

# Historical Fiction Journal based on *The Mostly True Adventures of Homer P. Figg* by Rodman Philbrick



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With the use of primary resources students will gain a better understanding of the Civil War.

[Overview](#)/[Materials](#)/[LOC Resources](#)/[Standards](#)/[Procedures](#)/[Evaluation](#)/[Rubric](#)/[Journal Assignment](#)/[Extension](#)

<b>Overview</b> <a href="#">Back to Navigation Bar</a>	
Objectives	Students will: <ul style="list-style-type: none"> <li>Gain a better understanding of the Civil War from the perspective of a Northern individual</li> <li>Create a journal in which to write entries</li> <li>Write 4-6 journal entries that conform to provided rubric in the voice of the main character</li> <li>Gain a better understanding of the importance of historical fiction in understanding history</li> </ul>
Recommended time frame	6-45 minute class periods
Grade level	5th
Curriculum fit	Historical Fiction Genre Study/Historical Fiction Narrative Writing
Materials	Book~ <i>The Mostly True Adventures of Homer P. Figg</i> Book back drop presentation <ul style="list-style-type: none"> <li>Computer to run PowerPoint</li> <li>Smart Board or projection device</li> </ul> Pencils for each student Journal for each student Colored pencils to be shared by groups of four students
<b>Michigan Learning Standards</b> <a href="#">Back to Navigation Bar</a>	
	<p><i>Strand I. Historical Perspective</i></p> <p><b>Standard I.2 Comprehending the Past</b>                      All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.</p> <p><b>Standard I.3 Analyzing and Interpreting the Past</b>                      All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence</p> <p><b>ELA Standard 8. Genre and Craft of Language</b>                      All students will explore and use the characteristics of different</p>

types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

**ELA Standard 9. Depth of Understanding**

All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

**ELA Standard 10: Ideas in Action**

All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

**General Knowledge, Processes, and Skills for Grades 5-8 Social Studies -**

*Embedded in Grades 5- 8 standards and expectations*

K1.2 Understand historical, geographical, political, and economic perspectives. K1.4 Analyze events and circumstances from the vantage point of others.

**Reading and Communication** - *read and communicate effectively.*

P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

**Narrative Text**

Students will...

**R.NT.05.02** analyze the structure, elements, style, and purpose of narrative genre including **historical fiction**, tall tales, science fiction, fantasy, and mystery.

**R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

**Comprehension**

Students will...

**R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.05.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.05.03** analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

**Metacognition**

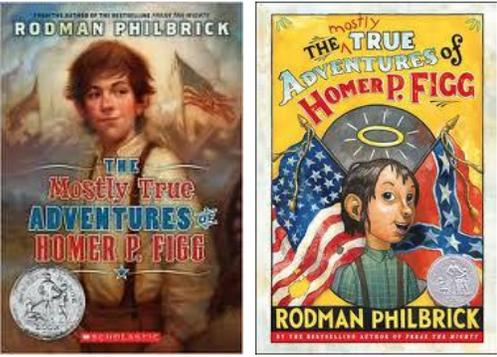
Students will...

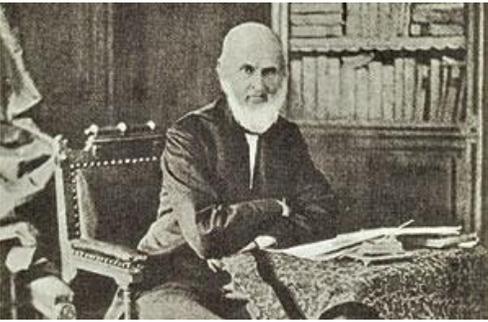
**R.MT.05.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting,

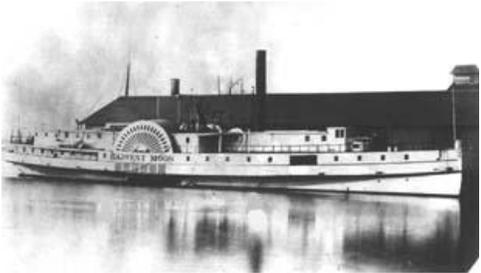
	<p>constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p><b>R.MT.05.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.</p>
<p><b>Procedures</b> <span style="float: right;"><a href="#">Back to Navigation Bar</a></span></p>	
	<p><i>The Mostly True Adventures of Homer P. Figg</i> by Rodman Philbrick read - aloud</p> <p><b>Session 1:</b> Introduction of Bacons's military map of the United States, the northern Union states, and the southern Confederate states</p> <ul style="list-style-type: none"> <li>✧ Refer to Book Glossary (aka Some Additional Civil War Facts, Opinions, Slang &amp; Definitions, To Be Argued, Debated &amp; Cogitated Upon p.219)</li> <li>✧ Begin a Vocabulary list from the novel and the information found on Primary Sources and continue throughout the lesson (save to notebook).</li> <li>✧ Begin reading book Chapters 1-3 to set up the story</li> <li>✧ Explain <a href="#">journal assignment</a> to students (see attachment)</li> <li>✧ Give students journals, instruct them to write their name on the lower right corner of the cover and give them 10 minutes to write short first journal entry.</li> </ul> <p><b>Session 2:</b></p> <ul style="list-style-type: none"> <li>✧ Introduce images which relate to Chapters 1 through 11</li> <li>✧ Read chapters 3 through 11 to class</li> <li>✧ Go to <a href="#">Eastern Seaboard map</a> and map Homer's journey so far</li> <li>✧ Lead discussion on Underground Railroad</li> <li>✧ 10 minutes for journal entry</li> </ul> <p><b>Session 3 and further lessons:</b></p> <ul style="list-style-type: none"> <li>✧ Dependent upon Teacher's timeline.</li> <li>✧ Digital images should be introduced when needed for background, discussion or reflection.</li> <li>✧ Continue to map Homer's journey.</li> <li>✧ Continue to make journal entries</li> </ul>
<p><b>Evaluation</b> <span style="float: right;"><a href="#">Back to Navigation Bar</a></span></p>	
	<p>Students will create a journal and complete 4-6 journal entries based on attached instructions and rubric. Journal will be evaluated according to <a href="#">rubric</a>.</p>
<p><b>Extension</b> <span style="float: right;"><a href="#">Back to Navigation Bar</a></span></p>	
	<p>Students will track the movements of Homer, on a historically accurate <a href="#">map</a>, throughout the book. Students can learn more about the Underground Railroad at Mrs. Kelley's <a href="#">Underground Railroad Information site</a>.</p>

# Primary Resources from the Library of Congress

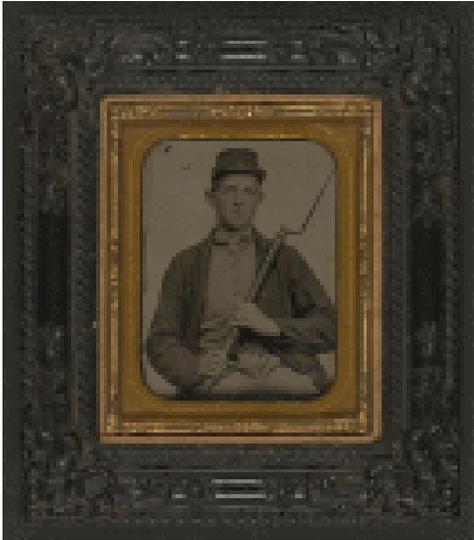
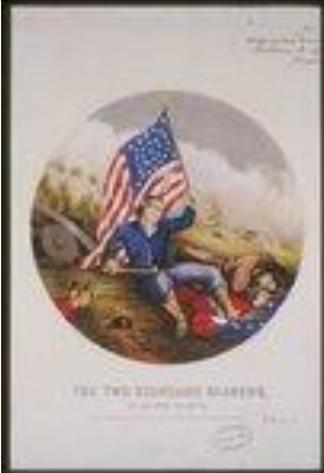
[Back to Navigation Bar](#)

<p><b>Cover Image</b> <b>(Two Publication Images)</b></p> 	<p><b>Bibliographic Data:</b> Philbrick, W. R. <i>The Mostly True Adventures of Homer P. Figg</i>. New York: Blue Sky, 2009. Print <b>ISBN:</b> 9780439668187</p> <p><b>Summary:</b> Twelve-year-old Homer, a poor but clever orphan, has extraordinary adventures after running away from his evil uncle to rescue his brother, who has been sold into service in the Civil War.</p>	<p><b>Book Type:</b> Novel</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Setting &amp; Time Period:</b> Northeastern Seaboard during Civil War (1863)</p> <p><b>Subjects:</b> Civil War, Recruitment Practices, Battle of Gettysburg, Brothers, Orphans</p>
<p><b>Primary Source</b> <b>Thumbnail</b></p>	<p><b>Caption</b> <b>Publication Information</b> <b>Book Notes</b></p>	<p><b>Digital ID</b></p>
	<p><b>Fall in the Portland Company! \$100 Bounty by Portland in addition to all other bounties and pay to volunteers.</b> [Poster] <b>SUMMARY</b>-Eagle wings spread with banner in beak, arrows</p> <p><b>NOTES</b>-Banner reads, "Liberty or Death."</p> <p><b>Regiment:</b> Maine Infantry Regiment, 1st (1861-1865) [?] <b>Other Regiment Identification:</b> Portland Company</p> <p><b>Book Note:</b> Chapter 2~Homer's brother Harold is sold into service in the Civil War. Harold's evil uncle takes the bounty. Homer saw signs like these in town.</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(ac03001))">http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(ac03001))</a></p> <p>Library of Congress, Poster Division, [reproduction number, LC-DrIG-nhnycw/ac03001]</p>
	<p><b>Bacon's military map of the United States showing the forts &amp; fortifications.</b> Forts are named and marked by small flags. Map also includes towns, railroads, names and boundaries of states and territories. "Free or non-slaveholding states" are colored green, "border slave states" are yellow, and "seceded or Confederate States" are pink. Created 1862.</p> <p><b>Book Note:</b> Story takes place during Civil War. Issue of slavery and war theatre (1863) are central to plot.</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3701s+cw0024000))">http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3701s+cw0024000))</a></p> <p>Library of Congress, Geography and Map Division, [reproduction number, LC-3701s cw0024000 <a href="http://hdl.loc.gov/loc.gmd/g3701s.cw0024000">http://hdl.loc.gov/loc.gmd/g3701s.cw0024000</a>]</p>

<p align="center"><b>Primary Source Thumbnail</b></p>	<p align="center"><b>Caption Publication Information Book Notes</b></p>	<p align="center"><b>Digital ID</b></p>
	<p><b>President Abraham Lincoln, full-length portrait, seated in a "Brady" chair, November 8, 1863</b>            Photograph shows President Lincoln seated in a photographer's studio. "The elegant studio chair, called a "Brady chair," was discarded from the House of Representatives when it proved too narrow for the rotund congressmen."            Created Nov 8, 1863.</p> <p><b>Booknote:</b> Lincoln is president and has signed into law the Enrollment Act of 1863 that is used to illegally conscript Homer's brother Harold.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3a10737">http://hdl.loc.gov/loc.pnp/cph.3a10737</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number, LC-USZ62-8119]</p>
	<p><b>Whittier is best known for his poem Snow-Bound, written in 1866.</b>            John Greenleaf Whittier, well-known Quaker abolitionist.  <b>Booknote:</b> Chapter 9~Homer meets Quaker abolitionist, Jedediah Brewster, and learns about sacrifice and the importance of personal choice</p>	<p><a href="http://www.johngreenleafwhittier.com/about_whittier.htm">http://www.johngreenleafwhittier.com/about_whittier.htm</a></p> <p>"John Greenleaf Whittier." Digital Image. <i>Whittier Birthplace</i>. Cocoboston.com. Web. 25 July 2011. &lt;<a href="http://www.johngreenleafwhittier.com/about_whittier.htm">http://www.johngreenleafwhittier.com/about_whittier.htm</a>&gt;</p>
	<p><b>Frederick Douglass</b>            African American abolitionist. Date Created/Published [1865 to 1880]  <b>Booknote:</b> Chapter 9~The Quaker, Jedediah Brewster, mentions that Frederick Douglass showed him the "way" to abolitionism.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cwpbh.05089">http://hdl.loc.gov/loc.pnp/cwpbh.05089</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number, LC-DIG-cwpbh-05089]</p>
	<p><b>The underground railroad</b>            African Americans in wagon and on foot, escaping from slavery. Reproduction of a painting by Charles T. Webber in the Cincinnati Art Museum            Created c. 1893.  <b>Booknote:</b> Chapter 10~Homer learns what it means for Mr. Reed to be a Conductor on the Underground Railroad as Mr. Brewster and Mr. Reed help escaping slaves.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3a29554">http://hdl.loc.gov/loc.pnp/cph.3a29554</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-USZ62-28860]</p>

<b>Primary Source Thumbnail</b>	<b>Caption Publication Information Book Notes</b>	<b>Digital ID</b>
	<p><b>Hanover Junction, Pennsylvania--1863-- Hanover Junction Railroad Station (detail of locomotive and crowd)</b></p> <p>Photo of passenger train and crowd at station. Created 1863 by Brady, Matthew.</p> <p><b>Booknote:</b> Chapter 15~Homer travels with Mr. Willow by train to the Portland Bay on his way to find Harold's unit.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c24420">http://hdl.loc.gov/loc.pnp/cph.3c24420</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-USZ62-124420]</p>
	<p><b>Harvest Moon Steamer</b></p> <p>Only known contemporary photograph of the Harvest Moon. Taken in August 1863 at a wharf in Portland Maine.</p> <p><b>Booknote:</b> Chapter 16~Homer and Mr. Willow travel from Portland, Maine to New York on a boat like this in their pursuit of Harold.</p>	<p><a href="http://www.bjpeters.com/HarvestMoon/pictures.htm">http://www.bjpeters.com/HarvestMoon/pictures.htm</a></p> <p><i>THE USS HARVEST MOON - Homepage.</i> Digital image. <i>BJ Peters - Homepage.</i> Web. 25 July 2011. &lt;<a href="http://www.bjpeters.com/HarvestMoon/pictures.htm">http://www.bjpeters.com/HarvestMoon/pictures.htm</a>&gt;.</p>
	<p><b>Soldier's true friend, Holloway's ointment &amp; pills</b></p> <p>Patent medicine label showing one man treating another man's wound. Created c1862.</p> <p><b>Booknote:</b> Chapter 23~Homer joins Professor Fleabottom's traveling medicine show. Professor Fleabottom is selling whiskey labeled as Fleabottom's Miracle Elixir saying it will give the soldiers courage.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3f03764">http://hdl.loc.gov/loc.pnp/cph.3f03764</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-USZC2-3764]</p>

<b>Primary Source Thumbnail</b>	<b>Caption Publication Information Book Notes</b>	<b>Digital ID</b>
	<p><b>Gen. Robert E. Lee</b></p> <p>General Robert E. Lee, head-and-shoulders portrait, facing left. Engraving created by Robin, Augustus between 1860-1870.</p> <p><b>Booknote:</b> Chapter 25~Homer learns of the exploits and prowess of confederate General Lee through the questions asked of travelers by Professor Fleabottom, while traveling with the medicine show.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c20696">http://hdl.loc.gov/loc.pnp/cph.3c20696</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-USZ62-120696]</p>
	<p><b>Fair Oaks, Virginia. Prof. Thaddeus S. Lowe replenishing balloon INTREPID from balloon CONSTITUTION</b></p> <p>Military Surveillance balloon commissioned by Abraham Lincoln. Photo created May 1862.</p> <p><b>Booknote:</b> Chapter 28~Homer escapes Union soldiers accusing him of spying and treason (through association with Professor Fleabottom) in a surveillance balloon that the medicine troupe has rescued. The pilot of the balloon talks about Professor Thaddeus S. Lowe as a visionary.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cw.pb.01562">http://hdl.loc.gov/loc.pnp/cw.pb.01562</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-DIG-cwpb-01563]</p>

<p style="text-align: center;"><b>Primary Source Thumbnail</b></p>	<p style="text-align: center;"><b>Caption Publication Information Book Notes</b></p>	<p style="text-align: center;"><b>Digital ID</b></p>
	<p><b>Corporal John A. Hartshorn of Company A, 19th Maine Infantry, in Union uniform sitting with bayoneted musket</b></p> <p>Photograph shows identified soldier John A. Hartshorn, who volunteered to enlist in the army as a substitute for John W. Crane in August 1863. Hartshorn died on May 23, 1864 of wounds received at Cold Harbor, Virginia.</p> <p><b>Booknote:</b> Chapter 33~Harold, Homer's brother was sold by Uncle Squint to be a replacement for a rich boy in town. This is the type of uniform that Harold would have been wearing when Homer found him at Gettysburg.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/ppmsca.26903">http://hdl.loc.gov/loc.pnp/ppmsca.26903</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-DIG-ppmsca-36903]</p>
	<p><b>The Conquered Banner</b></p> <p>Elderly man in uniform looking at canteen in front of Confederate flag c1913.</p> <p><b>Booknote:</b> Chapter 35~Homer saw both Union and Confederate troops carried their flags into battle.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3b11722">http://hdl.loc.gov/loc.pnp/cph.3b11722</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-USZ62-64127]</p>
	<p><b>The two standards bearers, the day after battle</b></p> <p>Music cover showing wounded soldier seated on ground in battlefield, holding up flag in one hand and a sword in the other.</p> <p><b>Booknote:</b> Chapter 35~ Scene reminiscent of Homer taking the flag from the fallen soldier during the Battle of Gettysburg.</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3f03775">http://hdl.loc.gov/loc.pnp/cph.3f03775</a></p> <p>Library of Congress, Prints and Photographs Division, [reproduction number LC-USZC2-3775]</p>

# Rubric

[Back to Navigation Bar](#)

	4	3	2	1	Score
Cover	Includes all five components-1) title, 2)author, 3)illustration and 4)student name 5) (in lower right corner)	Missing one component	Missing two of these components	Missing three or more components	
Back Cover Description and Setting	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-clear description of point in time</li> <li>- shows clear understanding of history</li> <li>-Very easy for reader to understand</li> </ul> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>-detailed description of where the story takes place</li> <li>-shows clear understanding of setting</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-clear description of point in time</li> <li>- shows understanding of history</li> <li>-Easy for reader to understand</li> </ul> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>-detailed description of where the story takes place</li> <li>-shows understanding of setting</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- somewhat clear description of point in time</li> <li>- shows some understanding of history</li> <li>-Somewhat easy for reader to understand</li> </ul> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>- has description of where the story takes place</li> <li>-shows some understanding of setting</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- does not show or include clear description of point in time</li> <li>-shows little or no understanding of history</li> </ul> <p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>-little or no description of where the story takes place</li> <li>-little or no understanding of setting</li> </ul>	
Journal Entries (x2)	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-Entries from character's perspective</li> <li>-includes detailed description of character's feelings and reactions to events</li> <li>-clearly able to understand events by entries</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-Entries from character's perspective</li> <li>-includes description of character's feelings and reactions to events</li> <li>-able to understand events by entries</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- Entries from character's perspective</li> <li>-includes description of character's feelings or reactions to events</li> <li>-somewhat able to understand events by entries</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- Entries from character's perspective</li> <li>-includes little or no description of character's feelings and reactions to events</li> <li>-unable to understand events by entries</li> </ul>	<p>_____ X 2 = _____</p>
Neatness/Conventions	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-Neat writing</li> <li>-Correct spelling and punctuation</li> <li>-Easy to read</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-Mostly neat writing</li> <li>-Mostly correct spelling and punctuation</li> <li>-Easy to read</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-Neat writing</li> <li>sometimes and so much</li> <li>-Some spelling and punctuation mistake</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-Writing is not neat</li> <li>-Many errors in spelling and punctuation</li> <li>-Difficult to read</li> </ul>	
Kelley/2011					<b>___ / 20</b>

# Journal Assignment

[Back to Navigation Bar](#)

## Historical Fiction Journal Project

**Directions:** This project is to create a journal from your character's perspective. You will pretend that you are the character from your story and write journal entries about the important events that are happening. You will really have to think about how your character feels about and reacts to what is happening to and around him or her.

Please follow the directions below to help you create your journal and journal entries.

### Front Cover of Journal

- Title of Book
- Author of Book
- Your Name (Lower right corner, please)
- Illustration representing book or specific journal entries (You may want to do this after we finish the book)

**Back Cover of Journal:** Your blurb (**Time, Event, Setting, Main Character's interaction with event**).

*(To be completed last for a read-aloud book)*

Your journal will have a description about the time period in which your book takes place, just like you would read the back cover of a book to get a description of the story. For this part, you will write a blurb describing the who, what, where and when (not necessarily in that order). Try to write this in a way that will make the reader want to read the book. **Do not give the ending away!**

### Diary/Journal Entries

In this part, you will write 4-6 journal entries about the events in your book. Here, you will role-play by writing your entries from the perspective of your character. Think about what you would write in a journal or diary about the events that are going on in your life. You would probably write about your thoughts and feelings about what is happening. Here is what you might include:

- What is happening?
- How you feel about it (scared, angry, excited, etc) and why?
- What are you going to do?
- What do you want to do?

Neatness counts, so make sure that you write and draw clearly! Typing is an option, see me.

# Extension ~ Eastern Seaboard Map circa 1850

[Back to Navigation Bar](#)

