1. Focus

Introduce the Mentor Historical Fiction Story

**Say:** Today I’m going to read you a historical fiction story, “Tomb Robbers! A Story of Ancient Egypt.”

**Ask:** What does the title of the story tell you about the subject, setting, historical time period, or theme? Allow students to share their predictions.

You may wish to display the story using the interactive whiteboard resources so that students can follow along as you read. If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the narrative, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Historical Fiction Story

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight key features of this historical fiction story:

1. The dialogue sounds realistic for the characters’ situation and setting.
2. Historical fiction can be told in the first or third person.
3. At least one main character deals with a conflict.

Details About Point of View

Page 19, after second paragraph. **Say:** I notice that the author refers to Mery’s feet as her feet and Mery’s dress as her dress. That’s a clue that the author is telling the story in the third person. If the story were told from Mery’s point of view, the author would have said “I was immediately on my feet” and “I pulled my dress over my head.” Historical fiction stories can be told from either point of view: first person or third person.

Dialogue That Sounds Realistic for the Situation and Setting

After reading page 20. **Say:** I really understand the characters because of their dialogue. Mery expresses her worst fears when she whispers, “If you’re caught, you’ll be executed.” Khaba’s determination comes through in his reply: “I’m not going to get caught.” I can see that Mery is caring and Khaba is self-confident. They sound like real characters with real concerns that fit their situation.

At Least One Main Character Deals with a Conflict

Page 20, after sixth paragraph. **Say:** Here I learn about the main problem in the story. Mery says, “Khaba, you can’t rob the pharaoh’s tomb.” Khaba says, “Watch me.” I understand the conflict and the difference of opinion between the brother and sister. Historical fiction stories have a conflict that one or more of the characters need to solve.

Objectives

In this mini-lesson, students will:

- Listen to a historical fiction read-aloud to learn that historical fiction has dialogue that is made up but sounds authentic, can be told in the third person or first person, and has at least one character who must deal with a conflict.
- Share personal responses to the historical fiction story.

Preparation

**Materials Needed**

- Mentor text: “Tomb Robbers!”
- Interactive whiteboard resources
At Least One Main Character Deals with a Conflict

After reading page 20. Say: I learn a lot more about the conflict between Mery and Khaba on this page. Mery gives two reasons why she thinks Khaba can’t rob the tomb. First, she says that if he does that, the pharaoh “won’t watch after us from the afterlife.” This reason fits the beliefs people held about pharaohs in ancient Egypt. Khaba counters immediately with reasons why he doesn’t agree: “He’s not watching over us anyway.” Mery comes up with a second objection, saying Khaba will be executed if he’s caught. And again, Khaba refutes this by saying he won’t get caught. I like the way the author develops the conflict here.

2. Rehearse

Respond Orally to the Mentor Historical Fiction Story

After reading the story aloud, invite students to respond personally to the story and to discuss their own ideas about the story’s dialogue, point of view, and conflicts by asking such questions as:

• What did you picture in your mind as you listened to the story?
• Does the conflict between Mery and Khaba make you remember any conflict you have experienced in your life?
• Which parts of the story help you visualize what life was like during the time period?

If necessary, model the following sentence frames to supports ELs and struggling students:

• I visualized ______.
• The conflict in the story reminded me of ______.
• This story helped me understand what life was like when ______.

3. Independent Writing and Conferring

Say: Today we learned that dialogue in a historical fiction story must sound authentic to the characters and to their historical time and place. Historical fiction is told either through first person or third person point of view. Historical fiction also develops conflicts for characters to solve. Remember these features as you write your own piece of historical fiction.

Ask students to write a paragraph describing what they visualize based on the details provided in the mentor text. Encourage them to visualize using multiple senses, recreating the sights, sounds, smells, and other sensory details the story evoked.

4. Share

Bring students together. Invite volunteers to share their visualizations.

Make the Mentor Text Comprehensible for ELs

Beginning

Display pictures from the mentor text to help beginning ELs understand the setting and historical time period of the story. Name each image you point to: pyramid; hieroglyphs; tomb. Also point to the illustrations of the brother and sister in the story as you say their names (Mery, Khaba). You may wish to display a map showing Egypt.

Intermediate and Advanced

Invite students to tell you what they know about ancient Egypt, including the pyramids and ancient Egyptian tombs. Encourage a background-building discussion. Use images from the interactive whiteboard resources or the book to support students’ comprehension.

All Levels

If you have students whose first language is Spanish, share the following English/Spanish cognates to help them understand the lesson focus: pharaoh/el faraón; pyramid/la pirámide; tomb/la tumba.

Use photos or the images provided in the interactive whiteboard resources to help ELs learn vocabulary and key concepts for the read-aloud.