



Instruction Coach 7 English Language Arts



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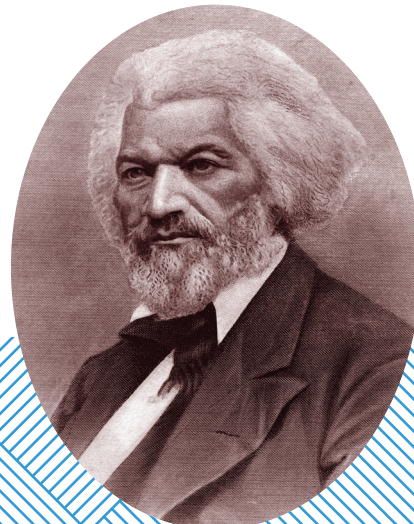
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Reading Historical Fiction

Look at the headline in the newspaper below.

How do fiction writers use historic events in their books and movie scripts?

ESSENTIAL QUESTION

How can historical fiction enrich our understanding of the past?



Listen and Learn

Consider ►

In what ways can readers connect with history through historical fiction?

What characters and events from history can be woven into the plot of a story to create historical fiction?

Henry Speaks Out

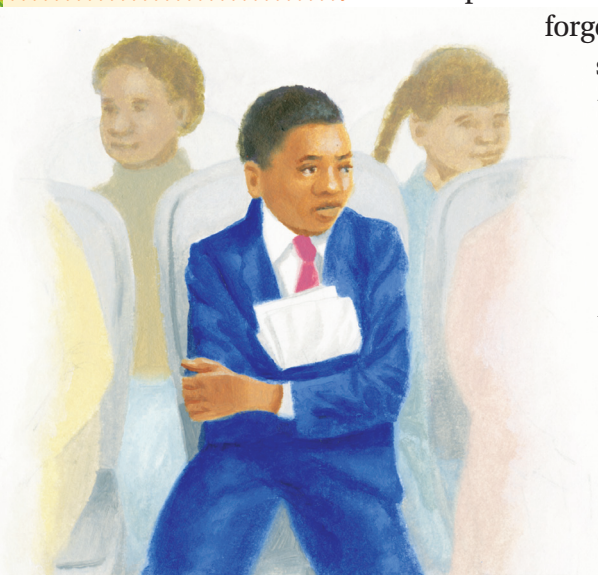
SETTING The setting is the time and place in which a story happens. Reread the third sentence of the first paragraph. When and where does this story take place?

CONTEXT CLUES Often you can understand the meaning of a word by looking at the words that appear in the text around it. In the first paragraph, the author uses the phrase “Oratorical Contest.” What words in this paragraph are clues to the meaning of the word *oratorical*?

1 Henry had never been so terrified in his life. His mouth was dry, his heart was beating rapidly, and his fingers were tightly clutched around the papers in his hands to keep them from shaking. Up on stage, his friend Ramona was giving her speech to the audience of the 1943 Greenville High School Oratorical Contest in Greenville, South Carolina. She was explaining how, in 1920, the Nineteenth Amendment to the U.S. Constitution gave all American women the right to vote. Henry could not see her, though, because he had closed his eyes to calm himself.

Normally, Henry was a very good public speaker. He knew how to raise his voice so that everyone in a room could hear him. He never spoke so quickly that people could not understand what he was saying. He was used to keeping eye contact with many people at once and using his hands to explain or emphasize his points. Last year, he even won third place at this very same contest. This year, however, Henry was positive that once it was his turn up on that stage, he would forget everything he had ever learned about public speaking—including the words to the speech he was about to give.

Why was Henry so nervous this year? Because the famous Dr. W. E. B. Du Bois was judging the contest and presenting the prizes. Dr. Du Bois did not often leave the campus of the University of Alabama, where he lived and taught. But he had come here to support today’s contest and help promote his idea that education held the key to equality for African Americans.





“Henry!” Henry’s friend Martin poked him in the arm. “Pay attention! You’re up next.”

- 5 Henry laid his notes down on his chair and slowly walked to the podium. He glanced at the judges’ table, where Dr. Du Bois sat in a crisply pressed suit and tie, and quickly looked away. For forty years, Dr. Du Bois had been fighting against the same injustices that Henry was now going to speak about. Henry was honored that such a great man had come to his school to listen to him and his classmates, and he had been looking forward to this day for weeks. But now that the moment had arrived, he felt queasy and weak. He took a deep breath and tried again to look at Dr. Du Bois, but he simply could not do it.

Bravely forcing himself to face his audience, Henry began to talk about the U.S. Constitution and the rights it gives to African Americans. He described how the Thirteenth Amendment had ended slavery, how the Fourteenth Amendment had granted African Americans the rights of citizenship, and how the Fifteenth Amendment had given African Americans the right to vote. The more he spoke, the more relaxed and confident his voice became. Soon he was so absorbed in his topic that he almost forgot that Dr. Du Bois was in the room.

Henry explained the problem—African Americans were still struggling to achieve the rights guaranteed to them by those amendments more than seventy years earlier. For example, segregation prevented white and African American people from riding buses together. Also, although whites and African Americans might have separate facilities, these facilities were generally not equal.

POINT OF VIEW A fiction selection is told from a certain perspective, or point of view. In first-person point of view, a character tells the story using the words *I* and *me* to refer to himself or herself. In third-person point of view, someone outside the story tells it. That outside narrator refers to characters by name or with words such as *he*, *she*, *it*, or *they*. Look at paragraph 4. How can you tell that this story is told from the third-person point of view?

INFERENCES AND SUPPORTING DETAILS

Inferences are educated guesses that readers make based on details in a text and on their prior knowledge. What details help you understand why Henry wants to make eye contact with Dr. Du Bois? How does your own life experience help you understand what Henry is feeling?

WORD CHOICE An author chooses words and phrases to help paint a picture for the reader. Look at the phrase “he was so absorbed in his topic” in the last sentence in paragraph 6. What else “absorbs”? What does this show about Henry and his speech?

GENRE Historical fiction uses details about real places, events, and people from history as part of the story. What real facts have been woven into this story so far?

INDIRECT CHARACTERIZATION

The way a character acts reveals information about him or her. In paragraph 10, the text says that “a wide smile spread over Dr. Du Bois’s face” and that he warmly shook Henry’s hand. What do Dr. Du Bois’s actions show about his character?

THEME The theme is a truth about life or human nature that an author wants readers to understand as a result of reading a piece of literature. What are some themes in this story?

SUMMARIZE A summary is a brief retelling of important ideas in a story. The story begins with Henry waiting to participate in a contest in which he will be speaking in front of Dr. Du Bois about equal rights and freedom. Summarize the middle and end of the story.

“If freedom is good for any,” Henry declared in conclusion, “it is good for all!”

The room exploded into applause as Henry turned to exit the stage. He almost tripped and fell, in shock, when he spotted Dr. Du Bois standing up to clap. Other people followed Dr. Du Bois’s lead, and soon the whole room was on its feet, cheering because of Henry’s speech.

10 When the prizes were announced, the judges awarded Henry first prize. Henry felt his throat close again in panic as he walked toward the judges’ table, but seeing a wide smile spread over Dr. Du Bois’s face put him at ease. Warmly, the great man reached across the table and shook Henry’s hand. Henry looked him in the eye and smiled.

“Sometimes I get discouraged because all my hard work to end unfair treatment has accomplished so little,” Dr. Du Bois told Henry. “Hearing you and other young people like you speak out gives me hope that one day we can end discrimination once and for all.”

“Thank you, sir,” Henry managed to say, his heart filling with pride.

“No, thank you, Henry,” Dr. Du Bois replied gently. “If you act upon the ideas you presented today, you will help lead us to freedom.”



PEACE

Will Be My Applause



Dr. W. E. B. Du Bois

- 1 During a lifetime that spanned ninety-five years and bridged two centuries, Dr. W. E. B. Du Bois worked tirelessly to change a system that caused people to be treated unequally. Born in 1868, he became a brilliant student and an educated man who urged African Americans to get a good education to help themselves do well in life. The example he set and the work he did inspired generations of African Americans after him to strive for equality and peace.

Young Scholar

In the 1870s, life was peaceful in the small New England town of Great Barrington, Massachusetts. It mattered little to young Will Du Bois that, even though nearly everyone in his town was white, he and his mother were African American. Unlike most other places in the United States at the time, Massachusetts did not practice segregation, and African Americans and whites were not separated from each other in Great Barrington. They were allowed to play in the same parks, attend the same schools, and shop in the same stores.

A Rude Awakening

In 1884, Du Bois wanted to go to college at Harvard University, but because his mother had recently died, he did not have enough money to do so. Instead, he went to Tennessee to attend Fisk University, a college for African Americans. He felt very much at home on the college campus, side by side with other bright, young African American scholars. Outside the university, however, he found a hostile world where he was treated like a second-class citizen.



African Americans were not allowed to use the same facilities as white people.

HISTORICAL FICTION VS. NONFICTION Historical fiction includes facts and characters from history in a fictional story. Nonfiction contains only factual information. How is the beginning of "Peace Will Be My Applause" different from the beginning of "Henry Speaks Out"?

HISTORICAL FICTION VS. NONFICTION Historical fiction includes some facts. What facts in the first two paragraphs of this article also appear in "Henry Speaks Out"?

CAUSE AND EFFECT

Sometimes there are one or more causes for an effect. In paragraph 4, what events cause Du Bois to believe strongly in education?

Although the Thirteenth Amendment to the Constitution had ended slavery at the end of the Civil War in 1865, many whites in the South resented African Americans' freedom and discriminated against them. States made up their own laws about what African Americans could and could not do. Many whites still treated African Americans as though they were not equal and kept them from attending white schools or eating in restaurants where white people ate. The schools for African Americans did not have the same quality of teachers, books, and other resources that schools for white students had. Because of this, it was extremely difficult for African American students to get a good education. Without decent education, most African Americans were not able to get good jobs. Many of them had to make do by farming on land they did not own, and they continued to live in poverty. During Du Bois's summers at Fisk, he taught the children of poor black farmers in a rural school. He became convinced that education was not only the key to a happy and fulfilling life, it was also the "cure" for racism.

The Struggle for Equality

- 5 After graduating from Fisk, Du Bois earned scholarships to both Harvard and the University of Berlin, in Germany. In Germany, he saw that different races could live together in equality. His studies concentrated on history and sociology, and in 1895, he became the first African American man to receive a doctorate degree from Harvard. He taught at several universities and continued his own studies, writing papers on slavery and on the lives of African Americans.

EVALUATE EVIDENCE

When you evaluate evidence, you decide if the facts support the main idea. What evidence in paragraph 5 supports the idea that Du Bois believed education was a key to success?





Civil rights activist W. E. B. Du Bois working in the office of the NAACP's magazine, *Crisis*.

Du Bois wrote and spoke out vehemently against the restrictions placed on African Americans. In 1905, he and several other African American leaders formed the Niagara Movement to work toward ending discrimination and helping African Americans get equal economic and educational opportunities. Unfortunately, the Niagara Movement ran out of money. Then in 1909, Du Bois joined a group of African American and white leaders who wanted to take strong action against racism. This group, the National Association for the Advancement of Colored People (NAACP), continues to fight for the rights of African Americans today.

In 1919, Du Bois began to support Pan-Africanism, the idea that people of African descent all over the world should unite to work for freedom. He organized several meetings to encourage the spread of this idea. In the last years of his life, Du Bois started writing the *Encyclopedia Africana* about people of African descent. In 1961, at the age of ninety-two, he moved to the newly independent African country of Ghana to give its leaders advice on how to develop the nation.

W. E. B. Du Bois continued to write, teach, and speak out against racism until the end of his life. He wanted the people of all the countries of the world to treat one another fairly and feel safe in the world. Before he died in 1963, he wrote, "Someday, all human beings will learn how to live together in peace, and that peace will be my applause."

COMPARE AND CONTRAST GENRES Some nonfiction pieces, such as "Peace Will Be My Applause," tell the story of a real person's life. Based on the readings so far, how are historical fiction and biography different?

MAIN IDEA AND SUPPORTING DETAILS The main idea of a paragraph is sometimes stated in a topic sentence. In your own words, restate the main idea of paragraph 7. What details from the paragraph support the main idea?

Comprehension Check

Look back at “Henry Speaks Out” and “Peace Will Be My Applause” to see how the fiction and nonfiction selections are similar and different. Consider the main ideas presented, as well as how Dr. Du Bois is portrayed in the two pieces. Use the graphic organizer to help compare and contrast the content of the two selections.

A Venn diagram with two overlapping circles. The left circle is labeled “Henry Speaks Out”, the right circle is labeled “Peace Will Be My Applause”, and the overlapping area in the center is labeled “Both stories”. Each circle and the overlapping area contain eight horizontal blue lines for writing.

Vocabulary

Use the word map below to help you define and use one of the highlighted vocabulary words from the Share and Learn selection you are about to read or another word you choose.

preoccupied	repression	indentured	recruiter
jubilant	integrity	brink	

Synonyms	Antonyms

My word	
----------------	--

Definition	Other forms

My sentence

Share and Learn

Consider ▶

How are the settings different in “Ready to Serve” and “Henry Speaks Out”?

How is the plot of “Ready to Serve” similar to and different from that of “Henry Speaks Out”?

READY TO SERVE



SETTING Underline the clues on this page that show when this story takes place. Circle the evidence that shows where this story takes place.

CONTEXT CLUES What phrases in the second paragraph help you understand what the word *repression* means?

POINT OF VIEW From what point of view is “Ready to Serve” told? How can you tell?

- 1 “This makes me furious!” Deborah Samson muttered under her breath. The young woman was **preoccupied** with her thoughts as she stomped rapidly along the street. Deborah had just come from the general store in the town near Boston in which she lived. She had heard more news of the ongoing war.

Deborah felt more and more outraged every time she heard about how the British ignored the United States’ right to govern itself. Surely events like the Boston Tea Party had been a clear message that the colonists would not tolerate British **repression**. The stubborn refusal of King George to accept the Declaration of Independence had resulted in the recent horrors of the Revolutionary War. Much of the fighting ended with Lord Cornwallis’s defeat, but some fighting continued because some Tories¹ refused to give in.

Instead of returning to the Leonard home, where she rented a room, Deborah decided to walk to the Thomas farm on the edge of town. As she approached it, she recalled the years she had spent there as an **indentured** servant.

The Thomases greeted Deborah affectionately and offered her tea. Deborah expressed her frustration. “I am enraged that the Tories will not give us the vital rights all humans deserve. I am even angrier that I cannot enlist in the Continental Army because I am a woman,” she declared passionately.

¹**Tories** Americans who sided with the British during the Revolutionary War

5 Mr. Thomas responded, “Deborah, I remember how you used to go riding and shooting with my boys. I also recall how you would ask the boys what they learned at school and even borrow their schoolbooks to study. If ever there were a young woman who would make an outstanding soldier, it is you, but what you want is impossible.”

Deborah headed back to town thinking about Mr. Thomas’s words. In one sense, he was right. She felt sure that she had skills and intelligence that would serve her country well. But Mr. Thomas was wrong to think that being female would prevent Deborah from putting her beliefs into action. A plan began to form in her mind.

A week later, Deborah tied back her hair, put on an outfit of men’s clothing she had spent the last week making, and stood in front of a mirror. She was impressed by what she saw. She barely recognized the stranger in the mirror. Was it possible that this outfit could fool any army **recruiter**?

The next day, Deborah put on her disguise and walked to a friend’s home. She knocked sharply on the door of the house. As the door opened, Deborah held her breath, but there was no sign that her friend recognized her. In need of an excuse for being there, Deborah lowered her voice and said, “Excuse me, ma’am, but I am lost. Can you tell me how to get to the Blake house?”

“Certainly,” the woman said and proceeded to give directions. When she finished, she looked at Deborah thoughtfully. “You remind me of someone,” she said.

10 Deborah felt her heart pounding, but her friend simply added, “It must be my imagination.” As Deborah returned home, she was **jubilant**. If she could fool her good friend, certainly she could fool the army recruiter.



INDIRECT CHARACTERIZATION

During Deborah’s visit with the Thomases, what do you learn about her character that the author does not tell you directly?

MAIN IDEA At this point in the story, what is Deborah’s main struggle?

INFERENCES AND SUPPORTING DETAILS

Do you think Deborah will go through with her plan? Cite evidence and details from the text so far that support your opinion.

PLOT How does Deborah’s meeting with the Thomas family advance the plot of the story?

SUMMARIZE How would you summarize the interaction between Deborah and the recruiting officer?

COMPARE AND CONTRAST GENRES What details mentioned in this story are facts that could appear in a nonfiction work? What details have to be made up?

Deborah thought about what she was doing. If she were caught, she would be the laughingstock of the town, maybe of the whole Continental Army. Yet, if she succeeded, she could live with dignity, **integrity**, and pride, knowing that she had done all she could to help her people. She went to bed that night knowing she had the courage to do what she had to do that very next day.

Deborah awakened before sunrise, put on her costume, and started the thirty-five-mile journey to the recruiting office in Bellingham, Massachusetts. She arrived at the enlisting office of the Fourth Massachusetts Regiment on May 20, 1782. She joined a long line of boys and men eager to fight for their country’s rights. Deborah anxiously awaited her turn, deep in thought about what may lie ahead.

“Next recruit!” she heard Sergeant Noah Taft bark. Looking up, Deborah saw that it was her turn. “You look young, son. What is your age?” the officer asked.

“Seventeen,” Deborah lied.

“Name?” demanded Sergeant Taft. Deborah found herself saying the name Robert Shurtliff. After asking a few more questions, the recruiter said, “You are now part of the U.S. Continental Army, Private Shurtliff. Pick up your uniform and gun. Your first assignment will be a trek to West Point. Next recruit!”

Deborah walked away from the desk in a daze. She was on the **brink** of achieving her goal—fighting for her own rights and those of her country.

Deborah Samson went on to serve bravely in the army. She fought in several battles and was injured a few times. No one detected that she was a woman until she became seriously ill. The doctor who examined Deborah kept her identity secret until she recovered. On October 25, 1783, Deborah Samson was honorably discharged from the army.



Comprehension Check

1. What conclusions can you draw about Deborah from the actions she takes in the story? What character traits does she reveal through her actions?

2. What historical facts about the American Revolution are used to drive the plot in “Ready to Serve”? How do they make Deborah’s story come alive?

3. One of the themes of “Ready to Serve” is overcoming repression. How does Deborah fight to overcome her own repression as well as that of all Americans?

Read On Your Own

Read another story, “The Mystery of the Tides,” independently. Apply what you learned in this lesson and check your understanding.