Interact
Learn Through Experience

TIME TRACES

An interactive historical fiction unit in which students generate and solve clues about mystery eras

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PURPOSE

In TIME TRACES, small teams of students randomly choose an historical era—an era whose identity is a mystery to the other teams in the class. Era Teams read historical fiction and conduct research to learn about their historical time periods. Teams then create clues and challenge their classmates to identify the historical eras on Mystery Era Day. The unit concludes with History Alive, performances of original historical fiction plays written and performed by Era Teams.

By taking part in TIME TRACES, your students will experience the following:

Knowledge

- Recognizing the distinction between historical fact and historical fiction
- Understanding elements of literature (characterization, plot, setting, anachronism)
- Learning about significant people, events, discoveries and customs of historical time periods

Skills

- Using graphic organizers to compile and synthesize information
- Analyzing and interpreting historical facts
- Taking notes and documenting reference sources
- Improving communication skills through group discussions
- Presenting knowledge in written, oral and visual formats
- Using clues for inductive reasoning
- Writing creatively within the boundaries of a specific historical setting
- Planning in order to accomplish long-term goals
- Script writing and acting techniques

Attitudes

- Appreciating history and the relationship between past, present and future
- Valuing historical fiction as a literary genre
- Building confidence in speaking and performing in front of an audience
- Feeling pride in individual and group accomplishments
- Realizing the value of cooperation in achieving success

OVERVIEW

TIME TRACES includes 23 one-hour lessons divided into three phases: Historical Fiction, Research and Mystery, and History Alive.

Phase 1: Historical Fiction

To begin TIME TRACES, the class forms six Era Teams. Each team randomly chooses a slip of paper bearing the name of one of six time eras: Ancient Egypt, Middle Ages, American Revolutionary War, American Westward Expansion, American Civil War or World War II. Each team knows the identity of one era only—its own. After each team reads a short description of its historical era, students choose historical fiction novels set in that time period. Students read the novels and complete activities to learn about elements of literature: plot development, characterization, the use of historical facts and anachronism. As students read their novels, the identity of each team's historical era remains unknown to other teams.

Phase 2: Research and Mystery

In Phase 2, students research their historical eras and prepare a clue presentation for Mystery Era Day. To create clues, each student researches two topics associated with his or her team's era: art/architecture, artifacts/discoveries, events/geography, people/famous quotes, food/music or military affairs/politics. On Mystery Era Day, Era Teams present these clues and the class attempts to name each mystery era. An optional Era Enrichment activity in this phase gives students a chance to complete additional projects such as a time line or an original song.

Phase 3: History Alive

In Phase 3, each Era Team creates and produces a short historical fiction play which they perform for the culminating event, History Alive. Parents, relatives, classmates and administrators may all be invited to observe and enjoy the performances.

SETUP DIRECTIONS

1. **Before you begin**
   Be sure to read the entire Teacher Guide and Student Guide before beginning TIME TRACES.

2. **Assigning student teams**
   In TIME TRACES, students work in cooperative Era Teams. The unit is designed for six teams of no more than six students each. You may choose to assign teams in one of several ways. Depending upon the needs of your class, you may strategically assign students to teams (balancing for gender, learning styles, personalities and so on), have students choose their own teams, or randomly assign students to teams.

TEACHING TIPS

Depending upon your resources and your class needs, you may choose to have students within each team read the same rather than different novels. The authors ask students to read different titles to enrich learning about each historical era.

3. **Selecting and preparing novels**
   Each Era Team reads books from one of six eras in history (Ancient Egypt, Middle Ages, American Revolutionary War, American Westward Expansion, American Civil War and World War II.) Students within an Era Team read different titles from the same historical era. At the end of Phase 2, students will be asked to guess the era of classmates' books. It is extremely important to keep the time eras and the novel titles a secret! Following are suggestions for preparing historical fiction novels for your class.

   - **Collect novels for each Era Team** Gather historical fiction novels for each Era Team. To help teachers choose appropriate novels, this unit includes an annotated Historical Fiction Novel List. Place each Era Team's novels in a separate paper bag or small box.
   - **Cover novels** After collecting the needed books, cover the novels from each historical era with paper (a different color for each era, if possible). Covering the books will help the eras remain a mystery.
   - **Number novels** Each era has been assigned a number. Write this number on the covered books. Also write the era number on the outside of the box or paper bag that holds each team's books.

To facilitate novel selection, it is a good idea to have more novels than the number of students in each team. Also, novels available should represent a range of reading levels. To ensure that Mystery Eras remain secret, do not show the Historical Fiction Novel List to the students.

Era Number	Era Name
1	Ancient Egypt
2	Middle Ages
3	American Revolutionary War
4	American Westward Expansion
5	American Civil War
6	World War II

4. **Preparing reference books**
   As with the novels, it is important to keep the titles of reference books a secret. By Day 5 you will need to collect and prepare books for student research. Follow the same procedure that is listed for **Selecting and preparing novels**. For each Era Team, select reference books from the library, cover the books with paper, and number the books with their corresponding historical era number. For suggested reference book titles, see the **Reference Book List**.

5. **Assigning student roles**
   Each Era Team member has specific responsibilities. You may pre-assign roles or allow students to choose their roles on Day 1. The following list includes six roles. You may adapt these roles as needed.
   - **Team Manager** The Team Manager draws one of the Mystery Era Identities from the envelope on Day 1 and is responsible for the team folder throughout the unit.
   - **Novel Coordinator** The Novel Coordinator leads the team in choosing novels and helps the team set reading goals and gather supplies for Phase 1.
   - **Research Coordinator** The Research Coordinator helps the team choose research topics and collects research materials during Phase 2.
   - **Clue Master** The Clue Master helps the team devise clues and design the Clue Poster for Mystery Era Day.
   - **Play Director** The Play Director helps coordinate the Era Team's acting, props and scenery for the History Alive play production.
   - **Event Planner** The Event Planner sends out invitations to History Alive, plans the refreshments and welcomes guests.

6. **Arranging the classroom**
   - **Classroom library** Establish a classroom library utilizing the suggestions from the extensive resource lists included with the unit. See the Resources section.
   - **Bulletin board** Arrange a bulletin board area for each Era Team. Once the presentations are made on Mystery Era Day, display the Clue Posters on this bulletin board.
   - **Supply center** Various arts and crafts materials may be needed by the teams for their presentations on Mystery Era Day and for the History Alive performances. You may wish to create an arts and crafts supply center within the classroom.

- **Team arrangement** To keep their Mystery Eras secret, Era Teams will need privacy. Seat Era Teams together with enough distance between teams so that private team discussion can occur.

7. **Planning for History Alive**
   The unit comes to a close with History Alive, a student production of short, original historical fiction plays for the class and guests. This event may be as simple or elaborate as you choose. Following are some suggestions if you would like to plan ahead.
   - **Choose a date and time** Use the Unit Time Chart to assist you in choosing a date and time for your History Alive event.
   - **Decide the scope** Decide how big your event will be. Will performances be just for your class or for additional guests such as parents and administrators?
   - **Secure a site** Based upon the size of the event, choose an appropriate site. If you wish to hold the History Alive performances in an auditorium, inform the appropriate administrator.

   Note: *opportunities to write invitations and plan refreshments with your class are included in the Daily Directions.*

8. **Era Enrichment activities**
   The Teacher Guide includes an Era Enrichment section. Era Enrichment projects give students an opportunity to extend their explorations of their historical eras. Era Teams choose one of five projects to complete: Time Line, Big Book, Picture Glossary, Roller Movie or Original Song. Era Enrichment projects require additional research and will add a few instructional days to TIME TRACES. If you wish for students to participate in this enrichment activity, the authors recommend conducting the activity during or after Phase 2. You will find Daily Directions for Era Enrichment at the end of the Teacher Guide.

9. **Assessing student learning**
   - **Record sheet** To assist you with tracking student progress, a Record Sheet is included after the Day 1 Daily Directions. The sheet includes suggested point values for each activity.

- **Rubrics** The Daily Directions section includes rubrics to assess three student products: Mystery Era Day presentations, History Alive performances and the Era Enrichment activity. These rubrics can be used for evaluation by the teacher, for students to evaluate their peers and/or for students to evaluate themselves. The Daily Directions include opportunities to share rubrics with students as they begin these three activities. Sharing rubrics with students helps to clarify expectations.

10. **Adapting the unit**
    - **Shorten** If you are short on time, you may choose to conclude the unit at the end of Phase 2. This choice will shorten the 23-day unit to 16 days. Another option is to shorten Phase 1 of the unit by having students do the majority of their historical fiction reading at home. This choice could save you time during Phase 1.
    - **Extend** If you wish to extend the unit, you might consider adding an Era Enrichment activity during or after Phase 2. This option will add about four days to the unit. See **Enrichment activity**.

11. **Duplicating materials**
    Any handouts or transparencies needed are noted each day in the Daily Directions. To minimize duplication of student handouts, most activities are included in the Student Guide.

12. **Additional supplies**

PHASE 1: HISTORICAL FICTION

- Manila folders—*one per team*
- Envelope (8.5" x 11")—*one*
- Historical fiction novels, covered with paper—*class set* (see Historical Fiction Novel List and Setup Directions)
- Reference books, covered with paper—*class set* (see Reference Book List and Setup Directions **Preparing reference books**)

PHASE 2: RESEARCH AND MYSTERY

- Audio visual equipment (for student presentations)—*as needed*
- Butcher paper (*24" x 36")—one section*
- Glue—*one per team*
- Markers and/or colored pencils—*one set per team*
- Masking tape—*one roll*
- Note cards—*several per student*
- Paper clips—*class set*
- Poster paper—*one per team*
- Reference books, covered with paper—*class set* (see Reference Book List and Setup Directions **Preparing reference books**)
- Scissors—*one per team*
- Scratch paper—*several sheets per team*

PHASE 3: HISTORY ALIVE

- Extra chairs—*enough for guests*
- Paints and/or markers—*for scenery (optional)*
- Paper (8.5" x 11") lined or unlined, white or colored—*class set, for invitations*
- Poster paper—*for scenery (optional)*
- Refreshments—*enough for class and guests (optional)*

ERA ENRICHMENT

- Audio visual equipment (tape or CD player, video tape player)—*as needed*
- Cardboard box (at least 12" x 12" x 12")—*one*
- Cardboard cutter—*one*
- Dictionary—*one per student*
- Large white construction paper—*several sheets*
- Lined paper—*several sheets*
- Markers, crayons or paints—*enough for team*
- Music and/or instruments—*as needed*
- Scissors—*enough for team*
- Scratch paper—*enough for team*
- Stapler—*one*
- Tape—*one roll*
- White paper (8.5" x 11")—*several sheets*
- White construction paper (24" x 36")—*several sheets*
- Wooden dowels (as wide as the box, plus 2 inches)—*two*

13. **Ordering additional Student Guides**
This unit includes a set of 16-page Student Guide. You may order additional Student Guides from Interact at 1 (800) 359-0961.

RESOURCES

Historical Fiction Novel List

Era 1—Ancient Egypt

Bell, Clare, *Tomorrow's Sphinx*, Macmillan Company, 1986. A science fiction adventure which centers on two black cheetahs. One discusses life with the young Tutankhamen. The other faces life with an uncertain future. Grades 5-8.

Bradshaw, Gillian, *The Land of Gold*, Greenwillow Company, 1992. Prakotep, his sidekick, Baki, and Hathor, the dragon, rescue a Nubian princess in ancient Egypt. Grades 4-8.

Carter, Dorothy S., *His Majesty, Queen Hatshepsut*, Harper Company, 1987. Queen Hatshepsut is the daughter of Thutmose I and the only female pharaoh of ancient Egypt. Her life and adventures are told in a fictionalized biography. Grades 4-6.

Dexter, Catherine, *The Guilded Cat*, Morrow Company, 1992. Maggie buys a mummified cat that once lived in ancient Egypt. The purchase leads to unusual and surprising adventures. Grades 4-6.

Ellerby, Leona, *King Tut's Game Board*, Lerner Company, 1980. While vacationing in Egypt, 16-year-old Justin meets a mysterious boy and makes unexpected discoveries about life in an ancient world. Grades 5-8.

Karr, Kathleen, *Gideon and the Mummy Professor*, Farrar, Straus & Giroux Company, 1993. This tale, set in the 19th century, features a father and son acting team. Their act centers on ancient Egypt and contains a mummy with surprising secrets about the past. Grades 4-6.

Lattmore, Deborah L., *The Winged Cat*, Harper Collins Company, 1992. In this story about ancient Egypt, a servant girl and a priest find magic spells from the *Book of the Dead* as they seek to learn about the girl's cat. Grades 4-5.

Lester, Julius, *The Pharoah's Daughter,* Silver Whistle/Harcourt Co., 2000. Almah assumes the role of an Egyptian princess in order to save her younger brother, who is unsure of his real identity. Grades 5-8.

McMullan, Kate, *Under the Mummy's Spell*, Farrar, Straus & Giroux Company, 1991. A mystery story in which a young boy kisses an ancient mummy mask on a dare and becomes involved with an ancient Egyptian sorceress. Grades 4-7.

Myers, Walter Dean, *Tales of a Dead King*, William Morrow Company, 1983. Two American teenagers travel to Egypt and thwart a plot to rob the tomb of a pharaoh. Grades 4-8.

Rubalcaba, Jill, *A Place in the Sun*, Puffin Books, 1998. The son of a sculptor is forced into slavery because he tries to save his father's life. His own talents help him to become the Pharaoh's Royal Sculptor. Grades 4-8.

Scieszka, John, *Tut, Tut*, Viking Press, 1996. Joe, Fred and Sam become involved in an exciting time travel adventure that takes them back to ancient Egypt. Grades 4-5.

Snyder, Zilpka, *The Egypt Game*, Demco Media, 1996. Melanie Ross and her friends and family find fun and mysterious adventure as they start to play the Egypt Game. Grades 4-6.

ERA 2—MIDDLE AGES

Bulla, Clyde R., *The Sword in the Tree*, Harper Collins, 1962. Shan, the son of Lord Weldon, takes on the duties of a knight and seeks revenge against his uncle, who has usurped his father's rights. Grades 4-6.

Avi, *Crispin: The Cross of Lead, Hyperion Books, 2002,* In this Newbery-Medal winning book, newly-orhaned Crispin narrates the story of his journey through 14th Century England. He encounters friends and foes and finally uncovers the mystery of his real life. Grades 5-8.

Cushman, Karen, *Catherine, Called Birdy*, Clarion Books, 1994. Written in diary form, the 13-year-old daughter of an English knight chronicles the events of her life and her efforts to prevent a planned marriage. Grades 5-8.

Cushman, Karen, *The Midwife's Apprentice*, Clarion Books, 1995. Lonely Beetle gains confidence in herself and becomes Alyce, a person with a career, friends and a new life. Grades 6-8.

de Angeli, Marguerite, *The Door in the Wall*, Doubleday Company, 1949. Although handicapped, Robin bravely attempts a perilous journey to meet his parents at Castle Lindsay in medieval England. His success earns the respect of the King. Grades 4-6.

RESOURCES

Gray, Elizabeth J., *Adam of the Road*, Puffin Books, 1987. Interesting people and events await Adam as he journeys through medieval England in search of his lost dog. Grades 4-6.

Greer, Gary, *Max and Me and the Time Machine*, Harcourt Brace, 1983. Steve and Max journey to the year 1250 in a time machine and take part in a jousting match with the evil Sir Bevis. Grades 4-6.

Fleishman, Sid, *The Whipping Boy*, Greenwillow Company, 1986. Jemmy, an orphaned boy, is chosen to be Whipping Boy to Prince Brat. When the boys run away together, their lives change forever. Grades 4-6.

McCaughrean, Geraldine, *A Little Lower Than the Angels*, Oxford Press, 1987. An adventure-seeking young man joins a touring theater troupe in medieval England. Grades 6-8.

Norton, Andre, *Huon of the Horn*, Ballantine Company, 1987. This novel tells an enhanced version of the Charlemagne legend. Grades 6-8.

O'Dell, Scott, *The Road to Damietta*. Houghton Company, 1985. Set in 13th-century Italy, the story involves St. Francis of Assisi. Grades 7-8.

Philips, Ann, *The Peace Child*, Oxford Press, 1988. A girl who is switched at birth is raised by a rival family clan. The story is set in the 14th century at the time of the Black Death. Grades 6-8.

Temple, Francis, *The Ramsey Scallop*, Orchard Press, 1994. At the turn of the fourteenth century, 14-year-old Elenor finds herself engaged to a Lord's son. Together they become part of an adventure-filled pilgrimage through Europe. Grades 4-6.

Voigt, Cynthia, *Jackeroo*, Macmillan, 1985. Set in the Middle Ages, a 16-year-old girl takes the identity of a Robin Hood-like character named Jackeroo. Grades 6-8.

RESOURCES

ERA 3—AMERICAN REVOLUTIONARY WAR

Benchley, Nathaniel, *Sam, The Minuteman*, Harper Publishing Company, 1990. A young minuteman describes the first major battle of the American Revolutionary War. Grades 4-6.

Caudill, Rebecca, *Tree of Freedom*, Viking Company, 1977. When 13-year-old Stephanie moves to Carolina from Kentucky, her family comes face to face with the hardships of the American Revolutionary War. Grades 4-6.

Collier, James. L & Christopher, *My Brother Sam is Dead*, Macmillan Company, 1974. Tim Meeker loves and respects his older brother Sam. However, when Sam defies his father and joins the American Revolutionary Army, Tim knows that there will be trouble in the family. Grades 5-9.

DeFord, Deborah & Harry Stout, *An Enemy Among Them*, Houghton Company, 1987. An unusual friendship develops between a Hessian prisoner of war and a girl who supports the patriots in the American Revolutionary War. Grades 5-8.

Duey, Kathleen, *Mary Alice Peale*, Aladdin Company, 1996. Twelve-year-old Mary is part of a family conflict. She secretly helps her brother, a wounded soldier, when he returns from battle. Her father, a wealthy Tory, had disowned his son for serving in the Continental Army. Grades 5-7.

Fast, Howard, *April Morning*, Crown Company, 1961. Although he is a young boy, Adam Cooper decides to join the Battle of Lexington during the American Revolutionary War. He meets the challenges of the battle while displaying maturity. Grades 6-9.

Forbes, Esther, *Johnny Tremain*, Houghton Company, 1943. A young apprentice to Paul Revere suffers a debilitating injury, yet contributes significantly to the Continental cause. Grades 6-9.

Krinsky, Stephen, *The Printer's Apprentice*, Delacorte, 1995. Although young Gus is an apprentice to a Tory printer in New York, he is impressed with the passionate speeches made by Peter Zenger, a critic of British rule. Grades 4-7.

Massie, Elizabeth, **Son of Liberty,** Doherty, Tom Assoc. UK 2007. Teen-aged Caleb Jacobson is a free black living in the slave colony of Maryland. When the American Revolutionary War begins, Caleb must choose between fighting in the war on the American side or on the side of the British.

Nixon, Joan Lowry, *Nancy's Story,* Delacorte Press, 2000 Twelve-year old Nancy Geddy is concerned that the unfair Stamp Act will change the lives of her family and friends in colonial Virginia.

O'Dell, Scott, *Sarah Bishop*, Houghton Company, 1980. A 15-year-old girl's life is devastated by the death of her family during the American Revolutionary War. Sarah leaves New York and rebuilds her life in a wilderness area. Grades 6-9.

Rinaldi, Ann, *Time Enough for Drums*, Holiday Company, 1986. Jemima encounters romance and danger as she comes of age during the American Revolutionary War period. Grades 6-9.

Tripp, Valerie, *Felicity Saves the Day*, Pleasant Company, 1992. During the summer of 1775, Felicity visits her grandfather's plantation in Virginia. Ben, her father's apprentice, asks her to help him run away to join the Continental Army. Grades 4-6.

Wibberly, Leonard, *John Treegate's Musket*, Farrar Company, 1959. Peter Treegate participates in events that lead to the American Revolutionary War. Grades 5-8.

ERA 4—AMERICAN WESTWARD EXPANSION

Benchley, Nathaniel, *Gone and Back*, Harper Company, 1976. The Homestead Act allows Obed's family to move west. Obed realizes that he must take on new responsibilities to help the family survive. Grades 6-8.

Blos, Joan, *Brother of the Heart-A Story of The Old Northwest*, Macmillan Company, 1988. In the Michigan wilderness of the 1830s, a crippled young man shows courage and learns survival techniques. Grades 6-8.

Brink, Carol R., *Caddie Woodlawn*, Macmillan Company, 1963. Caddie grows up on the Wisconsin frontier in the 1860s. Grades 4-6.

Conrad, Pam, *My Daniel*, Harper Company, 1989. An adventurous tale of a Nebraska farm girl and her brother, Daniel, who try to save the family farm by finding a dinosaur. Grades 4-6.

Cushman, Karen, *The Ballad of Lucy Whipple*, Clarion Books, 1996. Twelve-year-old Lucy's life is upset when her mother moves the family from Massachusetts to a small mining town during the California Gold Rush in 1849. Grades 4-7.

DeFelice, Cynthia, *Weasel*, Macmillan Company, 1990. Set in 1839, a young boy living in the Ohio wilderness learns about tolerance, morality and justice. Grades 6-8.

Howard, Ellen, *The Chickenhouse House*, Atheneum Company 1991. Filled with historic detail, this story, set in the late 19th century, is about a young girl who makes a difficult adjustment to prairie life. Grades 4-5.

Lawlor, Laurie, *Adventure on Wilderness Road,* Pocket Book Co. 1999. Elizabeth and her family join the first group of pioneers to travel the Wilderness Road to settle in Boonesborough, Kentucky. She keeps a detailed journal of the hardships and experiences that the family meetsalong the way. Grades 4-6.

Nixon, Joan L., *In the Face of Danger*, Bantam Books, 1988. Megan is sent west in hopes of having a better life. She finds a loving adoptive family on the Kansas prairie. Grades 5-7.

Turner, Ann, *Grasshopper Summer*, Macmillan Company, 1989. Sam and his family travel to start a new life. They must meet the challenges of their new environment. Grades 4-8.

Wilder, Laura Ingalls, *The First Four Years*, Harper and Row Company, 1971. Laura and Manly Wilder start their life on the prairie, enduring hardships and experiencing pleasures. Grades 4-5.

Wood, Frances, Daughter of Madrugada, Delacorte, 2002. Cesa de Haro's quiet existence sharply changes ad the Gold Rush encroaches on her peaceful and affluent ranch home in California.ades 4-7.

ERA 5—U.S. CIVIL WAR

Ackerman, Karen, *The Tin Heart*, Atheneum Company, 1990. Although their fathers cannot agree about the American Civil War, two young girls, Flora and Maneley, decide to remain friends. Grades 4-6.

Alphin, Elaine Marie, *Ghost Soldier,* Henry Holt, 2001. During a family trip to North Carolina, Alexander meets the ghost of Richeson Francis Chamblee, a boy who fought and dided in a Civil War battle. Alexander tries to help the ghost soldier solve a family mystery by stepping through a window into the past. Grades 4-8.

RESOURCES

Alpin, Elaine Marie, *The Ghost Cadet*, Holt Company, 1991. Twelve-year-old Benjy travels to Virginia to visit his grandmother. There, he meets the ghost of a Virginia Military Institute cadet who was once in an American Civil War battle. Grades 4-6.

Beatty, Patricia, *Charlie Skedaddle*, Morrow Company, 1987. A young soldier deserts the Union Army and finds himself stranded in enemy territory. Grades 6-8.

Beatty, Patricia & Robbins, Philip, *Eben Tyne, Powdermonkey*, Morrow Company, 1990. Eben Tyne's life in Norfolk, Virginia is greatly affected by the battle between the Monitor and the Merrimack, which he observes. Grades 4-6.

Brenner, Barbara, *Saving the President*, Messner Company, 1987. A brave young girl tries to thwart the plot to kill President Lincoln. Grades 5-7.

Clapp, Patricia, *The Tamarack Tree*, Lothrop Company, 1986. A teen-age girl, trapped inside the city of Vicksburg during the siege, describes the battle scenes and the resulting chaos. Grades 6-9.

Hunt, Irene, *Across Five Aprils*, Follet Company, 1966. Jethro Creighton and his family are caught in the turbulence of the American Civil War. Grades 6-8.

Keith, Harold, *Rifles for Watie*, Crowell Company, 1957. Jeff Bussey of Kansas tells the story of his experience as a spy in the western campaign of the American Civil War. Grades 5-7.

O'Dell, Scott, *The Two Hundred Ninety*, Houghton Company, 1976. A teen-age boy helps to build the 290, a ship destined for use by the Confederate Navy. Grades 6-8.

Reader, Carolyn, *Shades of Gray*, Macmillan Company, 1989. Orphaned by the American Civil War, Will is sent to live with his uncle. At first, Will resents his uncle for being a coward by not fighting in the war.

Shore, Laura, *The Sacred Moon Tree*, Bradbury Company, 1986. Phoebe disguises herself as a boy and crosses enemy lines to save her brother, a soldier in the American Civil War. Grades 6-8.

Shura, Mary F. *Gentle Annie*, Scholastic Company, 1991. A young woman serves as a battlefield nurse during the American Civil War. Grades 4-6.

Wisler, G. C., *Thunder on the Tennessee*, Dutton Company, 1983. A 16-year-old southern boy shows courage and honor as he fights for his cause. Grades 6-8.

ERA 6—WORLD WAR II

DeJong, Meindert, *The House of Sixty Fathers*, Harper Company, 1956. A Chinese boy is separated from his family by the Japanese invasion of his country. Tien Pao shows courage and resourcefulness as he tries to find his way to safety. Grades 4-6.

Fontes, Ron, *Rocketeer*, Scholastic Company, 1991. Based on a Disney movie, Rocketeer is an action-packed account of flying ace Cliff Secord's adventures during the time of World War II. Grades 4-5.

Gehrts, Barbara, *Don't Say A Word*, Macmillan, 1986. A Berlin family rejects the authority of its Nazi rulers during World War II. Grades 6-9.

Gruise, Arnold, *The Wind Is Not A River*, Harper Company, 1978. The Japanese invade the island home of a brother and sister during World War II. The siblings cope with the problems that occur as a result of their new situation. Grades 4-6.

Holme, Anne, *North to Freedom*, Demco Media, 1990. A young boy escapes from a concentration camp and travels through war-ravaged Europe on his own. Grades 6-8.

Kerr, Judith, *When Hitler Stole Pink Rabbit*, Macmillan Company, 1972. A German-Jewish family leaves for Paris as the Nazis come to power. Grades 4-6.

Levitan, Sonia, *Journey to America*, Macmillan Company, 1970. Lisa Platt and her family escape from the horror of Nazi Germany. They endure difficulties in Switzerland while awaiting their journey to freedom in America. Grades 6-8.

Lobel, Anita, *No Pretty Pictures: A Child of War.* Harper Trophy 2000. The author's haunting memoir is told from a child's point of view. As she describes the horror of her early life in a Nazi prison camp, detailed pictures of the experiences that she and her brother endured come to life. Grades 5-8.

RESOURCES

Lowry, Lois, *Number the Stars*, Houghton-Mifflin Company, 1989. Ten-year-old Annemarie Johansen saves her Jewish friend's life and the lives of other Danish Jews with her courageous act. Grades 4-6.

Mazer, Harry, *The Last Mission*, Dell Company, 1981. A young American Jewish boy joins the military service and becomes a prisoner of the Germans. Grades 6-8.

Miner, Jane C., *Veronica*, Scholastic Company, 1986. When the Japanese attack Pearl Harbor, a teen-age girl, whose father is stationed there, experiences an unwelcome change in her life. Grades 6-8.

Orlev, Uri, *The Island on Bird Street*, Houghton Company, 1984. A young boy faces danger as he attempts to survive alone in a Polish ghetto at the time of World War II. Grades 6-8.

Pearron, Kit, *The Sky is Falling*, Viking Press, 1990. To escape the Nazis, Norah and her brother, Gavin, are evacuated to Canada. Grades 5-8.

Reiss, Johanna, *The Upstairs Room*, Scholastic Company, 1972. Two Jewish girls are forced to hide in a small farmhouse when the Nazis invade Holland. Grades 4-8.

Uchida, Yoshiko, *Journey to Topaz*, Scribner Company, 1971. After the bombing of Pearl Harbor, Yuki and her family are interned at the Topaz Concentration Camp where they are forced to endure hardships. Grades 4-6.

RESOURCES

Reference Book List

Burg, David & Purcell, Edward, *World Almanac of the American Revolution*, Scripps Howard Company, New York, 1997.

Commager, Henry S., *Civil War Almanac*, Scripps Howard Company, New York, 1983.

David, Rosalie & Anthony, *Ancient Egypt*, Warwick Press, New York, 1984.

Howarth, Sarah, *Medieval People*, Millbrook Press, New York, 1991.

Jordan, Robert P., *The Civil War*, National Geographic Society, Washington, DC, 1969.

Messenger, Charles, *The Second World War*, Franklin Watts Company, New York, 1986.

Millard, Anne, *Ancient Egypt*, Warwick Press, New York, 1979.

Snell, Tee Loftin, *America's Beginnings*, National Geographic Society, Washington, DC, 1974.

Stark, Rebecca, *The Middle Ages*, Educational Impressions Co., Hawthorne, NJ, 1997.

World Book Encyclopedia, World Book Inc., Chicago, 1990.

Internet Resources

Several recommended web site addresses are listed on a Resources page available through the Interact home page.

To find the TIME TRACES Resources page, follow these steps:

1. Connect to the Internet.
2. Go to Interact's home page at: *www.teachinteract.com*.
3. Type Time Traces in search bar.
4. Go to product description.
5. Click on view related web sites.
6. Click on the the name of a resource Web site that you would like to visit.

This is a sample chart. Alter as desired.

UNIT TIME CHART

PHASE 1: HISTORICAL FICTION				
DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Unit introduction Organize Era Teams Assign Era Team roles Select Mystery Eras Choose novels Set daily reading goals Begin reading novels	Character Web Class reading time	Team novel discussions Class reading time	Fact and Fiction, Part 1 Class reading time	Fact and Fiction, Part 2 Class reading time
PHASE 1				**PHASE 2**
DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**
Plot Development, Part 1 Class reading time	Team novel discussions Class reading time	Anachronism Finish reading novels	Plot Development, Part 2 Team novel comparisons	Choose research topics Note cards and source lists Begin research
PHASE 2: RESEARCH AND MYSTERY				
DAY 11	**DAY 12**	**DAY 13**	**DAY 14**	**DAY 15**
Era Team research	Era Team research Organize individual research Compile team research	Plan for Mystery Era Day Sample Clue Poster Prepare a Clue	Prepare clues for Mystery Era Day *Era Enrichment (optional)	Prepare clues for Mystery Era Day
PHASE 2	**PHASE 3: HISTORY ALIVE**			
DAY 16	**DAY 17**	**DAY 18**	**DAY 19**	**DAY 20**
Mystery Era Day clue presentations Certificate presentations	Introduce History Alive Read sample play Plan Era Team plays	Write invitations to History Alive Write Era Team plays	Write and practice plays	Practice plays Create scenery and props
PHASE 3				
DAY 21	**DAY 22**	**DAY 23**		
Practice plays Create scenery and props	Final rehearsals	History Alive productions Certificate presentations		

DAILY DIRECTIONS

PHASE 1: HISTORICAL FICTION

DAY 1: INTRODUCTION

TEACHING TIPS

Student Guides are designed to be written in by students. You may order additional Student Guides from Interact at 1 (800) 359-0961.

Materials

- MYSTERY ERA IDENTITIES—*cut apart and place in an 8.5" x 11" envelope*
- Envelope (8.5" x 11")—*one*
- Student Guides—*class set*
- Manila folders—*one per team*
- Historical fiction novels, covered with paper—*one numbered set per team* (see Historical Fiction Novel List and Setup Directions **Selecting and preparing novels**)
- INTRODUCTION—*transparency*
- RESPONSIBILITIES—*transparency*

Procedure

1. Explain to students that they are about to begin a unit on historical fiction. Ask students if they have ever heard the phrase "historical fiction." Have the class try to come up with a definition. Prompt the class to think of the definition of history (recorded events from the past) and fiction (made up or imagined). Aim them toward a definition similar to the following: *historical fiction is a story, set in the past, that weaves together imagined and real characters and events*. To help the definition take hold, ask students to think of a movie or a book that includes some historical facts and some fictional elements.

2. Distribute the Student Guides and have students write their names on the cover. Refer students to the **Introduction** on the first page. Using the INTRODUCTION transparency, read the Introduction to TIME TRACES. Answer any general questions that may arise.

Secrecy is essential for the mystery component of this simulation.

3. Divide the class into Era Teams. Aim for no more than six teams with no more than six students in each (See Setup Directions **Assigning student teams**). Explain that each Era Team will study a different historical era, and that each team's era must remain secret from the other teams. Have teams relocate their desks or tables to different areas of the classroom.

4. Assign Era Team roles. Refer students to the **Job Descriptions** on page 2 of the Student Guide. Using the RESPONSIBILITIES transparency read the role descriptions with the class. Either assign team roles or have students choose their own (see Setup Directions **Assigning student roles**). Ask students to fill in the names of their team members next to the corresponding role and description in their Student Guides.

5. The class is now ready to select Mystery Eras. The Team Manager approaches the teacher and chooses a MYSTERY ERA IDENTITY from the envelope. Each team then reads the MYSTERY ERA IDENTITY to learn the name and some historical background of its Mystery Era. Remind students to keep the names of their Mystery Eras secret from other teams.

6. Announce that during this unit each Era Team will be known by a number. Have each team read you the number written at the top of its identity slip. Following is a list of numbers and corresponding eras (for your eyes only!).

Era Number	Era Name
1	Ancient Egypt
2	Middle Ages
3	American Revolutionary War
4	American Westward Expansion
5	American Civil War
6	World War II

7. Give each Era Team a folder in which to store its work. Have the Team Manager write the team's number and student names on the folder. Remind students not to write the name of the Mystery Era on the folder. The first item to go into the folder should be the team's MYSTERY ERA IDENTITY.

8. Distribute one set of novels to each team's Novel Coordinator. Be sure that the team's number corresponds with the number on the set's bag or box. Explain that inside each set are different novels, each one taking place during the team's selected historical time period. Each student selects a novel from his or her team's set. The Novel Coordinator from each team leads students in this process.

TEACHING TIP

On the Unit Time Chart, eight days are allotted for students to read their novels, but you may wish to alter this schedule based upon the needs of your class.

9. After students have selected their books, refer them to the **Daily Reading Goal** section on page 2 of the Student Guide. Explain that each student will set reading goals to complete his or her novel. Using the RESPONSIBILITIES transparency guide students through the process of setting a Daily Reading Goal.

10. Allot any remaining class time for students to begin reading their novels.

11. Ask students to hand in their books to their Novel Coordinator, or encourage students to continue reading at home to meet their reading goals.

12. Have Team Managers place Student Guides into team folders, then collect team folders.

13. After class, prepare the Record Sheet. Write down the names of students from each team. You may refer to Era Team folders where names of team members are recorded. For suggestions regarding how to use the Record Sheet, see Setup Directions **Assessing student learning**.

MYSTERY ERA IDENTITIES

ERA #1 Ancient Egypt—5000 B. C. E. to 30 C. E.

Egyptian civilization began in the Nile River Valley over 5,000 years ago. The kings of Egypt became known as pharaohs and were viewed by the ancient Egyptians as rulers, priests and gods. Egyptian history is often divided into the Old Kingdom, the Middle Kingdom, and the New Kingdom. During the Old Kingdom, pyramids were built as tombs for the pharaohs. Because the Egyptians had a strong faith in the afterlife, they developed the process of mummification to preserve their bodies for the next world. The ancient Egyptians made many contributions to later civilizations including astronomical observations, surveying and building techniques, medical treatments, their system of mathematics, and papyrus—the world's first "paper."

ERA #2 The Middle Ages—1100 C. E. to 1400 C. E.

During the Middle Ages, Europe was mainly agricultural and sparsely populated. Forests and swamps permitted only about half the land to be farmed. War, disease and famine kept the population low. In fact, the average life expectancy was only about thirty years. There were few towns; most people were scattered in small farming communities. Most people did not travel far, and there was little communication between cities, settlements and villages. Land was usually controlled by a powerful lord with his knights and foot soldiers. It was farmed by his peasants. Life for the lord, ladies and knights of the castle was very good. But for the peasants, life in the Middle Ages was arduous. Later in the Medieval period, the Crusades stimulated trade and led to the rise of towns and cities.

ERA #3 American Revolutionary War—1760 to 1780

In the late 1700s, the American colonies ruled by England were ready to govern themselves. Upset with British taxes and control of their lives, the colonists resisted with demonstrations that often led to violence. After several battles with British troops, many Americans lost hope of a peaceful settlement. In 1775, the Revolutionary War officially began with the battles in Lexington and Concord. The following year, the colonies signed the Declaration of Independence and formally declared their separation from England. The fighting intensified. Many battles on land and sea continued for a five-year period. Finally, in Yorktown, Virginia in 1781, the British surrendered and the colonies were free.

ERA #4 American Westward Expansion—1780-1880

From about 1780 to 1880, settlers moved west from the eastern United States, conquering the wilderness. Many thought that life on the untouched frontier would provide them with a new beginning. The men and women who pushed the frontier westward faced many dangers and hardships as they crossed the great mountain ranges, rivers, deserts, plains and forests of America. There was much unrest between the pioneers and the Native Americans. However, in some cases, as long as the pioneers kept moving west, the Plains Indians permitted them to pass through. Some Indians even aided the pioneers on their westward journey. After gold was discovered in California in 1848, even more people seeking their fortunes were enticed to go west. Indeed, the pioneers were trailblazers, creating and expanding a new America.

MYSTERY ERA IDENTITIES

ERA #5 American Civil War—1861-1865

The Civil War, one of the bloodiest wars in American history, began in 1861 and ended in 1865. By the time Abraham Lincoln became President, trouble had already started. The North and South were divided on many issues, among them slavery. The southern states wanted to preserve slavery because their economy depended upon slaves working on plantations. The northern states, on the other hand, wanted to end slavery and turn to a more industrialized economy. Eleven states seceded from the Union: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. On April 12, 1861, Confederate troops fired on Union soldiers stationed at Fort Sumter, South Carolina. The Civil War officially began.

ERA #6 World War II—1939-1945

In 1933, Adolf Hitler became Chancellor of Germany. He was a member of the National Socialist Party, known as the Nazi Party. Hitler believed in a "master race" and did not respect anyone unless they were blonde-haired, blue-eyed and of northern European descent. To build his empire, he took over the Rhineland (between France and Germany) and Austria. At the same time, Italy and Japan were expanding their empires. In 1935, the Italians took over Ethiopia. In 1937, Japan attacked China. Japan, Germany and Italy signed an alliance and became known as the **Axis Powers**.
Great Britain, France, and the Soviet Union joined forces and became the **Allied Powers**. When the Japanese attacked Pearl Harbor (Hawaii) on Dec. 7, 1941, the United States joined the Allied Powers. The war in Europe lasted until the Allied forces landed on the beaches of Normandy, France, to take back some of the land captured by the Germans. Germany was defeated. The war in the Pacific continued until Aug. 6, 1945, when President Harry Truman ordered atomic bombs to be dropped on two cities in Japan. It was only after W.W.II that the world discovered that the Nazis had killed 6 million Jews and 3 million Soviet prisoners in concentration camps.

Student's Name: _____

TIME TRACES

An interactive historical fiction unit in which students generate and solve clues about mystery eras

Student Guide

INTRODUCTION

Historical fiction is a doorway to the past. You are about to step through that doorway and explore historical periods of long ago. Your journey includes three phases.

PHASE 1: HISTORICAL FICTION

To begin TIME TRACES, you will become a member of an Era Team. Each team randomly selects one of six Mystery Eras. (The identity of your team's historical era is a mystery to all of the other teams!) After you read a short description of your Mystery Era, you will choose an historical fiction novel set in that time period. The books have been covered and numbered by your teacher to preserve secrecy. As you read your novel, you will complete assignments to help you to understand your book and your historical era.

PHASE 2: RESEARCH AND MYSTERY

In Phase 2, you will prepare clues to present to the class on Mystery Era Day. To create challenging clues, you will research to learn more about your Mystery Era. On Mystery Era Day, your Era Team will present its clues and other teams will try to guess the identity of your era. If your Era Team guesses the most Mystery Eras correctly, you will be the "Mystery Masters."

PHASE 3: HISTORY ALIVE

After the identities of the Mystery Eras are revealed, you will have a chance to make history come to life. You and your Era Team will write a short historical fiction play and perform it for guests at an event called History Alive.

So get ready to learn the identity of your Mystery Era. And remember, it's a secret!

RESPONSIBILITIES

Student's Name	Job Title	Job Description
	Team Manager	The Team Manager draws one of the Mystery Era Identities from the envelope on Day 1 and is responsible for the team folder throughout the unit.
	Novel Coordinator	The Novel Coordinator leads the team in choosing novels and helps the team set reading goals and gather supplies for Phase 1.
	Research Coordinator	The Research Coordinator helps the team choose research topics and collects research materials during Phase 2.
	Clue Master	The Clue Master helps the team devise clues and design the Clue Poster for Mystery Era Day.
	Play Director	The Play Director helps coordinate the Era Team's acting, props and scenery for the History Alive play production.
	Event Planner	The Event Planner sends out invitations to History Alive, plans the refreshments and welcomes guests.

Daily Reading Goal

Divide the number of chapters in your book by the number of reading days to determine your Daily Reading Goal.

Number of chapters ÷ **Number of reading days** = **Daily Reading Goal**

_____ ÷ _____ = _____

Fill in the chart below with the date and which chapters you plan to complete that day. Check off each Daily Reading Goal when complete.

Date	Chapters	Complete	Date	Chapters	Complete

Assignment Checklist

Assignment		Date		Assignment		Date	
Phase	Title	Started	Finished	Phase	Title	Started	Finished
1	Character Web			2	Note Cards		
	Fact and Fiction				Source List		
	Plot Development				Prepare a Clue		
	Anachronism				Mystery Era Day Present.		
	Novel Comparisons				Guess Forms		
				3	Planning a Play		
					History Alive Performance		
				Extra	**Era Enrichment Project**		

TEACHER RECORD SHEET

Use the following chart to record points or grades. Numbers listed are suggested point values for each activity.

Era Team	Student Name	Assignment													Total Points
		Phase 1					Phase 2					Phase 3			
		Character Web 10	Fact and Fiction 10	Plot Development 10	Anachronism 10	Novel Comparisons 10	Note Cards 10	Source List 10	Prepare a Clue 10	Mystery Era Day Presentation 50	Guess Forms 10	Planning a Play 10	History Alive Performance 50	Era Enrichment Project 50	
1															
2															
3															
4															
5															
6															

DAY 2: CHARACTER WEB

Materials

- Historical fiction novels, covered with paper—*one numbered set per team* (see Historical Fiction Novel List and Setup Directions **Selecting and preparing novels**)
- Era Team folders—*one per team*
- CHARACTER WEB—*transparency*

Procedure

1. Have students sit with their Era Teams.

2. The Team Manager retrieves the team folder. If students have taken their novels home, ask them to take out their novels; if students stored their novels in the classroom have the Novel Coordinators distribute them.

3. Have students open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

TEACHING TIPS

You may choose to model this activity with characters from a book that your class has read together.

4. Refer students to the **Character Web** assignment on page 3 of their Student Guides. Explain that a web is a graphic organizer used to collect and group information. Using the CHARACTER WEB transparency, demonstrate how to fill out the Character Web. The name of the book goes in the center circle, surrounded by character names and descriptions. Suggest that students include in their Character Web physical traits as well as thoughts, feelings and behaviors that describe each character.

In the authors' classrooms, all historical fiction activities are due on Day 9, at the end of Phase 1.

5. Explain that this Character Web is an on-going assignment; students will add to it every day. Assign a due date and have students write the due date at the top of the Character Web page in their Student Guides.

As students read you may also check students' reading progress by having students show you their Daily Reading Goal charts.

6. Allow students time to write information on their Character Webs and read their novels. Guide individual students as needed to ensure understanding of the Character Web assignment or their novels.

You may suggest that students take their Student Guides home to continue to add information to their Character Webs as they read.

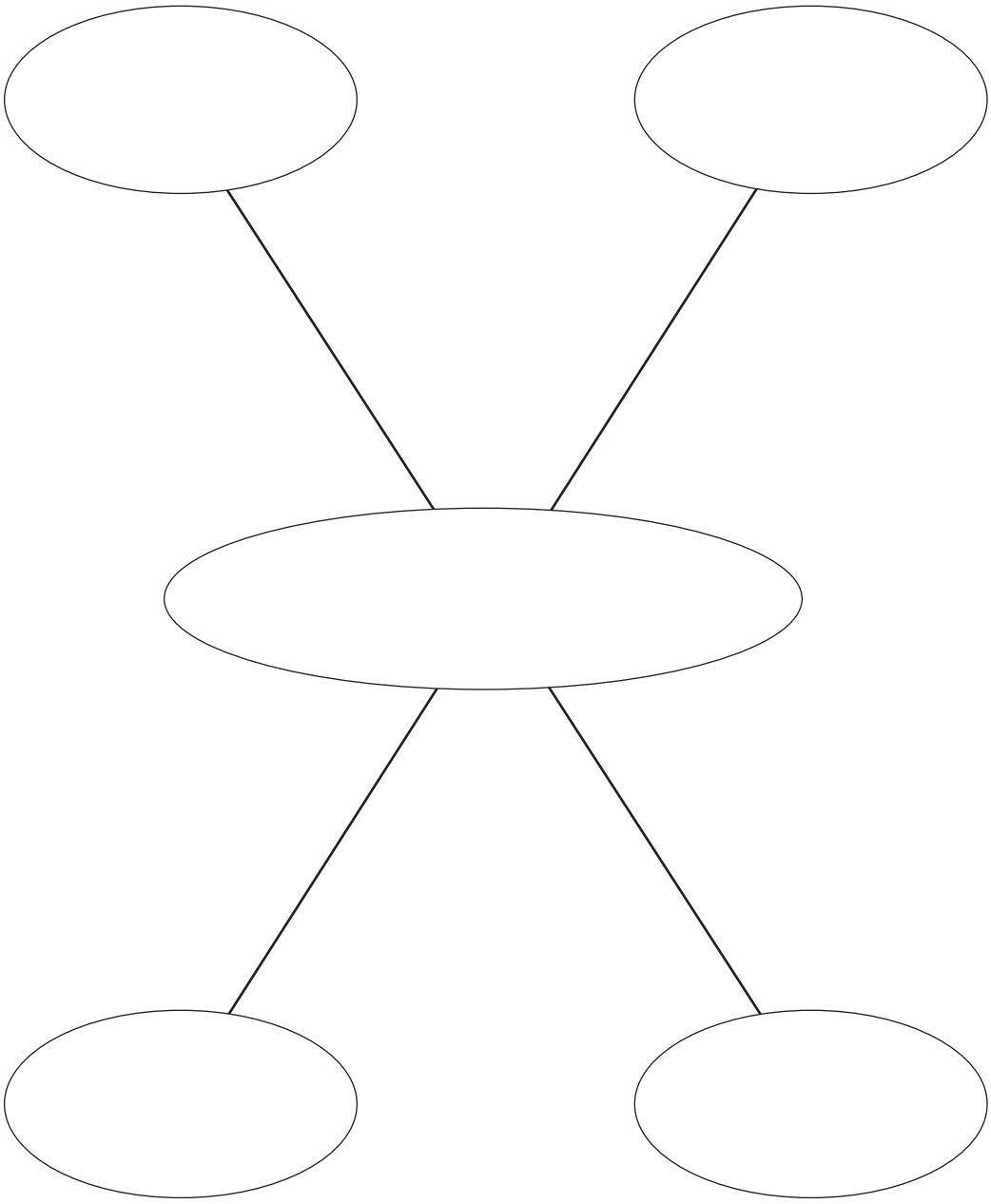
7. Encourage students to continue reading at home to meet their reading goals.

8. Have students place Student Guides into their team folders, then collect team folders.

CHARACTER WEB

Assignment Due _____

As you read your novel, use the web below to record descriptions of the book's characters. Write the title of the book in the center circle and the names of characters in the surrounding circles. Use the space around each character's circle to write descriptive words. Be sure to include physical descriptions, thoughts, feelings and behaviors of characters.



DAY 3: TEAM NOVEL DISCUSSIONS

Materials

- Historical fiction novels—*class set*
- Era Team folders—*one per team*

Procedure

1. Have Team Managers and Novel Coordinators distribute team folders and novels. Ask students to open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

2. Give students an opportunity to share their Character Webs with their Era Teams. On the board or on an overhead projector, write the discussion topic: "Describe the main character of your book." Explain to students that the main character is the person (or animal, sometimes) who is at the center of the action in the book. Give your class 10 to 15 minutes to ensure that all students in each team have the opportunity to discuss their main characters.

3. For the remainder of class, have students read their novels and work on their on-going Character Web assignments. You may also choose to check individual reading progress at this time.

4. Encourage students to continue reading at home to meet their reading goals.

5. Have students place Student Guides into their team folders, then collect team folders.

DAILY DIRECTIONS

DAY 4: FACT AND FICTION

Materials

- Historical fiction novels—*class set*
- Era Team folders—*one per team*
- FACT AND FICTION—*transparency*

Procedure

1. Have Team Managers and Novel Coordinators retrieve team folders and novels. Ask students to open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

TEACHING TIPS

You may choose to model this activity with a book that your entire class has read.

2. Refer students to the **Fact and Fiction** assignment on page 4 of their Student Guides. Using the FACT AND FICTION transparency, read the directions for **Part 1: My Inferences**. In this assignment, students infer the difference between historical fact and fiction. On Day 5, students will complete **Part 2: Evidence** to verify some of their inferred facts by using non-fiction reference books.

In the authors' classrooms, all historical fiction activities are due on Day 9, at the end of Phase 1.

3. Tell students that this Fact and Fiction assignment is on-going; students will add to it every day. Assign a due date and have students write the due date at the top of Fact and Fiction page in their Student Guides.

4. Allow students time to work on their Fact and Fiction assignments. Guide individual students as needed to ensure understanding.

5. For the remainder of class, have students read their novels and work on their on-going assignments. You may also choose to check individual reading progress at this time.

6. Encourage students to continue reading at home to meet their reading goals.

7. Have students place Student Guides into their team folders, then collect team folders.

FACT AND FICTION

Assignment Due _____

Part 1: My Inferences

Historical fiction is a type of writing in which true facts are mixed with fictional ones. These imaginative stories often include real names, dates and historical settings to make the story seem more true-to-life.

In this activity, your task is to separate historical fact from fiction. You may not know for sure which is fact or fiction; you will be making *inferences*—conclusions based upon your understanding of the book. In the *Fiction* column, make a list of people, places, or events that you believe were created by the author. In the *Fact* column, make a list people, places or events that you think are historically true. Leave the *Evidence* columns blank until you have further direction.

My Inferences		Evidence
Fiction	Fact	

Part 2: Evidence

Using reference books, look for evidence to help show that your inferred facts are historical facts.

1. Use the index in a reference book to help find your fact.
2. When you've found evidence supporting your fact, write the title, author, and page number of the reference book in the Evidence column.

Example:

My Inferences		Evidence
Fiction	Fact	
	World War 1 began in 1914	Brown, Tom, World War 1, p. 7.

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DAY 5: FACT AND FICTION

Materials

- Era Team folders—*one per team*
- Historical fiction novels—*class set*
- Reference books, covered with paper—*class set* (see Reference Book List and Setup Directions **Preparing reference books**)
- FACT AND FICTION—*transparency*

Procedure

1. Have students retrieve their team folders and novels. Have students open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

2. Have students open their Student Guides to page 4, **Fact and Fiction**. Explain that today students will use reference books to verify some of their facts. Using the FACT AND FICTION transparency, read the directions for **Part 2: Evidence**.

3. For the remainder of class, students work to verify as many of their inferred facts as possible. You may also choose to check individual reading progress at this time.

4. Encourage students to continue reading at home to meet their reading goals.

5. Have students place Student Guides into their team folders, then collect team folders.

DAY 6: PLOT DEVELOPMENT

Materials

- Historical fiction novels—*class set*
- Era Team folders—*one per team*
- PLOT DEVELOPMENT—*transparency*

Procedure

1. Have students retrieve their team folders and novels. Have students open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

TEACHING TIP

You may choose to model this activity with a book that your entire class has read.

2. Refer students to the **Plot Development** assignment on page 5 of their Student Guides. Using the PLOT DEVELOPMENT transparency, review the directions to **Part 1: Plot Events**. Explain that the plot is a sequence of events in a story. As students read their novels, the students list the important events that occur and their significance. The teacher may need to emphasize the importance of keeping these events in chronological order.

3. Students will complete **Part 2: Plot Points** on Day 9, after they have finished their novels.

4. Tell students that this Plot Development assignment is on-going; students will add to it every day. Assign a due date and have students write the due date at the top of the Plot Development page in their Student Guides.

5. Allow students time to work on their Plot Development assignments. Guide individual students as needed to ensure understanding.

6. For the remainder of class, have students read their novels and work on their on-going assignments. You may also choose to check individual reading progress at this time.

7. Encourage students to continue reading at home to meet their reading goals.

8. Have students place Student Guides into their team folders, then collect team folders.

PLOT DEVELOPMENT

Assignment Due _____

Novel's Title _____ Author _____

PART 1: PLOT EVENTS

A plot is a sequence of events that tells a story. List at least 10 plot events in the order that they occur in your novel. Tell why each event is significant.

EVENT	SIGNIFICANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PART 2: PLOT POINTS

After you complete your novel, answer the following questions.

1. Conflict: What is the most significant problem in the novel?

_____

_____

2. Conflict Introduction: Which event introduces the conflict in the novel?

_____

_____

3. Climax: When does the conflict reach its highest point of interest or excitement?

_____

_____

4. Resolution: How is the conflict in the novel resolved or solved?

_____

_____

DAY 7: TEAM NOVEL DISCUSSIONS

Materials

- Historical fiction novels—*class set*
- Era Team folders—*one per team*

Procedure

1. Have students retrieve their team folders and novels. Have students open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

2. Give students an opportunity to share their Plot Development assignments with their Era Teams. On the board or on an overhead projector, write the discussion topic: "Summarize the plot of your book. Which plot event is the most important so far? Why." Advise students to give plot summaries of just a few sentences rather than retell their novels. Give your Era Teams several minutes for each student to discuss the plot of his or her book.

3. For the remainder of class, have students read their novels and work on their on-going assignments. You may also choose to check individual reading progress at this time.

4. Encourage students to continue reading at home to meet their reading goals.

5. Have students place Student Guides into their team folders, then collect team folders.

DAY 8: ANACHRONISM

Materials

- Historical fiction novels—*class set*
- Era team folders—*one per team*
- ANACHRONISM—*transparency*

Procedure

1. Have students retrieve their team folders and novels. Have students open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress.

TEACHING TIP

You may choose to model this activity with a section of a book that your entire class has read.

2. Refer students to the **Anachronism** assignment on page 6 of their Student Guides. Because the word anachronism may be new to your students, have them pronounce it. Explain that an anachronism is a chronologically misplaced person, event or object in a story. Using the ANACHRONISM transparency, explain the assignment. The anachronism assignment sheet allows the students to update a section of their historical fiction novels by inserting chronologically misplaced persons, events or objects.

3. The Anachronism assignment should be due at the next class session. Have students write the due date at the top of the **Anachronism** page in their Student Guides.

4. Allow students time to work on their Anachronism assignments. Guide individual students as needed to ensure understanding.

5. For the remainder of class, have students read their novels and work on their on-going assignments. You may also choose to check individual reading progress at this time.

6. Encourage students to continue reading at home to meet their reading goals.

7. Have students place Student Guides into their team folders, then collect team folders.

ANACHRONISM

Assignment Due _____

An anachronism is the chronological misplacement of persons, events, or objects. The historical setting of your novel could be dramatically altered by the use of anachronism. For example, picture the Pilgrims using a microwave to cook a meal for the first Thanksgiving! You have the opportunity to place some modern persons, events or objects into your historical fiction novel. Select a chapter from the novel you have read and update it using the literary element of anachronism.

DAY 9: NOVEL COMPARISON

Materials

- Historical fiction novels—*class set*
- Era Team folders—*one per team*
- NOVEL COMPARISON—*transparency*

Procedure

1. Have Team Managers and Novel Coordinators distribute team folders and novels. Have students open their Student Guides to the **Daily Reading Goal** chart on page 2 and record their reading progress. Novels should be complete.

TEACHING TIPS

If teams are seated near each other, materials can be read silently rather than aloud.

2. Have students open to the **Plot Development** assignment on page 5 of their Student Guides. Using your PLOT DEVELOPMENT transparency (see Day 6), read the directions for **Part 2: Plot Points**. Explain the four parts of a plot: conflict, conflict introduction, climax and resolution. Have students identify these four plot elements in their novels.

3. Instruct students to open to their completed **Anachronism** assignment on page 6 of their Student Guides. Allow students time to share their Anachronism assignments with their Era Teams. Each student should have an opportunity to read aloud to the team. After each student reads, others in the team should identify the anachronisms in the student's writing.

You may choose to model this activity by comparing two books that your entire class has read.

4. As a final activity with their novels, instruct students to form pairs within their Era Teams. Have students turn to the **Novel Comparison** section on page 7 of their Student Guides. Using the NOVEL COMPARISON transparency, read the directions with your class. In this assignment, students will use Venn diagrams to compare their books with the books of two other students in their Era Teams. Stress that their comparisons should include the plots, settings and characters of their novels.

5. Allow students time to complete Venn diagrams.

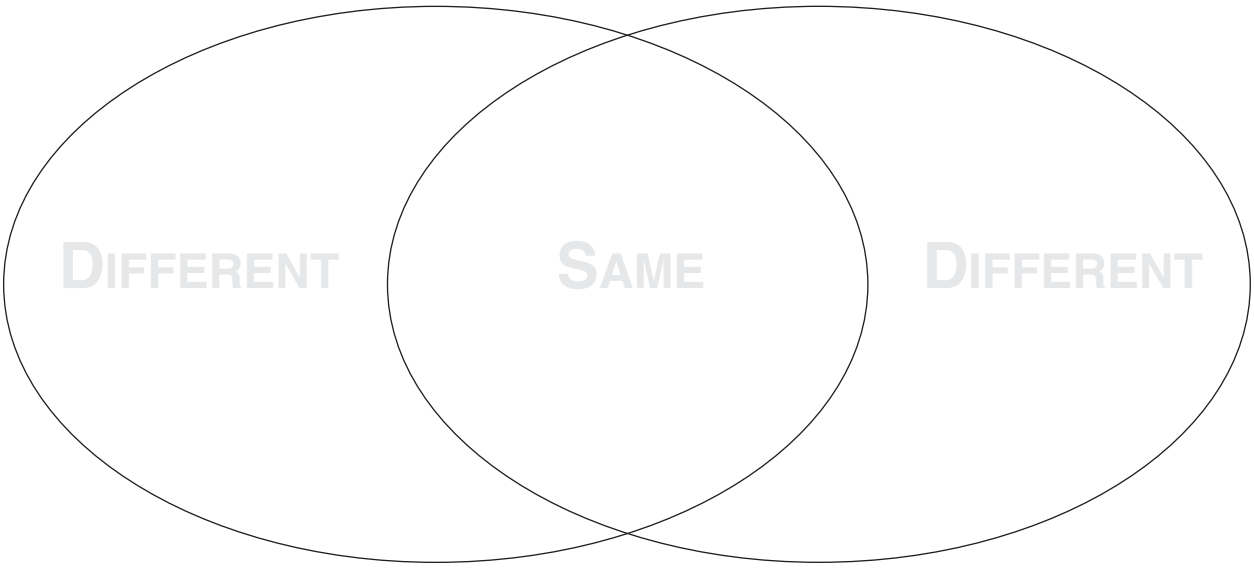
You may wish to grade and record Phase 1 assignments before Phase 2 begins on Day 10.

6. Allow students an opportunity to put last minute touches on their Historical Fiction assignments. Have students place Student Guides into their team folders, then collect team folders and historical fiction novels.

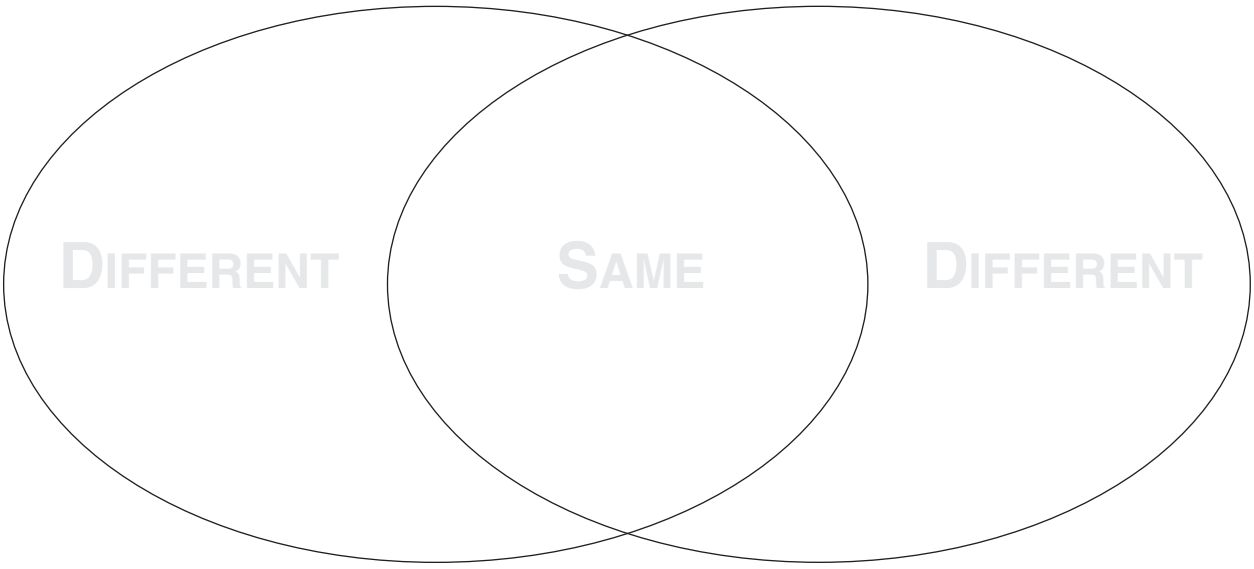
NOVEL COMPARISON

A Venn diagram can help you to compare two things. The diagram was named after John Venn and is often used in math. Using the Venn diagrams, compare your novel with two novels read by students on your team.

1. Write the name of each novel in the “Title" space.
2. Discuss the characters, plot, and setting of your books.
3. Write similarities in the space where the ovals overlap.
4. Write differences in the area of the ovals belonging only to each novel.



Title _____ Title _____



Title _____ Title _____

PHASE 2: RESEARCH AND MYSTERY

DAY 10: RESEARCH SKILLS

Materials

- Era Team folders—*one per team*
- Reference books, covered with paper—*class set* (see Reference Book List and Setup Directions **Preparing reference books**)
- Note cards—*several per student*
- Paper clips—*class set*
- RESEARCH—*transparency*
- SOURCES—*transparency*

Procedure

1. Introduce Phase 2 of the unit. In this phase, Research and Mystery, students will research their eras and create clues so that others can try to guess the identity of their eras.

TEACHING TIP

Remember to reinforce the importance of keeping the historical eras secret.

2. Refer students to the **Research** section on page 8 of the Student Guide. Using the RESEARCH transparency, explain the research assignment. Read the directions with the class and have students divide research topics among their Era Teams.

3. Discuss with students the resources available. Students may have access to a range of resource materials, such as reference books, the Internet and/or encyclopedias. Depending upon the sources available and the research experience of your students, you may want to review some basic research skills, such as how to use an index.

4. Refer students to the note card sample on the **Research** page of their Student Guides (page 8). Instruct students that they will document their facts very carefully, just like authors of historical fiction do. They should format their note cards (or notes on lined paper) like the sample shown. Distribute note cards.

TEACHING TIP

You may choose to model an entry for the Source List with your class.

5. On each note card, there is a space for "source number." Explain that students will record and number each research source that they use. Refer students to the **Sources** page in their Student Guides (page 9). Using the SOURCES transparency, read the directions. Explain to students that they should number and describe each source. Refer them to the Source Format list; this list gives sample bibliography formats for citing a book, magazine article, encyclopedia article, CD ROM or an Internet source.

6. Remind each team that the Research Coordinator leads each Era Team in the research process and helps team members collect necessary materials.

7. For the remainder of class, allow students time to begin working on their research. As they work, check to ensure that students are taking notes on their note cards and documenting their sources accurately on their Source Lists.

8. At the end of class, have each student paper clip his or her note cards together and place them inside his or her Student Guide. Have students place Student Guides into their team folders, then collect team folders.

RESEARCH

Research Topics

Your goal is to learn as much about your era as possible. On Mystery Era Day you will present era clues and teach students in your class about your era. In your Era Team, each student will be responsible to research one pair of topics. Decide which student will research which topics, then write his or her name in the *Student Name* column.

Student Name	Topics	Research Focus
	Art Architecture	Paintings, sculptures and other creative work Buildings and landmarks
	Artifacts Discoveries	Tools and objects that people made and used Inventions, anything newly found or learned during your era
	Events Geography	Important happenings The land, its borders and features
	People Famous Quotes	Important people A statement made by a person during your era
	Food Music	Traditional foods, eating customs Songs, instruments and dance
	Military Affairs Politics	Wars and treaties Important government leaders and decisions

Note Card

Use the model below to help you format your research note cards.

Name:	**Topic:**
Source #:	**Page(s):**
Notes:	

SOURCES

Source List

On a Source List, you record all of the reference sources that you use during your research. Give the source a number and write it in the *Source #* column. Next to the source number, in the *Source Information* column, write the title and other information for each source. Use the **Source Formats** to guide you as you write your source information.

Source #	Source Information
1	
2	
3	
4	
5	

Source Formats

Book Author's last name, first name, Book Title, place of publication, publisher, copyright date.

Magazine Author's last name, first name, "Article Title," Magazine Title, volume number, issue date, page number(s) of article.

Encyclopedia Author's last name, first name, "Article Title," Reference Book Title, edition number, copyright date.

CD ROM Author's last name, first name, "Title of part of the work," Title of work, Edition (if relevant), Medium (CD ROM), city, publisher, year of publication.

Internet Author's last name, first name (if any), Title of text, publication information of printed source (if given), Medium (for example, On-line), name where printed text is stored (if given), name of computer network (that is, Internet), date of access.

DAY 11: RESEARCH

Materials

- Era Team folders—*one per team*
- Reference books, covered with paper—*class set* (see Reference Book List and Setup Directions **Preparing reference books**)

Procedure

1. Have the Team Manager retrieve team folders and the Research Coordinator gather reference books for the team.

2. Allow students time to continue their research. As students work, reinforce the use of note cards and Source Lists. Students should plan on completing their research by the end of the day.

3. Collect research materials and team folders.

DAY 12: FACT ORGANIZATION

Materials

- Era Team folders—*one per team*
- Reference books—*class set*
- Facts Chart—*transparency*

Procedure

1. Ask the Team Manager to retrieve team folders and the Research Coordinator to retrieve reference books for the team.

2. Have students work on organizing their research information. Refer students to the **Facts Chart** on page 10 of their student guides. Using the **Facts Chart** transparency, explain to students how to fill in the chart.

3. Give students time to fill in their four facts on their charts, as directed in **Part 1: Organize your own facts**.

TEACHING TIP

Encourage students to speak softly so as not to divulge the identity of their era.

4. When students have finished organizing their own research, have them compile research with their Era Teams, as directed in **Part 2: Compile your team's facts**.

5. Collect Era Team folders and reference books.

FACTS CHART

Use the **Facts Chart** below to organize and compile research for your era.

PART 1: ORGANIZE YOUR OWN FACTS

For each of your research topics, choose two of your most important facts. Write these facts in the “Facts" column.

PART 2: COMPILE YOUR TEAM'S FACTS

After organizing your research topic facts, compile facts about your era with your team. For each research topic, share your most important facts with your team. Your team members should write these on their charts. Listen as each team member shares his or her most important facts and add these to your chart.

TOPIC	FACTS	
	1	2
Art		
Architecture		
Artifacts		
Discoveries		
Events		
Geography		
People		
Famous Quotes		
Food		
Music		
Military Affairs		
Politics		

DAY 13: PLANNING FOR MYSTERY ERA DAY

Materials

- Era Team folders—*one per team*
- Reference books—*class set*
- SAMPLE CLUES—*transparency*
- PREPARE A CLUE—*transparency*

Procedure

1. Ask the Team Manager to retrieve team folders and the Research Coordinator to retrieve reference books for the team.

2. Explain to students that their reading and research has made them experts in an era of history. Now, they will create clues so that other Era Teams can attempt to guess the identity of their Mystery Era on Mystery Era Day. Direct students to the **Sample Clues** page in their Student Guides. Read the explanation of **Mystery Era Day** with your class.

3. Direct students to the **Clue Poster and Presentation** section on the **Sample Clues** page in their Student Guides (page 11). Using the SAMPLE CLUE transparency, read the directions with your class. Review the sample with your class. Point out that clues are listed briefly on the poster, but they were described more completely during the presentation. After explaining the poster, ask your students to use these clues to guess this team's Mystery Era—the 1960s.

TEACHING TIP

Remind students to use quiet voices to keep other teams from learning the identities of Mystery Eras.

4. Direct students to **Prepare a Clue** on page 12 of their Student Guides. Using the PREPARE A CLUE transparency, read the directions with your class. In **Part 1: Brainstorm** students list possible clue ideas and put stars next to their two favorite ideas. In **Part 2: Share** students share their clue ideas with their teams and determine which will be included on their Clue Posters. Give students time to complete both parts of their **Prepare a Clue** forms. Explain to students that it is the job of the Clue Master to help each team coordinate clues.

5. Collect Era Team folders.

SAMPLE CLUES

Mystery Era Day

For Mystery Era Day, your Era Team will give a **clue presentation**. Other teams will try to guess the identity of your era. To prepare for the clue presentation, you will need to do the following.

- Use the **Prepare a Clue** form to help you design a clue about your Mystery Era. Your clue should cover as many details as possible without giving away the identity of the era.
- Contribute a short description and picture of your clue to a team **Clue Poster**. Use the example below to help you.

Clue Poster and Presentation

Below is a sample of a Clue Poster created by an Era Team. (The actual poster was large enough for the class to see.) The poster includes a summary of each clue and a clue picture. To the left and right of the poster are descriptions of how members of this Era Team presented their clues. Can you guess the Mystery Era?

Evelyn described Andy Warhol's art and shared a poster of Warhol's "Marilyn."

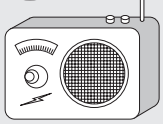
Sandi described the March on Washington, in which 250,000 Americans gathered to show support for the civil rights movement.

David played an audio tape of "Blowin' in the Wind" and displayed the lyrics using an overhead projector. He then discussed the message of the song.

Clue Poster—Era Team 5

1. Art/Architecture Clue: Andy Warhol, "Marilyn"

2. Artifacts/Discoveries Clue: Transistor radio



3. Events/Geography Clue: The March on Washington

4. People/Famous Quotes Clue: "Ask not what your country can do for you—but ask what you can do for your country."

5. Food/Music Clue: "Blowin' in the Wind," by Bob Dylan

6. Military Affairs/Politics Clue: Vietnam war

Minh shared a transistor radio and talked about how this invention allowed people to listen to news and music wherever they went.

Vanessa read part of Kennedy's inaugural speech and discussed its meaning.

Mario showed a map of Vietnam and gave a brief description of the war.

PREPARE A CLUE

My Mystery Era Is _____

My Research Topics _____ and _____

PART 1: BRAINSTORM

Use the historical facts that you listed on your research note cards and **Facts Chart** to create a clue to your time period that you will present on Mystery Era Day. Try to make your clue a creative and challenging one.

1. In the *Clue Idea* column, list possible clues.
2. In the *Presentation* column, write down ideas for presenting your clue. Will you show a poster? Play a song? Display an object?
3. In the *Equipment* column, write down any special equipment will you need for your presentation? (Examples: VCR, projector, tape recorder, slides)
4. Evaluate your clue ideas and place a star by your two favorite ideas.

CLUE	PRESENTATION	EQUIPMENT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

PART 2: SHARE

Share your two favorite clue ideas with your team. Together, decide which of your clues should become part of the team's Clue Poster.

DAILY DIRECTIONS

DAY 14

Materials

- Era Team folders—*one per team*
- Reference books—*class set*
- Scratch paper—*several sheets per team*
- Poster paper—*one per team*
- Markers and/or colored pencils—*one set per team*
- Scissors—*one per team*
- Glue—*one per team*
- CLUE PRESENTATION RUBRIC—*transparency*

Procedure

1. Distribute Era Team folders and scratch paper.

2. Explain to students that today they will prepare for the presentation of clues on Mystery Era Day. To make expectations for Mystery Era Day clue presentations clear for your students, share the CLUE PRESENTATION RUBRIC transparency with your class. Read each category and answer any questions that arise. Emphasize that each student should present at least one clue. Clue explanations can be given in any order the team chooses.

3. Give the class an opportunity to prepare their Clue Posters and presentations. The Clue Master coordinates the planning of clues and the design of the Clue Poster. Suggest that teams should carefully plan their Clue Posters on scratch paper. When the plan is complete, the Clue Master should bring it to you for your approval, then get the poster paper and other art supplies for his or her team. Once you approve Clue Poster plans, students begin working on their posters.

4. When students finish their contributions to the team poster, they can begin to plan how to best present their clues on Mystery Era Day.

5. Ask each Clue Master to write his or her Era Team number on the team's poster paper. Collect Era Team folders and all art supplies.

CLUE PRESENTATION RUBRIC

Group # _____

CATEGORY	POINTS	
	Possible	Earned
1. Content of clues Do clues illustrate a thorough understanding of the historical era? Comments _____ _____		
2. Presentation of clues Are visual aids and special equipment used in creative and meaningful ways? Do clue presenters speak loudly and clearly? Comments _____ _____		
3. Clue poster Is the Clue Poster neat and complete? Comments _____ _____		
4. Team member participation Do all team members participate in the presentation? Have all team members contributed to the Clue Poster? Comments _____ _____		
5. Team conduct Does the Era Team listen attentively, ask questions when appropriate, and discuss the identity of Mystery Eras quietly within the team? Comments _____ _____		
Total Points		

MASTER

DAY 15: CLUE PREPARATION

Materials

- Era Team folders—*one per team*
- Reference books—*class set*
- Scratch paper—*several sheets per team*
- Poster paper (24" x 36")—*one per team*
- Markers and/or colored pencils—*one set per team*
- Scissors—*one per team*
- Glue—*one per team*

Procedure

1. Have Team Managers retrieve team folders and Clue Masters gather art materials for their Clue Posters.

2. Instruct students to continue working on their Clue Posters and presentations for Mystery Era Day. All materials for Mystery Era Day need to be finished by the end of the class period.

3. Before the end of class, ask students to notify you about any special equipment that they may need to present their clues on Mystery Era Day.

4. Collect Era Team folders and all art supplies.

DAY 16: MYSTERY ERA DAY

Materials

- GUESS FORM (duplicated and cut)—*five half-sheets per student*
- GUESS FORM—*transparency*
- CLUE PRESENTATION RUBRIC (see Day 14)—*one per team*
- Clue Posters, completed—*one per team*
- Audio visual equipment (requested by students)—*as needed*
- Butcher paper (24" x 36")—*one section*
- Masking tape—*one roll*
- AWARD—*enough for members of one winning Era Team*

Procedure

1. Distribute copies of the GUESS FORM to the class. Each student needs one form to guess the identity of every era but his or her own. Using the GUESS FORM transparency, explain how to use this form. You may choose to write these steps on the board.
   a. One team hangs its poster. Cover it with butcher paper and uncover each clue as presented.
   b. The team presents its clues.
   c. Student observers record the clue number and their observations.
   d. When all clues are presented, individuals guess and record their guess on their GUESS FORMS.
   e. Each Era Team arrives at a team guess.
   f. Teams hand their forms to the teacher.
   g. The presenting Era Team reveals its mystery identity and answers any questions.

   Explain that whichever team correctly guesses the most Mystery Eras wins this portion of the simulation and will be dubbed the “Mystery Masters."

TEACHING TIPS

Silence is golden! If students shout out their answers, then other teams will not have the chance to guess.

Allowing time for questions enhances student learning about each era.

2. One by one, have each team make its presentation. While teams are analyzing clues, make notes about each presentation on a CLUE PRESENTATION RUBRIC.

3. When all presentations are complete, distribute AWARD certificates to each member of the Era Team with the most correct guesses.

You may wish to grade and record Phase 2 assignments before Phase 3 begins on Day 17.

GUESS FORM

My Name _____ My Era Team # _____ Mystery Era Team # _____

CLUE #	OBSERVATIONS
1	
2	
3	
4	
5	
6	

The Mystery Era is _____ _____
My guess *Team's guess*

I know because _____

My Name _____ My Era Team # _____ Mystery Era Team # _____

CLUE #	OBSERVATIONS
1	
2	
3	
4	
5	
6	

The Mystery Era is _____ _____
My guess *Team's guess*

I know because _____

MASTER

TIME TRACES

Mystery Master

Award is presented to

For correctly guessing the identity of the greatest number of Historical Eras.

Date

Instructor

MASTER

PHASE 3: HISTORY ALIVE

DAY 17: HISTORY ALIVE INTRODUCTION

Materials

- Era Team folders—*one per team*
- WRITING A PLAY—*transparency*
- SAMPLE PLAY SCENE—*transparencies*
- WRITING A PLAY—*transparency*
- HISTORY ALIVE RUBRIC—*transparency*

Procedure

1. Distribute Era Team folders.

2. Explain to students that they are about to make history come to life by creating original plays set in their historical eras. Ask students to open their Student Guides to the **Writing A Play** section on page 13. Using the WRITING A PLAY transparency, read these directions with your class and answer any questions.

3. Refer students to the **Sample Play Scene** in their student guides, pages 14 and 15. Using the SAMPLE PLAY SCENE transparency, review the setting and characters for "They Came to Valley Forge." Ask for volunteers to read the parts.

4. After your class finishes reading the Sample Play Scene, point out the ways in which this play meets or fails to meet the requirements listed in **Writing a Play**. Consider these questions for discussion:
   - How did the scene incorporate historical facts?
   - Were there any anachronisms in the scene?
   - What did you learn about these characters?
   - What was the plot? What was the conflict?
   - How was dialog used? Was it effective?
   - How were stage directions used? Were they effective?
   - What props can you imagine creating for this sample scene?
   - What might happen in the next two scenes of this play?

5. Using the HISTORY ALIVE RUBRIC transparency, reinforce expectations with your class. Read each category and answer any questions that arise.

TEACHING TIP

Before students begin planning their plays, set a boundary for how long the plays should be. The authors recommend a maximum performance time of 10 minutes.

6. Remind your class which student is the Director in each Era Team. The Directors will lead the planning and production of the team's original play. The Event Planner will help in planning the History Alive event; the class will discuss details of the event on Day 18.

7. For the remainder of the class, have Era Teams begin planning their plays. Refer students to **Planning a Play** on page 16 of their Student Guides. Using the PLANNING A PLAY transparency, read the directions with your class. The purpose of this activity is to help students plan the setting, characters and plot of their plays.

8. Allow Era Teams time to plan their plays. Encourage students to share ideas and to reach consensus about each play's content.

9. Collect Era Team folders.

10. After class, confirm arrangements for History Alive, the presentation of Era Team plays. See Setup Directions **Planning for History Alive** for suggestions.

WRITING A PLAY

You and your Era Team will produce your own historical fiction play. Just like professional historical fiction writers, you will write a fictional play that is set in your historical time period. Together, you will write, rehearse and create costumes and props. Follow these guidelines:

1. **Use historical facts** Use historical facts from your research as background details in your play.

2. **Identify the setting** The setting of your play will be your historical era. Try to make your play true to the time period (without anachronisms).

3. **Create a plot** Remember to include these four elements in your plot:
   Conflict: a significant problem
   Conflict Introduction: an event to introduce the conflict in your play
   Climax: the highest point of interest or excitement
   Resolution: a solution to the conflict

4. **Develop your characters** Think of main and supporting characters who will be important in your story. Decide on each character's appearance, behavior and beliefs. Make them fit your time period. Write down examples of the way your characters will speak. How will each character react to the conflict and events in the story?

5. **Develop acts and scenes** Plan how one action leads to another in your play. Divide your play into acts and scenes. Decide how many scenes you want in each act. Tell where each scene takes place and the time of year or day.

6. **Write dialog** Write your play using script form. First write the character's name in capital letters, followed with a colon and dialog.

7. **Include stage directions** Stage directions tell the actors how to act or where to move. Enclose stage directions in parentheses.

8. **Create costumes and props** Decide on basic costumes or props that can be used to enhance your play. Full costumes are not necessary; sometimes an accessory like a hat or scarf will help you to portray a character very effectively. You may use cardboard boxes to design scenery and props.

SAMPLE PLAY SCENE

THEY CAME TO VALLEY FORGE
The following scene is one part of a play written by an Era Team studying the American Revolutionary War era.

SCENE 1

SETTING: Campground at Valley Forge, Pennsylvania. It is the winter of 1777-1778. A light snow is falling.

CHARACTERS:
- Benjamin Tyler
- Joseph Ewing
- Nathan Walker
- Jeremiah Cotton
- Captain Greene

BENJAMIN TYLER: (extends hand with ragged glove) Welcome to Valley Forge, Joseph. I'll walk you to your hut. You can put your musket, blanket and other gear inside.

JOSEPH EWING: (walks inside hut with Benjamin) Thanks, it's been a long journey from Virginia. This bad weather didn't make the trip any easier. Even this crowded hut looks good to me.

BENJAMIN TYLER: (sighs) We are quite cramped here now with soldiers from every part of the new union. Some are still in their teens, while others are in their 50s and 60s. (Benjamin pauses in front of two men). Here are two soldiers who will share these quarters with you. This is Private Nathan Walker. He's from Connecticut.

NATHAN WALKER: (shivering) Yes, I'm from Connecticut where winters are cold. However, back home there were more blankets and wool clothes to help us stay warm in harsh weather.

JEREMIAH COTTON: (smiling) Hello. I'm Jeremiah from nearby New Jersey. Sorry that there's not much to eat around here. We're hoping for a new supply to arrive soon. I'm afraid some rough-skinned potatoes will have to do for right now.

SAMPLE PLAY SCENE

JOSEPH EWING: (reaches for food on table) These will do. I'm starving!

BENJAMIN TYLER: Unfortunately, the British are rounding up all the food supplies from farmers in the surrounding countryside. General Washington has issued orders to stop them.

NATHAN WALKER: What is your military experience, Joseph?

JOSEPH EWING: I'm afraid that I don't have much experience. I fought in a few skirmishes back home, but I'm anxious to improve my skills. I believe in our cause. We deserve to be free from the British.

JEREMIAH COTTON: You came at the right time. Baron Von Steuben arrived recently. He's an outstanding leader. Although he can't speak much English and usually shouts orders, he's won the respect of every soldier. .

BENJAMIN TYLER: (answers knock at door) We have a visitor. It's Captain Greene.

CAPTAIN GREENE: I'm acting on an order from General Washington. We're looking for volunteers to go into the countryside and find food for our troops. It's a dangerous assignment. Many British soldiers are hiding in the area. Is anybody here interested in joining us?

BENJAMIN TYLER: I'll join you. It disgusts me to think of the British feasting twenty miles away while we are starving and sick. I'm glad to do my part.

NATHAN AND JEREMIAH: We'll volunteer, too.

JOSEPH EWING: I'd like to help the cause.

BENJAMIN TYLER: But Joseph, you've just arrived.

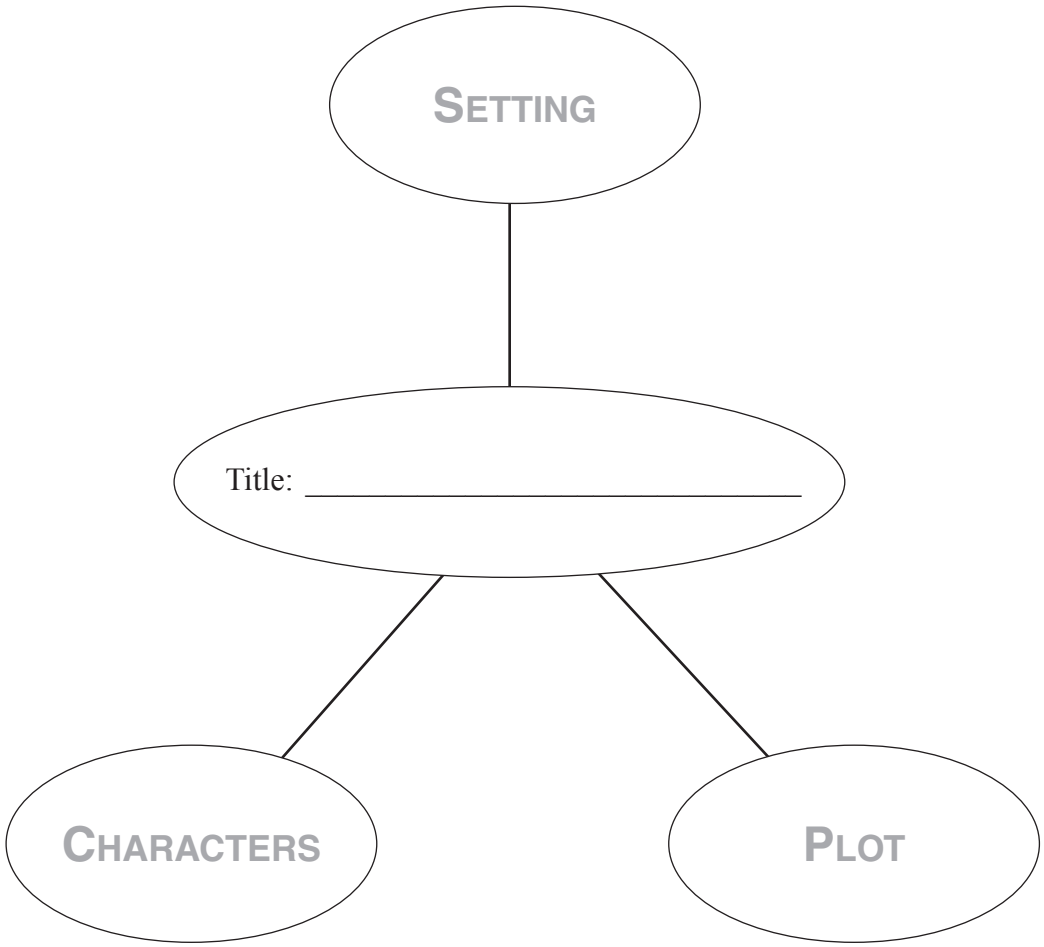
JOSEPH EWING: I came here to help my country. Let's go.

(All men pick up muskets and exit stage.)

PLANNING A PLAY

Use this web to plan your historical fiction play with your Era Team.

1. Write the title of your play in the “Title" circle.
2. Write words that describe the setting around the “Setting" circle.
3. Write major plot events around the “Plot" circle.
4. Write words that describe your characters around the “Characters" circle.



HISTORY ALIVE RUBRIC

Group # _____

CATEGORY	POINTS	
	Possible	Earned
1. Historical facts Does the play include historically accurate facts? Comments _____ _____		
2. Setting Does the setting of the play correspond with the historical era? Comments _____ _____		
3. Plot Does the plot include these four important parts: conflict, conflict introduction, climax, and resolution? Does the plot flow well and make sense? Comments _____ _____		
4. Characters Does the play include well-developed characters? Does each character's thoughts, feelings, behavior and appearance fit together? Comments _____ _____		
5. Dialog Does the dialog make sense? Comments _____ _____		
6. Props, costumes and scenery Do the props, costumes and scenery fit with the plot, setting and characters? Are any changes in props conducted smoothly and quietly? Comments _____ _____		
7. Acting Can the actors be heard clearly? Can the audience see their actions? Comments _____ _____		
8. Team member participation Do all team members participate in the play's production? Comments _____ _____		
9. Team as the audience Is the team an attentive audience as they watch the other performances? Comments _____ _____		
Total Points		

MASTER

DAY 18: PLAY WRITING

Materials

- Era Team folders—*one per team*
- SAMPLE INVITATION—*transparency*
- Paper (lined or unlined, white or colored)—*class set, for invitations*

Procedure

1. Ask Team Managers to retrieve team folders.

TEACHING TIPS

You may use the sample invitation as a model, or you may choose to have the class or individuals create original invitations.

2. Explain to students that they will be designing invitations for the History Alive event. Using the SAMPLE INVITATION transparency, review information that should be included on each invitation. Have students write invitations to give to family, administrators and other guests that you have decided to invite.

The number of invitations created by each individual or team will depend upon the scope of your History Alive event.

3. When invitations are complete, remind students to deliver them to family and friends. Ask the Era Team Event Planners to help distribute invitations within the school.

If possible, make photocopies of scripts for each Era Team member so that students can memorize their lines at home.

4. For the remainder of class, Era Teams should plan and write their plays.

5. Collect Era Team folders.

SAMPLE INVITATION

TIME TRACES

Date: _____

Dear _____,

We have completed a study of historical fiction and would like to invite you to share what we have learned at an event called History Alive. Groups of students will perform original plays set in various time eras.

Day and date: _____

Location: _____

Time: _____

Our History Alive productions have given us an opportunity to make history come to life. We hope you will join us as we step into the past.

MASTER

DAY 19: PLAY WRITING

Materials
- Era Team folders—*one per team*

Procedure
1. Distribute Era Team folders.

2. Allow Era Teams time to write and practice their plays.

3. Collect Era Team folders.

DAY 20: PLAY PRACTICE

Materials

- Era Team folders—*one per team*
- Poster paper—*for scenery (optional)*
- Paints and/or markers—*for scenery (optional)*

Procedure

1. Distribute Era Team folders.

2. Discuss the use of props with your class. Ask the class what props they might use during their plays, and how they might obtain them. Encourage students to bring props from home (appropriate ones, after obtaining parental permission) or to make simple ones. For example, the Era Team studying the American Revolution might construct colonial style hats using newspaper. After the class discussion, instruct Era Teams to make a lists of props that they might need and how they plan to supply them.

3. If you would like your students to create scenery for their plays, discuss this process with your class. Ask students how they might use paper, paints, and markers to help create the settings for their plays. For example, the Era Team studying Ancient Egypt might create a background scene of the Great Pyramid. After the class discussion, instruct Era Teams to plan their scenery.

4. Allow Era Teams time to practice their plays and make props and/or scenery.

5. Collect Era Team folders.

DAY 21: PLAY PRACTICE

Materials

- Era Team folders—*one per team*
- Poster paper—*for scenery (optional)*
- Paints and/or markers—*for scenery (optional)*

Procedure

1. Distribute Era Team folders.

2. Allow Era Teams time to practice their plays and make props or scenery.

3. Collect Era Team folders.

DAY 22: FINAL REHEARSALS

Materials

- Era Team folders—*one per team*
- CERTIFICATE—*class set*

Procedure

1. Distribute Era Team folders.

2. Take some time to make final preparations for History Alive. Ask students for a rough estimate of how many people will be attending the History Alive performances. If your class will be serving refreshments during History Alive, remind your volunteers to bring food or drink to share.

TEACHING TIP

If your classroom situation allows, have students organize scenery and props so that preparation time will be minimal on the day of the History Alive performances.

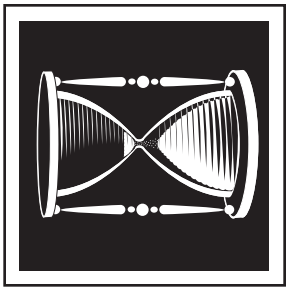
3. Ask one of the Event Planners (or another student) to act as an emcee for History Alive. This student will introduce the event by briefly explaining that History Alive is the final activity for a unit on historical fiction. The introduction will help guests understand the purpose of these performances.

4. Allow Era Teams time to practice their plays. Remind students that this is their final opportunity for rehearsal.

5. Collect Era Team folders.

6. After class, prepare an achievement CERTIFICATE to be distributed to each student after the History Alive performances.

CERTIFICATE



TIME TRACES

Outstanding Achievement

Certificate is presented to

Date

Instructor

MASTER

DAY 23: HISTORY ALIVE

Materials
- Props—*as needed*
- Scenery—*as needed*
- Refreshments (optional)—*enough for class and guests*
- Extra chairs—*enough for guests*
- HISTORY ALIVE RUBRIC (see Day 17)—*one per Era Team*
- CERTIFICATE (see Day 22)—*class set*

1. Greet guests as they enter and, with the help of your Event Planners, show them to their seats.

2. After welcoming guests, ask the emcee to introduce History Alive.

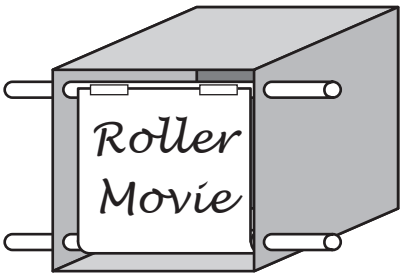
3. Each Era Team presents its historical fiction play. During plays, all students and guests remain seated. Allow time after each play for the next team to set the “stage." While watching, you may choose to take notes on a HISTORY ALIVE RUBRIC for each team.

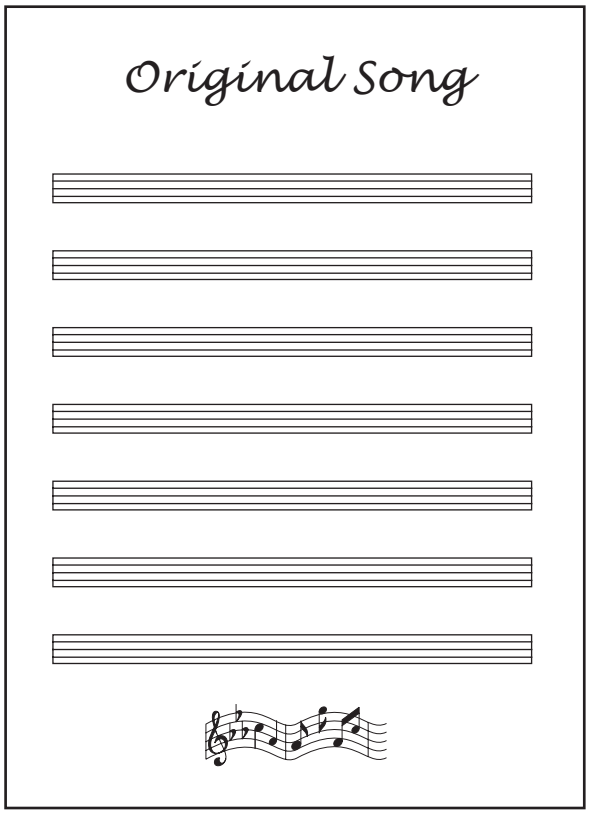
4. Allow time for guests and students to get refreshments.

5. At the conclusion of the History Alive performances, present CERTIFICATES to all students for successful completion of TIME TRACES. Lead your class and guests in a round of applause to celebrate success!

ERA ENRICHMENT

Era Enrichment Projects give students an opportunity to extend their explorations of historical eras. Era Teams choose one of five projects to complete: Time Line, Big Book, Picture Dictionary, Roller Movie or Original Song. Projects require additional research and will add approximately four instructional days to TIME TRACES. If you wish to have students participate in Era Enrichment projects, the authors recommend conducting these projects during or after Phase 2.





ERA ENRICHMENT

ENRICHMENT DAY 1

Materials

- Era Team folders—*one per team*
- TIME LINE—*one per team plus transparency*
- BIG BOOK—*one per team plus transparency*
- ROLLER MOVIE—*one per team plus transparency*
- PICTURE DICTIONARY—*one per team plus transparency*
- ORIGINAL SONG—*one per team plus transparency*
- ERA ENRICHMENT RUBRIC—*transparency*
- Era Enrichment Materials (listed on handouts)—*quantity depends upon which project each team chooses to complete*

Procedure

1. Introduce Era Enrichment projects. Era Teams will each choose from five projects to complete. Distribute to each team a copy of each of the projects (TIME LINE, BIG BOOK, ROLLER MOVIE, PICTURE DICTIONARY and ORIGINAL SONG). Using the transparencies, briefly describe each project to the class.

2. Allow a few minutes for each team to choose a project. Suggest that students use a “majority rules" approach; you can help teams choose if they’re having difficulty. After they have decided, collect all spare project descriptions.

3. Discuss due dates with your class. Explain that students will be responsible for presenting their Era Enrichment projects to the class.

4. Using the ERA ENRICHMENT RUBRIC transparency, share the rubric with the class. This rubric will help you clarify for your students your expectations for their projects.

5. Allow students time to begin planning their projects. Remind students that all of the materials and directions for each project are listed on the handouts.

6. Have students place their project descriptions in their Era Team folders. Collect Era Team folders.

ENRICHMENT DAYS 2 AND 3

Materials

- Era Team folders—*one per team*
- Era Enrichment materials (listed on handouts)—*quantity depends upon which project each team chooses to complete*

Procedure

1. Distribute Era Team folders.

2. Have Era Teams continue working on their Era Enrichment projects.

3. Collect Era Team folders and any additional materials.

ENRICHMENT DAY 4

Materials

- Completed Era Enrichment projects—*one per Era Team*
- ERA ENRICHMENT RUBRIC—*one per Era Team*

Procedure

1. Give students a few minutes to plan how they will present their projects.

2. Each team should present its project to the class. While students are presenting, you may choose to take notes on the ERA ENRICHMENT RUBRIC.

3. Once projects are presented, have students display them in an area of the classroom.

TIME LINE

A time line shows important events in the order that they occurred (chronological order). Each Era Team member will contribute at least two entries to the Time Line.

Materials

- Poster paper—*one*
- Markers and/or colored pencils—*enough for team*

Directions

1. Each Era Team member chooses two events to place on the Time Line. Choose important dates that you discovered while researching your historical era. List your team's events, their dates and a description here:

EVENT	DATE	DESCRIPTION

2. Number the events in the order that they occurred.

3. With your Era Team, plan the format of your Time Line. It may be linear (in a straight line) or you may use a different format if your teacher approves.

4. Create your Time Line. Each event should have a title, a date, a description and a picture.

MASTER

ROLLER CINEMA

Take your classmates on a tour of your historical time period by creating a roller movie. Each Era Team member is responsible for creating two or more pictures that represent highlights of your era.

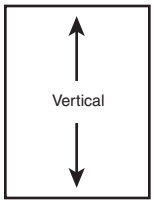
Materials

- White paper (8.5" x 11")—*at least two sheets per student*
- Cardboard box (at least 12" x 12" x 12")—*one*
- Wooden dowels (as wide as the box, plus two inches)—*two*
- Scissors—*enough for team*
- Tape—*one roll*
- Cardboard cutter—*one*
- Markers, crayons or paints—*enough for team*

Directions

1. With your Era Team, plan a series of pictures that tell about your era.

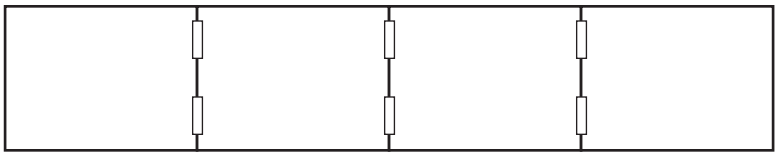
2. Draw and color these scenes on white paper. All should be drawn vertically.



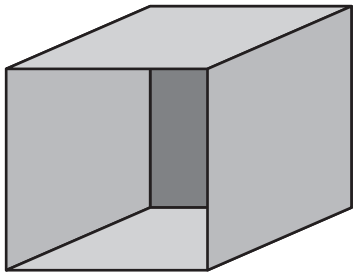
3. Write a title and the name(s) of the creator(s) on each picture.

4. Arrange the completed pages into a logical sequence.

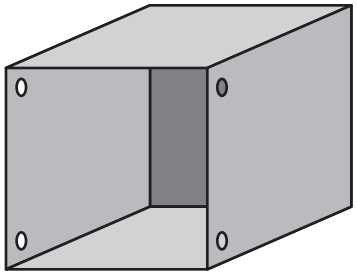
5. Securely tape the picture frames together. Apply the tape to the back of the pictures.



6. Prepare the cardboard box for use as a movie screen. Use a box cutter or another sharp implement to cut out a screen area on one side of the box.

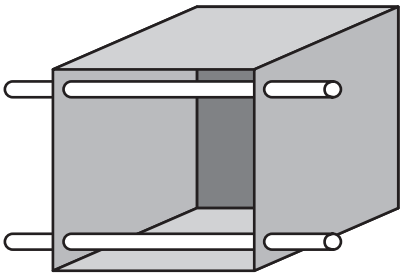


7. On the two side panels of the box, cut two small holes for the dowels.

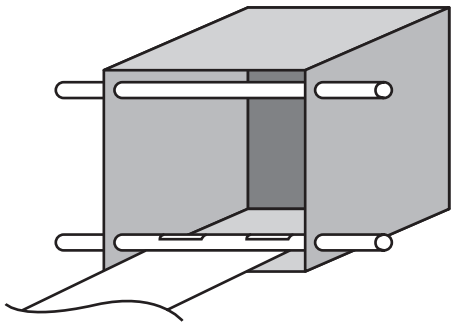


MASTER

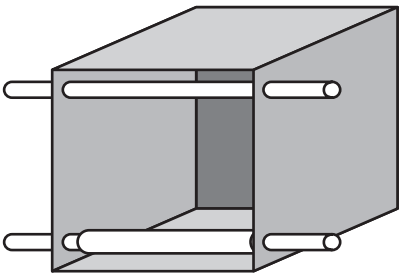
8. Insert the dowels.



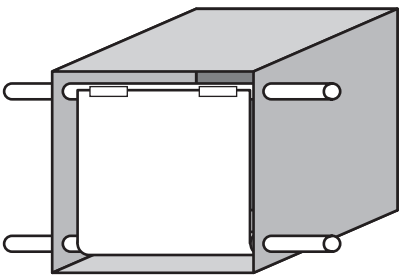
9. Tape the last picture to the bottom dowel.



10. Roll up the pictures.



11. Tape the first picture to the top dowel.



12. To show your “movie," roll the pictures across the screen using the dowels.

BIG BOOK

A Big Book is a large-size book with pages that describe your era. Each member of your team creates at least one page about the historical era you explored.

Materials

- White construction paper (24" x 36")—*several sheets*
- Markers and/or colored pencils—*enough for team*
- Scratch paper—*enough for team*
- Stapler—*one*

Directions

1. Choose a topic. Each member of your team should choose at least one topic for the big book. This topic should be one that you have researched for your clue presentation.

2. Use scratch paper to plan your Big Book's pages. Each student writes information and draws a draft illustration for his or her page or pages.

3. Create your Big Book's pages. On the construction paper, first write the information about your topic in large printing. Second, add the picture to illustrate what you have written.

4. Work together to create a cover for your Big Book.

5. Staple together the pages and cover of your team's Big Book.

PICTURE DICTIONARY

A Picture Dictionary defines and illustrates vocabulary words that relate to your historical era.

Materials

- White construction paper (24" x 36")—*several sheets*
- Markers and/or colored pencils—*enough for team*
- Dictionary—*one per student*
- Scratch paper—*two sheets per student*

Directions

1. Meet with the members of your Era Team and create a list of the 10-20 words that you believe best represent your time period.

1._____	11. _____
2._____	12. _____
3._____	13. _____
4._____	14. _____
5._____	15. _____
6._____	16. _____
7._____	17. _____
8._____	18. _____
9._____	19. _____
10._____	20. _____

2. Evaluate the words and select two words for each team member.

3. Using scratch paper, plan your pages. For each word you will need a definition and a picture.

4. Create your Picture Dictionary's pages. Place the vocabulary term in the top portion of the page with its definition immediately below it. In the lower portion of the page, place your illustration.

5. When all of the pages are complete, compile them in alphabetical order.

6. Work with your Era Team to design a cover for your Picture Dictionary.

7. Staple together the pages and cover of your Picture Dictionary.

MASTER

ORIGINAL SONG

Your Era Team will create an original song about the historical era you have researched.

Materials

- Lined paper—*several sheets*
- Music and/or instruments—*as needed*
- Audio visual equipment (tape or CD player, video tape player)—*as needed*

Directions

1. With your Era Team, brainstorm historical facts that you can use in your song. List the facts here:

_____

_____

_____

_____

_____

_____

_____

2. Choose a melody for your song. It can be original or a melody of a familiar song.

3. On a separate piece of paper, write lyrics for the song. After the lyrics are complete, each Era Team member, plus the teacher, should have a copy.

4. Decide how to perform your song. Team members can play instruments, or you can use recorded music for the background. Your team may also decide to create a music video.

5. Practice! You will perform your song for the class.

MASTER

ERA ENRICHMENT RUBRIC

Group # _____ Project: _____

Category	Points	
	Possible	Earned
1. Requirements Does the project meet the requirements outlined on the assignment? Comments _____ _____		
2. Content Does the project illustrate a thorough understanding of the historical era? Comments _____ _____		
3. Presentation Are all visual aspects neat and colorful? Are all verbal aspects spoken (or sung) clearly and loudly? Comments _____ _____		
4. Team member participation Have all team members contributed to the project? Comments _____ _____		
Total Points		

MASTER

Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

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Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

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We enjoy receiving photos or videotapes of our units in action! Please use the release form on the following page.

Your Name: _____

Address: _____

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E-mail: _____

Interact Unit: _____

Comments: _____

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Release Form for Photographic Images

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____(print)

Age of Student: _____(print)

Parent or Guardian: _____(print)

Signature: _____ Date: _____

Address:

_____

_____

_____

_____

Phone: _____

Interact
10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436

Student Name: _____

STUDENT GUIDE

TIME TRACES

INTRODUCTION

Historical fiction is a doorway to the past. You are about to step through that doorway and explore historical periods of long ago. Your journey includes three phases.

PHASE 1: HISTORICAL FICTION

To begin TIME TRACES, you will become a member of an Era Team. Each team randomly selects one of six Mystery Eras. (The identity of your team's historical era is a mystery to all of the other teams!) After you read a short description of your Mystery Era, you will choose an historical fiction novel set in that time period. The books have been covered and numbered by your teacher to preserve secrecy. As you read your novel, you will complete assignments to help you to understand your book and your historical era.

PHASE 2: RESEARCH AND MYSTERY

In Phase 2, you will prepare clues to present to the class on Mystery Era Day. To create challenging clues, you will research to learn more about your Mystery Era. On Mystery Era Day, your Era Team will present its clues and other teams will try to guess the identity of your era. If your Era Team guesses the most Mystery Eras correctly, you will be the "Mystery Masters."

PHASE 3: HISTORY ALIVE

After the identities of the Mystery Eras are revealed, you will have a chance to make history come to life. You and your Era Team will write a short historical fiction play and perform it for guests at an event called History Alive.

So get ready to learn the identity of your Mystery Era. And remember, it's a secret!

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RESPONSIBILITIES

STUDENT'S NAME	JOB TITLE	JOB DESCRIPTION
	Team Manager	The Team Manager draws one of the Mystery Era Identities from the envelope on Day 1 and is responsible for the team folder throughout the unit.
	Novel Coordinator	The Novel Coordinator leads the team in choosing novels and helps the team set reading goals and gather supplies for Phase 1.
	Research Coordinator	The Research Coordinator helps the team choose research topics and collects research materials during Phase 2.
	Clue Master	The Clue Master helps the team devise clues and design the Clue Poster for Mystery Era Day.
	Play Director	The Play Director helps coordinate the Era Team's acting, props and scenery for the History Alive play production.
	Event Planner	The Event Planner sends out invitations to History Alive, plans the refreshments and welcomes guests.

DAILY READING GOAL

Divide the number of chapters in your book by the number of reading days to determine your Daily Reading Goal.

Number of chapters ÷ Number of reading days = Daily Reading Goal

_____ ÷ _____ = _____

Fill in the chart below with the date and which chapters you plan to complete that day. Check off each Daily Reading Goal when complete.

DATES	CHAPTERS	COMPLETE	DATES	CHAPTERS	COMPLETE

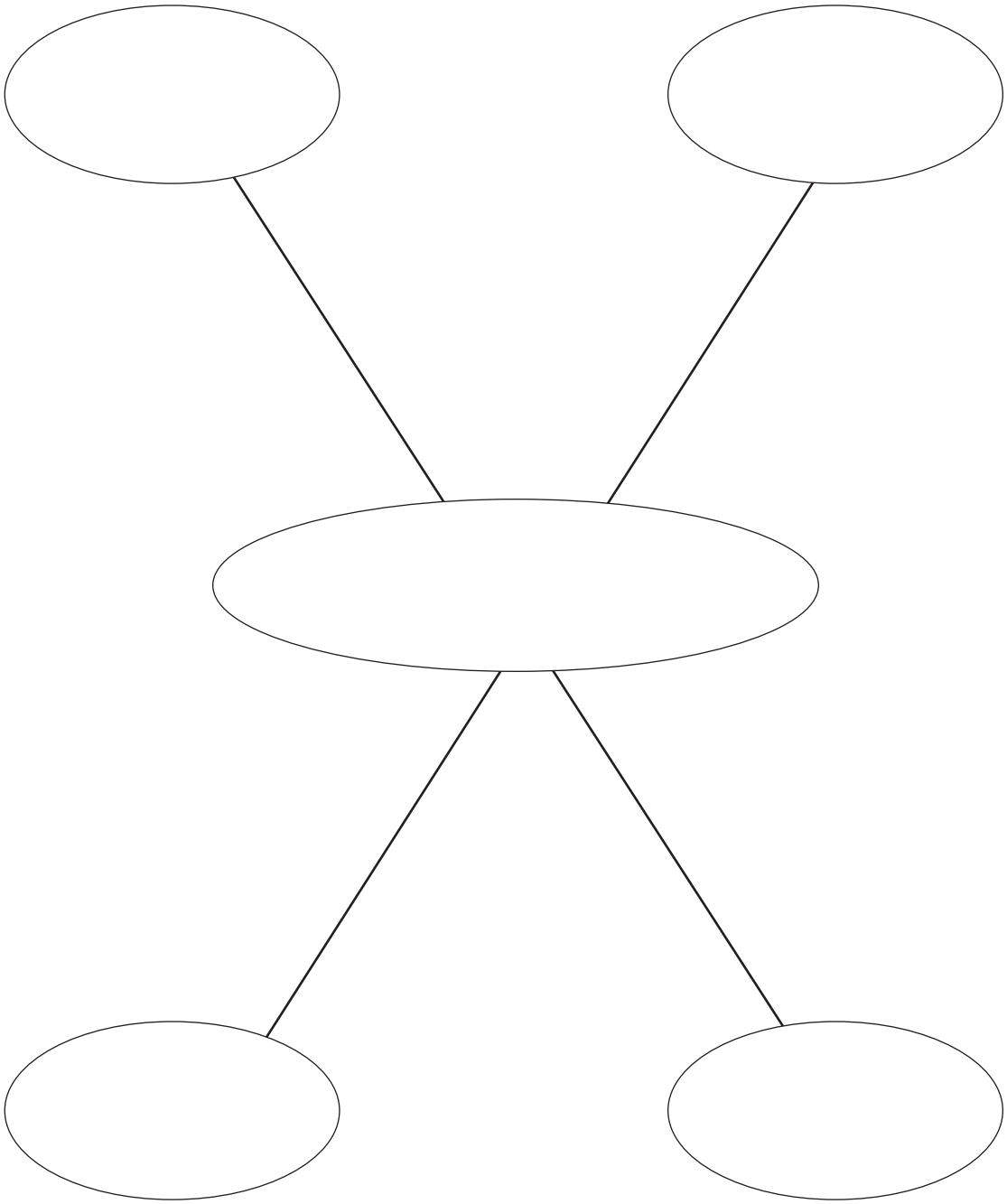
ASSIGNMENT CHECKLIST

ASSIGNMENT		DATE		ASSIGNMENT		DATE	
PHASE	TITLE	STARTED	FINISHED	PHASE	TITLE	STARTED	FINISHED
1	Character Web			2	Note Cards		
	Fact and Fiction				Source List		
	Plot Development				Prepare a Clue		
	Anachronism				Mystery Era Day Present		
	Novel Comparisons				Guess Forms		
				3	Planning a Play		
					History Alive Performance		
				Extra	**Era Enrichment Project**		

CHARACTER WEB

Assignment Due _____

As you read your novel, use the web below to record descriptions of the book's characters. Write the title of the book in the center circle and the names of characters in the surrounding circles. Use the space around each character's circle to write descriptive words. Be sure to include physical descriptions, thoughts, feelings and behaviors of characters.



Assignment Due _____

PART 1: MY INFERENCES

Historical fiction is a type of writing in which true facts are mixed with fictional ones. These imaginative stories often include real names, dates and historical settings to make the story seem more true-to-life.

In this activity, your task is to separate historical fact from fiction. You may not know for sure which is fact or fiction; you will be making *inferences*—conclusions based upon your understanding of the book. In the *Fiction* column, make a list of people, places, or events that you believe were created by the author. In the *Fact* column, make a list people, places or events that you think are historically true. Leave the *Evidence* columns blank until you have further direction.

MY INFERENCES		EVIDENCE
Fiction	**Fact**	

PART 2: EVIDENCE

Using reference books, look for evidence to help show that your inferred facts are historical facts.

1. Use the index in a reference book to help find your fact.
2. When you've found evidence supporting your fact, write the title, author, and page number of the reference book in the Evidence column.

MY INFERENCES		EVIDENCE
Fiction	**Fact**	
	World War 1 began in 1914	*Brown, Tom, World War 1, pg. 7.*

PLOT DEVELOPMENT

Assignment Due _____

Novel's Title _____ Author _____

PART 1: PLOT EVENTS

A plot is a sequence of events that tells a story. List at least 10 plot events in the order that they occur in your novel. Tell why each event is significant.

EVENT	SIGNIFICANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PART 2: PLOT POINTS

After you complete your novel, answer the following questions.

1. Conflict: What is the most significant problem in the novel?

   _____

   _____

2. Conflict Introduction: Which event introduces the conflict in the novel?

   _____

   _____

3. Climax: When does the conflict reach its highest point of interest or excitement?

   _____

   _____

4. Resolution: How is the conflict in the novel resolved or solved?

   _____

   _____

ANACHRONISM

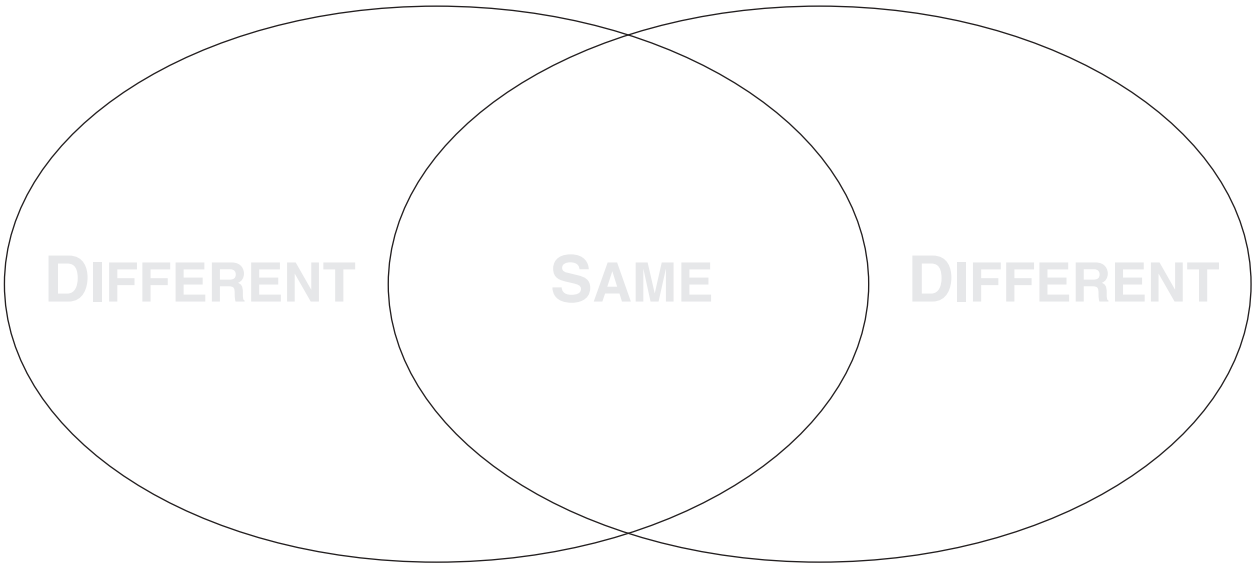
Assignment Due _____

An anachronism is the chronological misplacement of persons, events, or objects. The historical setting of your novel could be dramatically altered by the use of anachronism. For example, picture the Pilgrims using a microwave to cook a meal for the first Thanksgiving! You have the opportunity to place some modern persons, events or objects into your historical fiction novel. Select a chapter from the novel you have read and update it using the literary element of anachronism.

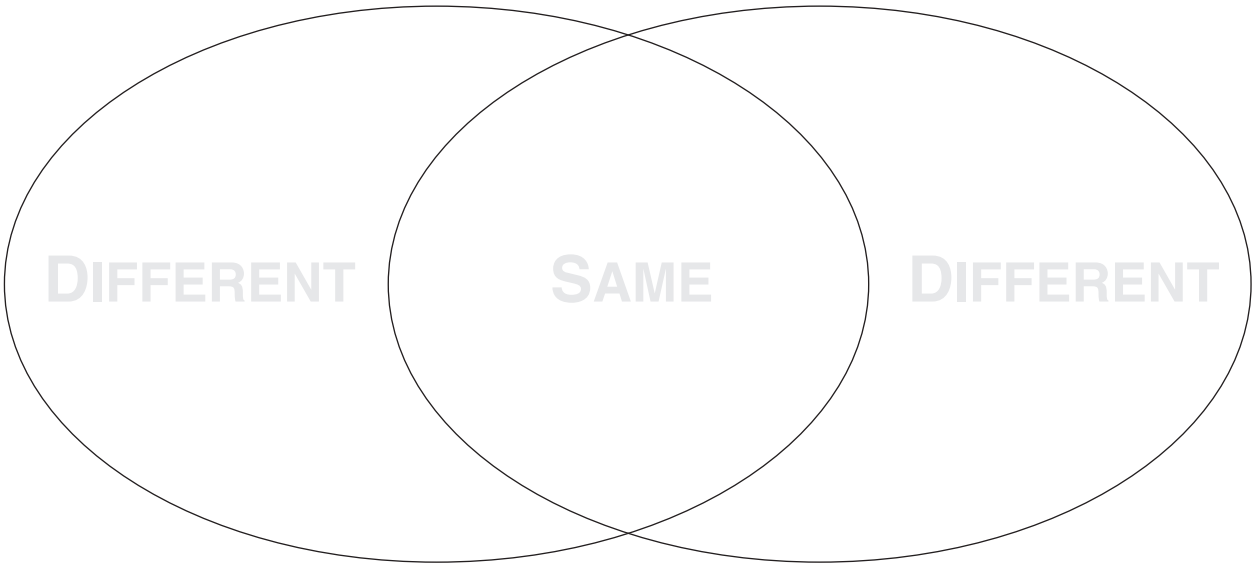
NOVEL COMPARISON

A Venn diagram can help you to compare two things. The diagram was named after John Venn and is often used in math. Using the Venn diagrams, compare your novel with two novels read by students on your team.

1. Write the name of each novel in the “Title" space.
2. Discuss the characters, plot, and setting of your books.
3. Write similarities in the space where the ovals overlap.
4. Write differences in the area of the ovals belonging only to each novel.



Title _____ Title _____



Title _____ Title _____

RESEARCH TOPICS

Your goal is to learn as much about your era as possible. On Mystery Era Day you will present era clues and teach students in your class about your era. In your Era Team, each student will be responsible to research one pair of topics. Decide which student will research which topics, then write his or her name in the *Student Name* column.

STUDENT'S NAME	TOPICS	RESEARCH FOCUS
	Art Architecture	Paintings, sculptures and other creative work Buildings and landmarks
	Artifacts Discoveries	Tools and objects that people made and used Inventions, anything newly found or learned during your era
	Events Geography	Important happenings The land, its borders and features
	People Famous Quotes	Important people A statement made by a person during your era
	Food Music	Traditional foods, eating customs Songs, instruments and dance
	Military Affairs Politics	Wars and treaties Important government leaders and decisions

NOTE CARD

Use the model below to help you format your research note cards.

Name:	**Topic:**
Source #:	**Page(s):**
Notes:	

SOURCE LIST

On a Source List, you record all of the reference sources that you use during your research. Give the source a number and write it in the *Source #* column. Next to the source number, in the *Source Information* column, write the title and other information for each source. Use the **Source Formats** to guide you as you write your source information.

SOURCE #	SOURCE INFORMATION
1	
2	
3	
4	
5	

SOURCE INFORMATION

Book Author's last name, first name, Book Title, place of publication, publisher, copyright date.

Magazine Author's last name, first name, "Article Title," Magazine Title, volume number, issue date, page number(s) of article.

Encyclopedia Author's last name, first name, "Article Title," Reference Book Title, edition number, copyright date.

CD ROM Author's last name, first name, "Title of part of the work," Title of work, Edition (if relevant), Medium (CD ROM), city, publisher, year of publication.

Internet Author's last name, first name (if any), Title of text, publication information of printed source (if given), Medium (for example, On-line), name where printed text is stored (if given), name of computer network (that is, Internet), date of access.

FACTS CHART

Use the **Facts Chart** below to organize and compile research for your era.

PART 1: ORGANIZE YOUR OWN FACTS

For each of your research topics, choose two of your most important facts.

Write these facts in the “Facts" column.

PART 2: COMPILE YOUR TEAM'S FACTS

After organizing your research topic facts, compile facts about your era with your team. For each research topic, share your most important facts with your team.

Your team members should write these on their charts. Listen as each team member shares his or her most important facts and add these to your chart.

TOPIC	FACTS	
	1	2
Art		
Architecture		
Artifacts		
Discoveries		
Events		
Geography		
People		
Famous Quotes		
Food		
Music		
Military Affairs		
Politics		

MYSTERY ERA DAY

For Mystery Era Day, your Era Team will give a **clue presentation**. Other teams will try to guess the identity of your era. To prepare for the clue presentation, you will need to do the following.

- Use the **Prepare a Clue** form to help you design a clue about your Mystery Era. Your clue should cover as many details as possible without giving away the identity of the era.
- Contribute a short description and picture of your clue to a team **Clue Poster**. Use the example below to help you.

CLUE POSTER AND PRESENTATION

Below is a sample of a Clue Poster created by an Era Team. (The actual poster was large enough for the class to see.) The poster includes a summary of each clue and a clue picture. To the left and right of the poster are descriptions of how members of this Era Team presented their clues. *Can you guess the Mystery Era?*

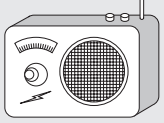
Evelyn described Andy Warhol's art and shared a poster of Warhol's "Marilyn."

Clue Poster—Era Team 5

1. Art/Architecture Clue: Andy Warhol, "Marilyn"

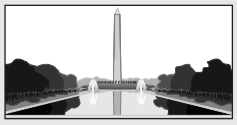
Minh shared a transistor radio and talked about how this invention allowed people to listen to news and music wherever they went.

2. Artifacts/Discoveries Clue: Transistor radio



Sandi described the March on Washington, in which 250,000 Americans gathered to show support for the civil rights movement.

3. Events/Geography Clue: The March on Washington



4. People/Famous Quotes Clue: "Ask not what your country can do for you—but ask what you can do for your country."

Vanessa read part of Kennedy's inaugural speech and discussed its meaning.

David played an audio tape of "Blowin' in the Wind" and displayed the lyrics using an overhead projector. He then discussed the message of the song.

5. Food/Music Clue: "Blowin' in the Wind," by Bob Dylan

6. Military Affairs/Politics Clue: Vietnam war

Mario showed a map of Vietnam and gave a brief description of the war.

PREPARE A CLUE

My Mystery Era Is _____

My Research Topics _____ and _____

CLUE POSTER AND PRESENTATION

Use the historical facts that you listed on your research note cards and **Facts Chart** to create a clue to your time period that you will present on Mystery Era Day. Try to make your clue a creative and challenging one.

1. In the *Clue Idea* column, list possible clues.
2. In the *Presentation* column, write down ideas for presenting your clue. Will you show a poster? Play a song? Display an object?
3. In the *Equipment* column, write down any special equipment will you need for your presentation? (Examples: VCR, projector, tape recorder, slides)
4. Evaluate your clue ideas and place a star by your two favorite ideas.

	CLUE	PRESENTATION	EQUIPMENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

CLUE POSTER AND PRESENTATION

Share your two favorite clue ideas with your team. Together, decide which of your clues should become part of the team's Clue Poster.

WRITING A PLAY

You and your Era Team will produce your own historical fiction play. Just like professional historical fiction writers, you will write a fictional play that is set in your historical time period. Together, you will write, rehearse and create costumes and props. Follow these guidelines:

1. **Use historical facts** Use historical facts from your research as background details in your play.

2. **Identify the setting** The setting of your play will be your historical era. Try to make your play true to the time period (without anachronisms).

3. **Create a plot** Remember to include these four elements in your plot:
   Conflict: a significant problem
   Conflict Introduction: an event to introduce the conflict in your play
   Climax: the highest point of interest or excitement
   Resolution: a solution to the conflict

4. **Develop your characters** Think of main and supporting characters who will be important in your story. Decide on each character's appearance, behavior and beliefs. Make them fit your time period. Write down examples of the way your characters will speak. How will each character react to the conflict and events in the story?

5. **Develop acts and scenes** Plan how one action leads to another in your play. Divide your play into acts and scenes. Decide how many scenes you want in each act. Tell where each scene takes place and the time of year or day.

6. **Write dialog** Write your play using script form. First write the character's name in capital letters, followed with a colon and dialog.

7. **Include stage directions** Stage directions tell the actors how to act or where to move. Enclose stage directions in parentheses.

8. **Create costumes and props** Decide on basic costumes or props that can be used to enhance your play. Full costumes are not necessary; sometimes an accessory like a hat or scarf will help you to portray a character very effectively. You may use cardboard boxes to design scenery and props.

THEY CAME TO VALLEY FORGE

The following scene is one part of a play written by an Era Team studying the American Revolutionary War era.

SCENE 1

SETTING	CHARACTERS
Campground at Valley Forget, Pennsylvania. It is the winter of 1777-1778. A light snow is falling.	• Benjamin Tyler • Joseph Ewing • Nathan Walker • Jeremiah Cotton • Captain Greene

BENJAMIN TYLER: (extends hand with ragged glove) Welcome to Valley Forge, Joseph. I'll walk you to your hut. You can put your musket, blanket and other gear inside.

JOSEPH EWING: (walks inside hut with Benjamin) Thanks, it's been a long journey from Virginia. This bad weather didn't make the trip any easier. Even this crowded hut looks good to me.

BENJAMIN TYLER: (sighs) We are quite cramped here now with soldiers from every part of the new union. Some are still in their teens, while others are in their 50s and 60s. (Benjamin pauses in front of two men). Here are two soldiers who will share these quarters with you. This is Private Nathan Walker. He's from Connecticut.

NATHAN WALKER: (shivering) Yes, I'm from Connecticut where winters are cold. However, back home there were more blankets and wool clothes to help us stay warm in harsh weather.

JEREMIAH COTTON: (smiling) Hello. I'm Jeremiah from nearby New Jersey. Sorry that there's not much to eat around here. We're hoping for a new supply to arrive soon. I'm afraid some rough-skinned potatoes will have to do for right now.

JOSEPH EWING: (reaches for food on table) These will do. I'm starving!

BENJAMIN TYLER: Unfortunately, the British are rounding up all the food supplies from farmers in the surrounding countryside. General Washington has issued orders to stop them.

NATHAN WALKER: What is your military experience, Joseph?

JOSEPH EWING: I'm afraid that I don't have much experience. I fought in a few skirmishes back home, but I'm anxious to improve my skills. I believe in our cause. We deserve to be free from the British.

JEREMIAH COTTON: You came at the right time. Baron Von Steuben arrived recently. He's an outstanding leader. Although he can't speak much English and usually shouts orders, he's won the respect of every soldier. .

BENJAMIN TYLER: (answers knock at door) We have a visitor. It's Captain Greene.

CAPTAIN GREENE: I'm acting on an order from General Washington. We're looking for volunteers to go into the countryside and find food for our troops. It's a dangerous assignment. Many British soldiers are hiding in the area. Is anybody here interested in joining us?

BENJAMIN TYLER: I'll join you. It disgusts me to think of the British feasting twenty miles away while we are starving and sick. I'm glad to do my part.

NATHAN AND JEREMIAH: We'll volunteer, too.

JOSEPH EWING: I'd like to help the cause.

BENJAMIN TYLER: But Joseph, you've just arrived.

JOSEPH EWING: I came here to help my country. Let's go.

(All men pick up muskets and exit stage.)

PLANNING A PLAY

Use this web to plan your historical fiction play with your Era Team.

1. Write the title of your play in the “Title" circle.
2. Write words that describe the setting around the “Setting" circle.
3. Write major plot events around the “Plot" circle.
4. Write words that describe your characters around the “Characters" circle.