

Folsom Cordova Unified School District

Course Outline Historical Fiction

Date: April 2005

Subject Area: Language Arts

Grade Levels: 11-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Completed English 10 or 11 with a grade of C or better

Lab Fee: None

COURSE DESCRIPTION:

This class, Historical Fiction, will be a literature survey class with an emphasis on strong characters in history. The course will be a survey class taught in a chronological sequence, starting with the third century and continuing to the twentieth century. The class uses this genre to demonstrate historical events and conditions of society and will address both time and place in regards to social mores and attitudes appropriate to when and where the novels are set.

GENERAL GOALS/PURPOSES:

The purpose of this college preparation class will be to give those students who enjoy reading a class where they can do precisely that. Also, the class will:

- Develop an understanding and appreciation for historical novels
- Develop and reinforce student's critical thinking and problem solving skills
- Develop and reinforce oral, written, communication techniques and collaboration
- Explore social perspectives in a historical context
- Reinforce previously learned history standards

Students will:

- Show an understanding for the language and history of the novels
- Show an understanding of the narrative elements of the film version of the novel (when available) by writing comparisons of the stories
- Write expository essays responding to the themes found in the novels
- Analyze and respond to the unique elements of each novel in regards to its language content
- Acquire knowledge and understanding of the historical and cultural developments in fictional literature

Note: This will be an introductory course for the type of literature classes offered at the college level and will be structured in that mode: reading, discussion and writing.

STUDENT READING COMPONENT:

The course will consist of between six and eight historical novels chosen for the breath and scope of history demonstrated in the selections. In addition, the novels will be chosen for the characters and how well they are developed. Novels will be read that have archetypal characters, those that are symbolic of their kind, and those that are symbolic of this genre.

STUDENT WRITING COMPONENT:

After each novel, an essay or other writing exercise will be assigned addressing a certain aspect of the novel. i.e.: major symbols, character development, exploration of the historical setting, etc. Students will write book reviews, and critiques. In addition, there will be vocabulary for each novel before it is assigned, so that students will be familiar with words they might not have encountered before.

STUDENT ORAL COMPONENT:

There will be teacher and/or student-lead class discussions. In addition, there will be readers' theater, and students will present speeches defining and explaining assigned characters. Other oral components may be incorporated to demonstrate understanding of theme, plot, or symbolism in the novels.

DETAILED UNITS OF INSTRUCTION:

The novels for this course will be:

- Wayside Tavern Norah Lofts
- Katherine Anya Seton
- Forever Amber Kathleen Winsor
- Gone With the Wind Margaret Mitchell
- Wuthering Heights Emily Bronte
- Pride and Prejudice Jane Austen

Each of these novels has a historical setting and demonstrates a set of events and characters that can be examined in detail. The novels have been chosen carefully for their value as a type in this literary category. The students will read and analyze each of the novels through exams, analytical writing, and class and small group discussion. By analyzing narrative through time and place, and in seeing how setting contributes to the overall impact of a novel, students will, both semesters, become comfortable with this genre. For both the fall and spring semesters the class will investigate the way a culture transfers ideas from one generation to another through the novels listed above.

Semester One:

Novels to be taught are:

- Wayside Tavern, a scope and sequence novel beginning in 300 AD and ending at the end of World War II.
- Katherine, a novel about 14th century England centered in London
- Forever Amber, the narrative of the restoration of Charles the II in 18th century England.

As each novel is presented, there will be a lecture on the historical context of that piece and unfamiliar vocabulary words will be introduced. Each book will have class discussions after each chapter, and there will be an essay exam at the end of each novel. The students will have additional assignments to include:

1. Letter to the author
2. Letter to a character in the book
3. Book Review
4. Write an additional chapter for the novel

Each student may do one of these assignments for each novel, as per their choice and the fourth will be considered Extra Credit. In addition, there will be one critical analysis paper, which may require further research into the time period of one of the novels.

Semester Two:

Novels to be taught are:

- Gone with the Wind, considered to be the most famous American Historical novel of its type. It recounts the period just before, during, and after the Civil War in the 19th century.
- Wuthering Heights, a novel of revenge and lost opportunities in 19th century England
- Pride and Prejudice, a novel set in the 18th century during the English war with France

As with the first semester, each novel will have time period vocabulary, which will be explored. The last two novels differ from the previous four in that they were written more closely to the time they are purported to have taken place, and discussions will center on the difference this makes to the story and to the reader.

Gone with the Wind will have a concluding essay exam; however, the last two novels will have more detailed objective tests, which will include short essays. The students will also have the choice between:

1. Writing a diary of a main character
2. Rewrite the novel as a play
3. Write a new ending for the novel

For Extra Credit, the choices will be:

1. Create or draw a costume from the specific period of time in one of the novels
2. Create a collage of the characters
3. Write a test for the novel

Instructional Methods:

- Class Discussions
- Instructional Materials
- Questioning Techniques
- Audio/Visual Materials
- Peer coaching
- Group Activities
- Individual Instruction

Assessment Methods:

- Traditional Tests (short answer and T/F)
- Essay tests calling for in depth analysis
- Written assignments which may include research
- Performance based student class presentations as appropriate
- Individual and group assessments of presentations

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAM:

This course will be taken after the administration of the High School Exit Exam and will have no direct bearing upon that test unless a student has not already passed it. In that event, the reading that will be required will help with both the Language Arts and the Social Science components of the High School Exit Exam.

LAB FEE:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The following standards will be used for both semesters: 2.2,2.5,3.1,3.2,3.3,3.4,3.6,3.7,3.8,3.9

Plot

Organization, Syntax

Tone, Mood, Style, Irony

Imagery

Figurative Language

Rhetorical Strategies

Theme

Literary Analysis

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

Self-Directed Learners – Demonstrate critical thinking through discussions and individual work. This will allow them to analyze the opinions of others while forming their own opinions.

Effective Communicators – Become effective communicators as they develop critical thinking skills in reading, history, and writing.

Quality Producers and Performers – Initiate their own projects and set standards for quality on those assignments.

Constructive Thinkers – Critically analyze important historical events and their resulting social changes through literature.

Collaborative Workers – Understand the scope of history and the social values that shape a citizen's ability to be a collaborative worker.

Responsible Citizens – Be better prepared to identify issues that require social concern and action and to show how accepting social responsibilities has changed the course of history and will continue to do so in our democratic society.