

ELA: Grade 6, Lesson 8, *The Wall* Chapter 3

**Lesson Focus:** The focus of the instruction is understanding how a chapter or scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Students will be drawing inferences from the text evidence about two of the characters.

**Practice Focus:** Students will take what they have learned about the structures the author is using and apply it by writing a beginning for Chapter 4. To do this they will need to incorporate an attention to using a timeline like the author has done in previous chapters and use dialogue and description.

**Objective:** (Overall goal for lesson set: Students will experience the building of the Berlin Wall from a child's point of view in *The Wall* with a focus on setting, character development, and structure in a work of historical fiction.) Today's objective: Students will identify structures the author has used to move the plot forward, including the purpose Chapter 3 serves in the overall structure of the text.

**Academic Vocabulary:** morosely, menacing

**TN Standards:** 6.RL.KID.1, 6.RL.CS.5

**Teacher Materials:**

- Lesson 8 Teacher Packet (PowerPoint slides)
- Chart paper or white board

**Student Materials:**

- Paper, a pencil, and a surface to write on
- Charts and summary paragraph from Lesson 7

**Teacher delivery notes:**

- Today's lesson includes a short excerpt of informational text to help students build knowledge about the Berlin Wall. It is not intended to be a close read, so you will not be asking many questions as you read. There are a lot of numbers and dates, so you will want to read a little more slowly than you have been reading the narrative. Repeat numbers as you feel it's necessary.
- Chapter 3 is a little like a Seinfeld episode—not much happens. ☺ So, we are going to take the opportunity to look at how the author uses certain structures—time and description—to move the plot forward. They will also discover that this chapter helps the author build suspense so that the reader really wants to know what happens next.
- Lessons 6-10 are a lesson set, so you will want to keep all of your materials for the lessons accessible. You may find you need to go back and show a reference chart, an independent practice example response, or other visual.
- This text has some German words and phrases. There are some phonetic spellings provided. You may want to Google the phrases to hear the pronunciations. Try to “translate” the phrases for students. Es tut mir leid-I'm sorry; Nein-no; Die Mauer, mein Schulkind-The wall, my students.

Teacher Do	Students Do
<b>Opening</b> (1 min) <b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 6th graders out there, though everyone is welcome to tune in. This lesson is the third in this series.</b>	Students gather materials for the lesson and prepare to engage with the lesson's content.

<p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lessons, you can find them on the TN Department of Education's website at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about more about the historical fiction text titled <i>The Wall</i>! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> <li>• Paper, a pencil, and a surface to write on</li> <li>• Your charts and summary paragraph from Lesson 7</li> <li>•</li> </ul> <p>I'll pause while you get your supplies. [Pause]</p> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p><b>Intro</b> (5 min)</p> <p>In Lesson 7, we read Chapter 2 of the historical fiction book <i>The Wall</i>. Things changed literally overnight for our main character, Franz Müller, didn't they? After our lesson, you wrote a summary paragraph of Chapter 2 including how the change in the circumstances had changed some of the characters. Take a minute to reread what you wrote. [Pause] I'm going to read an example to you. I want you to listen for verb tense that is used. Remember verb tense refers to time: past, present, or future. Verbs are actions or things you do like <i>run</i> or <i>talk</i>, or they show a state of being like <i>is</i> or <i>was</i>.</p> <p>Write down some verbs that you hear and the tense.</p> <p>[To help your students follow this section, write the following model and refer to this visual as you talk through this model. The summary is also on L8-A]</p> <p><b>Chapter 2 Summary</b></p> <p>In the morning, Franz finds his mother crying inconsolably in the kitchen with his grandparents. Franz learns from his grandfather that a wall was constructed overnight to separate East Berlin from West Berlin and that Franz's father is trapped in West Berlin. Later that day, Franz and his friend, Roland walk to the wall, and Franz notices the barbed wire and the armed guards. His friend Karl who usually likes to tell jokes is also at the wall wearing his uniform, looking very</p>	<p>Students read their paragraphs to themselves.</p> <p>Students listen for and write down the verbs and tense used in the example summary.</p>

serious, and carrying a rifle. Franz asks Karl to try to get a message to his father in West Berlin. Even though he is still worried about his father, Franz feels better because he has faith that Karl will get the message over the wall.

Did the summary include events from the beginning, middle, and end of the chapter? [Pause] Yes, the chapter ended sometime in the late afternoon, and there were events listed from across the day. The summary also told us that Franz, his mother, and Karl were acting differently than in the last chapter.

Okay, now let's think about verb tense. What were some of the verbs you wrote down? [Pause] Here are some I wrote down [If you have a visual of the summary, you could highlight or circle the verbs rather than just reading a list]: *finds, learns, walk, is, asks, and feels*. What pattern of tense do you see? [Pause] That's right! These are all present tense words. When we write about literature, we use present tense. Why do you think we do that? [Pause] I know it may be a little confusing, especially in this story, because there are dates that indicate it happened in the past. But the wonderful thing about literature is it is new and in the present every time someone opens a book and reads it! So, when we write about literature, we use present tense. Go back to your summary and check on those verbs. Edit any you need to so you have them in present tense. [Pause]

We are reading a story that is considered historical fiction. Remember, historical fiction is a story that is made up but the setting is a time and place that really happened. What is the historical setting for our book, *The Wall*? [Pause and show L8-B]

That's right! It is set in East Berlin at the time the Berlin Wall was erected, or put up.—August, 1961. Here is a picture of the Berlin Wall. [Show L8-C], and here's a map showing how the city of Berlin was divided in 1961. [Show L8-D]

What happened in Chapter 2 that lines up with this historical setting? [Pause] Yes! In 1961, the Berlin Wall went up overnight between August 12<sup>th</sup> and 13<sup>th</sup>, and that's what happened in our story. So, as we continue to read, we know this event will impact our characters and our story.

Before we start reading, let's look at the Table of Contents again. [Show L8-E] What do you notice about the date for

Students check their summaries for present tense verbs and edit as needed.

Students should know that The Berlin Wall was the historically significant event.

<p><b>Chapter 3?</b> [Pause] <b>Yes! It's August 17<sup>th</sup>, so 4 days have passed since the wall went up.</b></p> <p>[To introduce today's lesson, the teacher says:]</p> <p><b>Today, our goal is to think about how a chapter or scene moves things forward in a story. In other words, we are going to talk about the structure of this text as we read Chapter 3. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work you can complete after the video ends.</b></p> <p><b>Have your paper and pencil ready to take notes and answer some questions as we read.</b></p>	
<p><b><u>Teacher Model/Read-Aloud</u></b> (13 min)</p> <p><b>Before we get back to our story, I thought we could learn a little more about why the Berlin Wall was built. I'm going to read from an article that was published in 1962; that's just a year after the wall went up. The first part of the article describes the wall, but since we've seen some pictures, I'm not going to read that part today. I'm jumping in where the author talks about what made the East German government decide to build a wall:</b></p> <p><b>The article is titled Die Mauer (Dee-Mou-er).</b></p> <p><b>No matter how unattractive it is, the wall has largely realized its main immediate objective—stopping the residents of East Berlin from escaping to West Berlin. From 1945 until August 13, 1961, when the wall went up, nearly four million citizens of East Germany—roughly, one out of every four—fled to the West. This was not only politically embarrassing but economically difficult. Among those who left were a hundred and fifty thousand farmers and farm workers; forty-seven hundred doctors and dentists; eight hundred judges, lawyers, notaries, and state attorneys; more than seventeen thousand teachers; and an almost equal number of engineers and technicians. About half of all the refugees were under the age of twenty-five; thirty thousand were students.</b></p> <ul style="list-style-type: none"> <li>• <b>Think of all those people leaving the country over about 16 years. Let me say that number again—4 million!</b></li> </ul> <p><b>In 1956, the government passed a law making leaving the republic a crime punishable by three years' imprisonment, but the flow of people could not be stopped. Some walked across the border; others took a taxi. All of them ran the risk of being stopped at customs checks by the East German</b></p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p>

border guards. From time to time, the Vopos (the police) arrested those who had given themselves away by nervous behavior or suspicious luggage, or had been turned in by their neighbors. However, the great majority of people from East Germany made it out successfully. It was open to almost anyone who was ready to leave behind his job, his home, and his personal possessions.

The number of East Germans willing to do that in order to get out of the country averaged about nineteen thousand a month from 1950 through the first half of 1961. In July of that year, 30,415 people crossed over. By the beginning of August, the East German border police had been reinforced to six times their former strength. Nevertheless, 10,419 refugees—a record number—got through.

On August 11th, the West Berlin newspapers said quite specifically that the East German authorities had met that morning and had probably reached a decision to close the border. On that day and the next, thousands of refugees made their way to West Berlin, bringing the total for the first twelve days of August to more than forty-five thousand. Shortly before two o'clock the next morning—a Sunday—East German armed forces began sealing off the border. The undertaking was handled as if it were a military operation of high risk. Under cover of darkness, some forty thousand heavily armed soldiers and police, supported by tanks, armored cars, personnel carriers, trucks equipped with water cannon, and other military vehicles, took up positions along the border. By dawn, the troops had strung up thousands of feet of barbed wire.

- What did you hear that sounded the same as what has happened in our story? [Pause] Me, too. I connected the construction sounds that Franz heard at the end of Chapter 1 to text's description of how the wall went up overnight.
- Did you hear anything that didn't sound the same? [Pause] The author of this article said that on August 11, the newspapers said the border would be closing, but it didn't sound like Franz and his family knew that.

Maybe we will hear other connections as we read Chapter 3 from our text.

The Wall (Chapter 3)  
August 17, 1961  
East Berlin  
Early Morning

Students will likely connect the construction sounds that Franz heard at the end of Chapter 1 to text's description of how the wall went up overnight.

Students may notice that there was notice in the newspapers that the border would be closed, but Franz and his family did not seem to know that.

Raindrops tapped gently against the crystal of Franz's watch face. It was just a few minutes after seven o'clock in the morning when he stepped out into the light rain to walk to school.

- Have you noticed that there has been a time check at the beginning of each chapter? [Pause] How does the author give us this time check? [Pause] That's right! We find out the time on Franz's watch. And the chapter titles give us dates. Why do you think the author wants to emphasize dates and time? Take a minute to write down your thoughts. Put the word "Time" as a heading for what you write. We may want to add more about time later. [Pause]

I'm going to continue reading:

Though it was difficult to get out of bed that morning, Franz had made sure to rise good and early—even before his mother's usual wake-up call. He wasn't going to risk leaving too late and not running into Karl.

*What if he's spoken to Father?*

People passing Franz on the street looked suspiciously at him as he walked around, looking left and right, forward and backward, over and over again [model looking around], waiting to spot the familiar deep green uniform of the Combat Groups of the Working Class.

After a disappointing twenty minutes, Franz ended up having to run to school, despite his early wake-up. This was the fourth day in a row he hadn't seen Karl during his morning walk to school.

- How is Franz's morning different than a typical morning for him? [Pause] Right! He got up EARLY and was already out the door by a few minutes after 7:00!
- Did you hear the time reference? [Pause] I heard that, too. It had been four days since he had seen Karl. Add that to your notes about time in this chapter.
- Why does he want to see Karl? [Pause] Yes, because he wants to find out if the message has gotten to his father.

Disappointed, he heads on to school:

The school day seemed to drag on for an eternity. Franz's mind was filled to the brim with what-ifs: What if his father wasn't able to cross the wall? What would happen to him if he tried? Would Franz's note get him trouble?

Students will write their responses to the question. They might include that the dates are part of the historical setting. They may infer that the watch is one of Franz's only possessions and that it is important to him.

Students will note that Franz got up early and left the house a few minutes after 7:00.

Students will draw an image that "filled to the brim" brings to mind.

- That's a really descriptive phrase "filled to the brim." What image does that bring up for you? Draw the image [Pause] I thought of a coffee cup, and the brim is the top edge. I think of cup being so full, so close the brim that it is about to spill over! So if Franz's mind was filled to the brim with questions or what-ifs, he must be feeling like he's almost got more to think about than he can handle.

Franz stirred from his daze when his classmate Agatha Richter asked hesitantly, "Um . . . so then, why did they build the wall here?" [Show L8-F]

Confused, Franz looked over at the boy next to him, whose textbook, unlike Franz's, was open to the correct page. The class must have been discussing the Great Wall of China. When the teacher hesitated to answer, Agatha added, "Was it to keep people out, like the Great Wall of China? Or to keep people in?"

It was obvious to everyone in the room that the teacher did not want to answer any of these questions. He nervously wiped the sweat from his forehead and managed to fumble out, "Die Mauer, mein Schulkind (Dee Mou-er, Mine Shewl Kihnd) . . . is, ah, in our best interests. The government believes that, ah, it will help us . . . with the economy, and things like that."

He tugged on the collar of his shirt and, ignoring the apparent dissatisfaction of the class with his response, returned to his lesson about ancient China.

- Don't you find it interesting that of all the things they could be studying about in school that day, it would be the Great Wall of China? Well, since this is historical fiction, we know the author made up the story, so that is a choice he made. Why do you think he included this scene in the classroom? [Pause] I'm wondering some of the same things that you probably are. Maybe he did it to show time passing like a regular day doing regular activities like school. Or maybe he wanted to create the opportunity for them to ask questions about the wall in their city by having their lesson be about another wall—The Great Wall of China. I also wonder if he wanted to show how another adult in Franz's life was dealing with the wall. It was clear that the teacher was really uncomfortable, wasn't it?
- It's good for us to think about what it takes to write a good story. When we step back and see how an author carefully constructs a story so that it all makes

Students will think about why the author included the classroom scene in this chapter. They might think it is to show time passing like a regular day doing regular activities like school. They might decide that if the students were studying about The Great Wall of China, it would prompt the opportunity for them to ask questions about the wall in their city.

**sense in the end, we can become better writers ourselves.**

- So, school is usually a great place to ask questions, right? Agatha Richter asks a question that was probably on all of the students minds: Why did they build a wall here? And her question really put the teacher on the spot! The author comes right out and says, *It was obvious to everyone in the room that the teacher did not want to answer any of these questions.* Can we find text evidence to support the idea that it was obvious the teacher didn't want to answer the questions? Let me reread that section of the text. Write down in your notes the evidence you hear.

**When the teacher hesitated to answer, Agatha added, “Was it to keep people out, like the Great Wall of China? Or to keep people in?”**

It was obvious to everyone in the room that the teacher did not want to answer any of these questions. He nervously wiped the sweat from his forehead and managed to fumble out, “Die Mauer, mein Schulkind (Dee Mou-er, Mine Shewl Kihnd) . . . is, ah, in our best interests. The government believes that, ah, it will help us . . . with the economy, and things like that.”

He tugged on the collar of his shirt and, ignoring the apparent dissatisfaction of the class with his response, returned to his lesson about ancient China.

- **Okay, what did you hear? [Pause] There was a lot of evidence to choose from! Let's see...first, he hesitated, right? Then he made several gestures that showed he was uncomfortable with the questions: he nervously wiped sweat from his brow and tugged at his collar. I noticed he stumbled and said 'ah' a few times almost stuttering. And then, at the end, he just changed the subject quickly. I think the author did a great job of "showing" not just "telling" how the teacher reacted. So, label your evidence notes, Description. We'll talk more about that later.**

**As I read this section, write down what you hear that describes how Franz is feeling:**

[Show L8-G] Franz could feel his face grow hot. *In our best interests? My dad is stuck on the other side of the wall!* He wanted to get up, scream in his teacher's face, and stand up for his father and all the other people whose families were divided by the wall—but he knew better. His mother

Students will write down evidence supporting the idea the teacher did not want to answer the question. Evidence may include his hesitation, nervously wiped sweat from his brow, said 'ah' a few times, tugged at his collar, and changed the subject quickly.

Students will collect evidence about how Franz is feeling. Their answers may include: his face felt hot, he wanted to scream in the teacher's face, he wanted to be alone, he shuffled morosely, kicked pebbles, and stomped in puddles.



wouldn't approve of disobedience in school, regardless of the reasoning behind it.

When the school bell rang, Franz hurried out before everyone else. He said good-bye to Roland in passing, telling him he had to hurry home to give his mother a hand with chores. In reality, Franz just wanted to be alone with his thoughts. Once the school building was out of sight, he slowed down and began shuffling **morosely** down the streets, kicking pebbles, and stomping in puddles.

- Did you collect some evidence from the text about how Franz was feeling? Reread what you wrote down and then determine, based on your evidence, how he is feeling. [Pause] The author never said it specifically, but it's clear that Franz is feeling frustrated and overwhelmed, right? There was lots of evidence to support that. These are some of the things I wrote down: his face felt hot, he wanted to scream in the teacher's face, he wanted to be alone, he shuffled morosely, kicked pebbles, and stomped in puddles. Let's label your evidence notes as Description.
- The word *morosely* is a good descriptor of how he shuffled. It ends in -ly, so I know it's an adverb. *Morose* means sad or gloomy, so *morosely* indicates that Franz shuffled in a manner that showed he was sad or gloomy. Hmm...have you seen someone shuffle? Shuffling is when people walk without really picking their feet up off the ground, usually in short steps. Picture Franz walking along that way.

Let's keep reading:

[Show L8-H] "**Oof!**" Franz exclaimed as he hit his head and fell backward into a puddle. He had been so hunched over and focused on his feet that he must've walked into something.

Franz shook away his haze and rubbed his forehead, then shifted his gaze upward. No, he hadn't walked into *something*—he had walked into someone.

"Karl! Boy, am I glad to see you!" Franz leaped to his feet with renewed energy, paying no attention to his soaked clothes.

"**Oof**, Franz," said Karl. He rubbed his chest, which Franz must have hit with his forehead.

"Es tut mir leid," [Es-toot-meer-lied] (I'm sorry) Franz apologized. He was so relieved to finally see Karl that he couldn't get the words out fast enough. "Have you heard from my father?" he asked.

The soldier shook his head apologetically. "*Nein* (No), not yet, Franz. I haven't been able to get the message across the

Students will write down how Franz feels.

wall.” He could see the disappointment wash over Franz’s face and he took a second to think. “But there is a truck bringing some cargo across the border tonight. I’ll try to send the message with one of my friends.”

That lifted Franz’s spirits a bit. He thanked Karl excitedly and apologized again for walking into him. They parted ways there, Karl needing to return to his patrol and Franz needing to get home for dinner.

- I know Franz was glad to see Karl, but what a disappointment to learn Karl hadn’t gotten the message to Franz’s father! Do you remember how Chapter 3 ended? [Pause] Yes, just like this, with Franz hopeful that Karl will get the message to his father! Maybe it will happen this time.

When Franz sat down to eat with his mother and grandparents, he didn’t bother telling them about his meeting with Karl. The last thing Franz wanted to do was get his mother’s hopes up. She had been quiet and withdrawn for days. Franz never thought he would miss his mother’s nagging him to do his homework.

- Stop and write: Is Franz’s mother acting like she did in Chapter 1 or like she did in Chapter 2? Explain your answer. [Pause] I wrote that Franz’s mother is acting like she did in Chapter 2, not like she did in Chapter 1 because she is still sad and worried about Franz’s father. We don’t see much change in her right now except she is not crying inconsolably, right?

With the help of Franz’s grandparents, the after-dinner chores were done quickly, so Franz was able to get an early start on his schoolwork. It was a good thing, too, because after today’s incident, his teacher had assigned a significant amount. As the clock ticked on and the time neared 10 P.M., Franz found his eyelids growing heavier and heavier. Instead of answering his homework questions with long, detailed paragraphs, he began scrawling short sentences and phrases. The last thing Franz remembered before his eyes locked shut for the night was his doodle of **menacing** barbed wire wrapping around his sentences.

- The word *menacing* means dangerous or threatening. Why do you think the author described the barbed wire as *menacing*? Write down your answer. [Pause] I think the barbed wire is threatening, or menacing, because the barbed wire on the wall is keeping Franz from his father. Here’s a closer look at the Berlin Wall [Show L8-I] Do you see the barbed wire? That looks *menacing* to me. Do you see anything else that looks

Students will write that Franz’s mother is acting like she did in Chapter 2, not like she did in Chapter 1 because she is still sad and worried about Franz’s father.

Students will write that the barbed wire is threatening because the barbed wire on the wall is keeping Franz from his father.

Students may notice that there are pieces of glass sticking up from the top of the wall.

<p><i>menacing</i> in the picture? [Pause] I don't know if you can tell, but those are pieces of glass sticking up from the wall just under the barbed wire! Definitely <i>menacing</i>!</p> <ul style="list-style-type: none"> <li>• There was another time reference. Did you catch it? [Pause] That's right, it was 10 pm, and Franz was trying to stay awake and finish his homework.</li> </ul>	
<p><b>Guided Practice</b> (5 min)  <b>Time, description</b></p> <ul style="list-style-type: none"> <li>• Let's think about what the author did for the reader in this chapter. Earlier, you wrote down your answer to the question: Why do you think the author wants to emphasize dates and time? Go back and reread your answer. If you have some additional thoughts after reading the chapter, you can write those down, too. [Pause] The author really seems to want the reader to pay attention to the dates and time. I think he is creating this sense of how quickly everything in Franz's life is changing...all in just a few days!</li> <li>• We also looked at how the author uses description to help us understand the characters. You collected evidence about how two characters felt: the teacher and Franz. Choose one of those characters now and write a couple of sentences about how the author "showed" their feelings. You can start your sentence like this: The author showed how ____ felt by describing... and you keep going from there. [while giving time for students to write, teacher may scaffold by saying]: Are you including things the character did? How he looked? What he said? I know you used your list of text evidence to tell how either the teacher or Franz felt.</li> <li>• Not a lot really happens in Chapter 3 if you think about it. Franz gave the message to Karl four days ago and finds out that he hasn't delivered it yet! It feels like we are in the same place we were at the end of Chapter 3, right? So, what is the author trying to do with this lack of action? Remember, every decision an author makes is purposeful. [Pause] Sometimes a lack of action can be pretty powerful. After the chapter, I'm really anxious to know if Franz will ever see his father again. The author created suspense by telling us about a day where not much happened to move the story forward. He got me! I really want to know what happens next!</li> </ul>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will think more deeply about the structures the author uses in this text including time and description. They will determine the main event of the story is Franz's encounter with Karl and will understand the author created suspense for the reader by having Franz find out that Karl has not gotten the message to Franz's father.</p> <p>Students will write using text evidence from their notes how the author showed how the teacher or Franz felt.</p> <p>Students will think about why the author used this chapter to "stall" the action.</p>

<ul style="list-style-type: none"> <li>• Just as a reminder let's think back on that word <i>morosely</i>. We know he was shuffling because he was sad and frustrated. What if the situation was different? Why else might a person shuffle? [Pause] I've come up with a couple: a person might shuffle if he or she is nervous or maybe because he is she isn't in a real hurry to get somewhere. Would <i>morosely</i> be a good adverb to use in those cases? [Pause] No, it wouldn't work there.</li> <li>• How does <i>morosely</i> help us understand what the author wants to communicate? [Pause] Yes, by adding <i>morosely</i>, the author makes sure the reader knows Franz is shuffling because he is sad and frustrated.</li> </ul>	
<p><b>Independent Work</b> (2 min)</p> <p>[To help your students follow this section, write the independent practice assignment and refer to this visual as you talk through this independent practice assignment. The assignment is also on L8-J].</p> <p><b>We've talked a lot today about the structure the author is using and that time has been an important element. Chapter 4 takes place on August 18, 1961. That's the next day after the events in Chapter 3. So, what do you think is going to happen in Chapter 4?</b></p> <p>Your independent assignment for today is to write the first couple of paragraphs (you can write more if you want to) of Chapter 4—your prediction, of course, because I'm pretty sure you haven't read this story before. To write in a way that is like the author, start with the time of day the chapter begins. I've also noticed the author usually uses some dialogue—either inner thoughts of Franz or actual conversation between characters. So, decide who Franz talks to at the beginning of Chapter 4, and include that in your writing. You may find a place to include something from the informational text we read about the Berlin Wall to make sure you are keeping the “historical” in “historical fiction”! When you finish your writing, go back and check for correct capitalization and punctuation. If you have dialogue, you'll want to use quotation marks.</p> <p>So, to recap your assignment:</p> <ul style="list-style-type: none"> <li>• Write the first few paragraphs of Chapter 4 in the same style as the author has done in Chapters 1-3.</li> <li>• Include the time that the chapter begins.</li> <li>• Have dialogue between two or more characters.</li> </ul>	<p>Students will write a predictive opening for chapter 4, using the style of the author, including time and dialogue.</p>

## PBS Lesson Series

<ul style="list-style-type: none"><li>• Check for correct punctuation and capitalization.</li><li>• Be creative!</li></ul>	
<p><b>Closing</b> (1 min)</p> <p>I enjoyed reading another chapter in our historical fiction book with you today! I'm excited about sharing the rest of the text with you, and I think you are in for a surprise in Chapter 4! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	

Bainbridge, J., 1962. *Die Mauer*. [online] The New Yorker. Available at:  
<<https://www.newyorker.com/magazine/1962/10/27/die-mauer>> [Accessed 3 April 2020].



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