**Historical Novel Assignment**

[Excerpt From *Holodomor in Ukraine, The Genocidal Famine 1932-33: Teaching Materials for Teachers and Students* – By Valentina Kuryliw]

# Historical Novel Assignment

*This* ***historical novel assignment*** *encourages students to think critically about history through identifying and analyzing continuity and change. Students read excerpts from a historical novel to extract information about the events, people, and time period por­trayed.There are two ways of dealing with a historical novel:*

1. *They could explore sections of a book, which the teacher has selected;*
2. *They could read the entire book and select three aspects of life that have been described about the historical period.*
3. *These could be political, social, economic, religious and cultural realms and record their findings in a Venn diagram.*

*Novel Suggestions :* Ulas Samchuk’s *Maria: A Chronicle of a Life,* Olha Mak *Stones under the Scythe*

**Appropriate for students:**  Grades 9-12

**Curriculum Fit / Specific Expectations / Learning Outcomes:**

Please select outcomes you wish to cover from either English language arts or so­cial studies or history and prepare an assessment to share with the students at the outset.

**Set-up Required:**

Students will work at their desks

## PRE-TASK ACTIVITIES

1. 1. Discuss with students that novels can be a good source of historical information.
2. 2. Distribute the excerpts and the Venn diagram graphic organizer to students.
   * + - 1. 3. Introduce the Venn diagram to students. Explain how it is used to compare and contrast information.
3. 4. Prompt students to consider the following when reading the excerpts:
4. 5. In their readings, students are to look for political, economic, social, religious and cultural aspects of life, and how they have influenced the people in the novel.

6. Were the influences positive or negative? Explain

### Activity

Student Handout

## Historical Fiction Book Review Assignment on the Holodomor

1000 words / 100 Marks

Assignment due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Format

1. - title page
2. - write on every other line
3. - number pages
4. -paragraphs

Select a historical novel about the life of an individual or event, which reflects the chosen historical period. Read the novel and write a book review that includes all of the compo­nents below.

### Presentation

***Introduction****;*  State the name of the novel, author, publisher, date published, and number of pages.

**Include a short** biography on the author (date of birth, place of resi­dence, experiences that influenced their work, other works, etc.).

***Main plot****;* State the historical periods covered in the novel, summarizes the plot, and describe the main characters (100-200 words).

***Main emphasis****;* Select three aspects of life described in the novel (e.g., political, economic, religious, military, cultural, social). How are they present­ed? What did you learn, for example, about the social conditions in the society? Describe what life was like using three specific events or facts from the story for each of the aspects of life.

***Analysis;*** Analyze the style used to tell the story. Was the novel well written? Logically presented? Difficult to read? Why? Did the author present life of the times realistically? Support your reflections with concrete facts. Did the author include maps, pictures, or known historical fig­ures? What is the novel’s audience, tone, and point of view? What are the main themes?

***Conclusion****;*  Your overall impression of the book. Would you recommend this book? Why or why not?

## Activity

### Student Handout 2

#### Student Checklist: Historical Fiction Book Review

**Please complete the following checklist prior to submitting your book review. Check­list must be submitted along with assignment.**

1. I have read the assigned book in its entirety

The introductory paragraphs of my book review include:

1. - the name of the book
2. - the name of the author
3. - the publisher, date, and location of publication
4. - the number of pages
5. - the author’s relevant biographical information (e.g., date of birth, place of residence, education, experiences that influenced their work, relevant affiliations, other works, etc.)

The body of my book review includes:

1. - a brief summary of the book’s plot
2. - a brief description of the main characters
3. - the book’s audience, tone, and point of view
4. - the main ideas or themes in the book
5. - a description of three aspects of life (e.g., political, economic, religious, military, cul­tural, personal)
6. - a historical analysis of the chosen aspects using evidence to back up my claims (text­books, articles, class notes, reputable websites)
7. - a critique of the author’s style (e.g., Are the order of events in the book logical? Is the story convincing? Is the book confusing to read?)

The concluding paragraphs of my book review include:

1. - my overall impression of the book
2. - my recommendation (Would you recommend this book to someone else? Why or why not?)
3. - I have created a title page for my assignment
4. - I have properly cited any quotations or ideas I have used in my assignment
5. - I have included a bibliography with my assignment
6. - I have edited my work
7. - I have checked the rubric to make sure my assignment addresses the expectations

## Assessment Chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Knowledge/Under­standing** | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
| **Uses facts from the short story to de­velop the letter.** | Shows a high degree of effective­ness in using facts from the short story to develop the letter. | Shows considerable effectiveness in using facts from the short story to devel­op the letter. | Shows some effec­tiveness in using facts from the short story to develop the letter. | Shows a limited degree of effective­ness in using facts from the short story to develop the letter. |
| **Demonstrates un­derstanding of key ideas, concepts, terminology, and themes.** | Demonstrates a high degree of under­standing of key information, ideas, concepts, terminolo­gy, and themes. | Demonstrates considerable un­derstanding of key information, ideas, concepts, terminolo­gy, and themes. | Demonstrates some understanding of key information, ideas, concepts, terminology, and themes. | Demonstrates a lim­ited degree of un­derstanding of key information, ideas, concepts, terminolo­gy, and themes. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Thinking** | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
| **Analyzes and syn­thesizes informa­tion.** | Analyzes and syn­thesizes information with a high degree of effectiveness. | Analyzes and syn­thesizes information with considerable effectiveness. | Analyzes and syn­thesizes information with some effective­ness. | Analyzes and syn­thesizes informa­tion with a limited degree of effective­ness. |
| **Communicates position and ideas clearly.** | Communicates information with a high degree of clarity. | Communicates information with considerable clarity. | Communicates in­formation with some clarity. | Communicates information with a limited degree of clarity. |
| **Uses proper con­ventions of lan­guage, grammar, and punctuation.** | Uses proper conven­tions of language, grammar, and punc­tuation with a high degree of effective­ness. | Uses proper conven­tions of language, grammar, and punctuation with considerable effec­tiveness. | Uses proper conven­tions of language, grammar, and punc­tuation with some effectiveness. | Uses proper conven­tions of language, grammar, and punctuation with a limited degree of effectiveness. |

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| --- | --- | --- | --- | --- |
| **Application** | **LEVEL 4** | **LEVEL 3** | **LEVEL 2** | **LEVEL 1** |
| **Draws appropriate conclusions in the chosen role.** | Draws appropriate conclusions in the chosen role with a high degree of effectiveness. | Draws appropriate conclusions in the chosen role with considerable effec­tiveness. | Draws appropriate conclusions in the chosen role with some effectiveness. | Draws appropriate conclusions in the chosen role with a limited degree of effectiveness. |
| **Uses persuasive images, words, and phrases true to role, audience, and format.** | Shows a high degree of effectiveness in choosing persuasive images, words, and phrases that are true to role, audience, and format. | Shows considerable effectiveness in choosing persuasive images, words, and phrases that are true to role, audience, and format. | Shows some effec­tiveness in choosing persuasive images, words, and phras­es that are true to role, audience, and format. | Shows limited effec­tiveness in choosing persuasive images, words, and phras­es that are true to role, audience, and format. |