. Second line of 7 syllables 4. Last line of 5 syllables	Includes: 3 of the 4 parts: 1. Title 2. First line of 5 syllables 3. Second line of 7 syllables 4. Last line of 5 syllables	Includes: 2 of the 4 parts: 1. Title 2. First line of 5 syllables 3. Second line of 7 syllables 4. Last line of 5 syllables	Includes: 1 or fewer of the 4 parts: 1. Title 2. First line of 5 syllables 3. Second line of 7 syllables 4. Last line of 5 syllables	
Word Choice	Uses a varied word choice by including 3 or more descriptive/ expression words.	Uses a varied word choice by including 2 descriptive/ expression words.	Uses a slight varied word choice by including 1 descriptive/ expression word.	Does not use a varied word choice; No descriptive/ expression words are used.	
Writing Purpose	Writer clearly describes a hero using 3 description phrases.	Writer describes a hero using 2 description phrases.	Writer describes a hero using 1 description phrase.	Writer does not describe what a hero is to them.	
Legibility	Legible handwriting.	Writing is mostly legible (not legible in 1 place).	Writing is not legible in many places (more than two places).	Writing is not legible at all.	
				Total	

Sample Haiku Poem:

“A True Hero”

A hero is brave, (5)
a man of courage and strength. (7)
You are a hero. (5)

Written By: Phylicia Kelly

Description phrases included:

- 1) A hero is brave (describes hero)
- 2) A man of courage and strength. (describes hero)
- 3) You are a hero (describes the person for whom the poem is written)