

Western Oregon University

Digital Commons@WOU

Graduate Theses, Action Research Projects, and
Professional Projects

Graduate Studies and Research

6-11-2022

Historical Fiction Book Outline: The Battle for Boston

Tyler Nebeker

Western Oregon University

Follow this and additional works at: <https://digitalcommons.wou.edu/theses>



Part of the [Education Commons](#)

Recommended Citation

Nebeker, T. (2022). *Historical Fiction Book Outline: The Battle for Boston* (master's thesis). Western Oregon University, Monmouth, Oregon. Retrieved from <https://digitalcommons.wou.edu/theses/181>

This Professional Project is brought to you for free and open access by the Graduate Studies and Research at Digital Commons@WOU. It has been accepted for inclusion in Graduate Theses, Action Research Projects, and Professional Projects by an authorized administrator of Digital Commons@WOU. For more information, please contact digitalcommons@wou.edu, kundas@mail.wou.edu, bakersc@mail.wou.edu.

Historical Fiction Book Outline: The Battle for Boston

By Tyler Nebeker

A professional project submitted to Western Oregon University In partial
fulfillment of the requirements for the degree of:

Master of Education Program.

May, 2022



**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

Thesis

Professional Project

Titled:

Historical Fiction Book Outline: The Battle of Boston

Graduate Student: Tyler Nebecker

Candidate for the degree of : MSED: Interdisciplinary Professional Studies

*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
of the requirements of this master's degree.*

Committee Chair:

Name: Joshua Schulze Signature: _____
Date: 06/03/2022

Committee Members:

Name: Gregory Zobel Signature: _____
Date: 06/03/2022

Name: Emma Cisneros Signature: _____
Date: 06/03/2022

Dean of Graduate Studies and Research:

Name: Dr. Hillary Fouts Signature: _____
Date: _____

Table of Contents

	Page
<u>MSED Project Title Page</u>	<u>1</u>
<u>Chapter 1: Project Introduction</u>	<u>4</u>
<u>Chapter 2: Literature Review</u>	<u>9</u>
<u>Chapter 3: Project Design</u>	<u>22</u>
<u>Chapter 4: Book Outline</u>	<u>24</u>
<u>Chapter 5: Reflection</u>	<u>55</u>

Chapter 1: Project Introduction

The purpose of this professional project is to complete a book proposal for a historical fiction novel/story on the Battle of Boston and the events that led up to the American revolution. The book is designed as a novella, a short novel, to make it more accessible for secondary education readers where longer texts may cause potential readers to reject the book. There were multiple reasons I selected this as my professional project: interest in the time period, recent completion of teaching on the subject with some of my students, an interest in writing, and, after some research, the discovery of the lack of similar materials already in existence. Though there are many textbooks, articles, documentaries, and reports that detail the events of Boston during and prior to the American revolution, there are significantly fewer fictional materials targeted towards students of the secondary education level, especially those that take the form of books.

Common Core has effectively restricted available reading texts due to limitations being placed on what percentage of types of texts students can read. These restrictions are designed to prepare students for the future, but limiting available resources to teachers is a mistake. With the list of available texts being restricted due to changes in Common Core, providing additional texts that meet the unique needs of teachers and students is important. Each student has his/her own unique background, and reading historical fictions can show students the variety of different ethnicities and cultures; and more specifically how those same cultures have evolved over time. A historical fiction based on colonial American history can serve to demonstrate the founding of American culture and can serve as a basis to see how far the American people, society, and societal structures have evolved since then.

What makes this project book unique will be my focus on content that aligns with Common Core history standard expectations. It is my expectation that after reading my book a

student will learn not only about the events surrounding Boston but also ultimately the cause of the American Revolution and the far reaching impacts of the Revolution in the world today.

Learning Outcomes

This project is designed to meet several learning outcomes of the MSED program. The first learning outcome of the MSED program is “Effectively use advanced content knowledge and educational technologies.” Writing about the American Revolution will effectively test my content knowledge on the subject of early American history. Books are an old, but highly effective method in transferring information. In today’s world, there are many supporting technologies that can teach language proficiency skills alongside content knowledge already in the book. Examples of these technologies include screen readers, which can be combined with highlighting, as a highly effective teaching tool for independent learners. Authoring this book will also test my teaching skills, as I will need to be able to include historical facts and content knowledge, while keeping the reader interested and engaged, keeping students engaged being a skill all teachers find mandatory to running a classroom.

The second learning outcome of the MSED project is “Analyze data and evidence to support learning and engage in change.” To support data analysis, book readings are requested by knowledgeable family members, friends, and teachers to read and respond to drafts of my sample chapter. I will ask readers to answer short questions to determine what content knowledge they have gleaned from the book. Taking their feedback, I will analyze the evidence and adjust or rewrite book chapters as needed to clarify confusions, ensure enjoyment while reading, and keep the work historically accurate. Changes I will endeavor to create in readers will be: firstly, a greater interest in history amongst secondary education students. Secondly, I would like for people to have a greater understanding of the divides between the colonies and what it took for people to come together as one. I feel that lesson is especially important in today’s troubled times where people are becoming so factionalized.

Lack of civics education has a clear and distinct effect on American society. As people become more educated in civics they can see the options open to them, they are more open and willing to engage in civil discourse. Unfortunately, many Americans have only a rudimentary understanding of how the government operates. If individuals are educated about the importance of civil discussion, and especially how they can use their civil liberties to enact change in a peaceful manner, people can come together to enact long lasting positive changes in society.

The third learning outcome of the MSED program is “Apply learning theories, educational data and research in education in a variety of contexts.” I would like to make the argument here that each chapter of the book would be its own time period and thus have an entirely new context. Each chapter of the book will take place over the course of another year. This will show the gradual build up of resentments and anger by the Colonists, as well as the development of various characters as they grow up in a tumultuous environment.

Each chapter has its own focus referencing significant events of the year, with each chapter covering the time span of one year, ultimately covering all major events leading to the American Revolution in the Boston area. At the end of each chapter a vocab list will be included, vocab words will be highlighted throughout the chapter, this vocabulary will contain the central information that students should be learning. For students or teachers who read the book, they will be able to skim the definitions provided in those lists in order to review the basic information to be covered in that chapter. Using these methods, the book is more approachable and useful not just to students but to teachers and educators as well. These inclusion will also sufficiently demonstrate applications of learning theories such as cognitivism and connectivism as well as utilization of educational data and research.

The final learning goal of the MSED program is “Demonstrate professional growth, dispositions and leadership appropriate to their field in education.” Though it is difficult to demonstrate professional growth, especially in a COVID-19 environment and all the complications that entails, not to mention that I completed my undergraduate degree at another school which limits the frame of reference available to observers. Thus I will have to demonstrate professional growth through the rewriting and hopefully perfecting of my books chapters, small gradual improvements should be noticeable as I delve deeper into the writing process. For disposition and leadership, I will strive to ensure that my work is historically accurate, supportive to other educators, level appropriate reading for secondary education students, and an enjoyable read. Put simply, I will show my disposition through the quality of my work and how useful the eventual book will be to others. Though it is primarily a book proposal that I will be creating, with an outline and supporting materials, I will be endeavoring to write a portion of the book as both a demonstration of competency and a starting point to complete after I have finished the graduate program and have more time on my hands.

Moving Forward

As I continue my research on historical fiction in secondary education I will also be considering the shifts in how educational texts are selected this past decade, namely, the Common Core State Standards. These standards have imposed restrictions on the types of text that should be utilized in the classroom. The Common Core State Standards provide a paltry list of recommended reading, though educators are allowed to utilize other texts so long as they comply with other restrictions. Due to these reasons I will be investigating how best to utilize historical fiction in the classroom, as well as exploring reasonings for why such texts should still be utilized.

When I was first introduced to the idea of writing a book proposal as my Masters project at Western Oregon University, one of the first things that came to mind was Elizabeth Speare's *The Witch of BlackBird Pond*. Speare's book introduced the ideas of witch hunts in a method that was more approachable and engaging to students. It accomplished this by following a character through an interesting and informative story. In addition, the character in question is also a youth who shares many similar concerns that youth readers may face. Speare's book has the potential to serve as a companion piece or alternative reading choice to another book titled *The Salem Witch Hunt: A Brief History with Documents* by Richard Godbeer, with said book an excellent mini unit on McCarthyism could be built around. The book proposal I will create over the next six months will not be of the same nature as Godbeers book, which is designed with undergraduates in mind. I am writing expressly to and for secondary education students. I am not attempting to replace a textbook, but rather create a book a student may enjoy reading in their free time and open their eyes to history. Ideally, my book will be one that a social studies teacher can recommend without hesitation to their students who have shown interest towards the subject.

Chapter 2: Literature Review

For my Professional Project I decided to create a book outline. The book outline details a historical fiction, which begs the question, are historical fictions a useful tool for educators? Thus, I begin research on the utility of historical fiction texts under the research question: what is the role of historical fiction in teaching and learning in today's secondary school?

Three main topics that inform my book proposal and frame my work. First, the review explores the reasoning behind utilizing historical fiction and other narrative-based content texts in the classroom. Second, the review delves deeply into the argument for Common Core State Standards and how literature such as historical fiction fit into and are even supported by standards and educators across the country. Lastly, I synthesize the research on various teaching strategies utilizing historical fictions in the classroom.

Historical fiction holds an important place next to more traditional history teaching methods and texts. In traditional informative texts, such as textbooks, students receive all kinds of data and information. However, the impact of events and loss is dulled. Historical fiction allows a reader to experience the particular and specific experiences of an individual (Cole, 2020). Examining hypothetical individuals through our country's past allows the reader to experience that past in a way traditional textbooks are unable to impart. As they begin to identify with the struggles a character in the book experiences they themselves can experience some small part of the struggles that real actual people had to go through. Historical fiction should be utilized in the classroom as a tool to assist students in understanding the theories and practices of history (Hower, 2019).

Literature Review Methods

The methods utilized in gaining information for the literature review included the analysis of texts provided by the Western Oregon library. The texts were sourced via the online library access using my Western Oregon account. Search terms were used to narrow down research articles to texts related to secondary education, historical novels, and Common Core research and impact. Inquiry into texts was limited to peer reviewed research articles, which is the basis of research for the literature review. A small number of texts that were used as sources for these academically reviewed articles were also investigated and utilized for information.

Additional methods utilized to gain information and insight for the project include discussions with professional teachers as well as personal experience as a teacher and substitute teacher. Though I have less than a year of full time teaching experience, I was mentored by an excellent middle school teacher, Ms. Cisneros, and have been a substitute teacher for various middle schools in Corvallis. During my time teaching I have been able to analyze resources utilized, and especially what books are being read and made available to students. Substitute teaching is especially useful here as it allows observations of resources used in different schools, enabling a greater understanding of the needs of teachers and students in various classrooms.

Unfortunately, several gaps in research were identified concerning historical fiction. Most notably, investigations into alternative texts not on the Common Core Standards recommended reading list were severely lacking amongst discussion and peer reviewed research articles. This lack of research is further complicated due to the focus on reading occurring in English Language classes over sources utilized in Social Studies classrooms. What investigations are being done into suitable classroom texts are overshadowed in social studies by the more pressing need of excellent books in English Language classrooms.

Utility of Historical Fiction in Classrooms

Many students naturally balk at reading, especially in history classes. I learned this from personal experience and discussions with professional educators sharing their own teaching experiences. Students view reading history texts as old, useless, and/or boring. There are exceptions of course; some students truly love history and can't wait to learn more. Some students have had an exceptional history teacher in the past who got them, even if they are loath to admit it, to enjoy history when it's presented to them. There are many students, however, who only see history as an obligation to be completed at school and summarily forgotten about. Historical fictions are written with these students in mind! If your students are not a fan of reading textbooks, historical fiction can provide a substitute.

Historical fictions, and fictions in general, are often overlooked by educators or considered inadequate learning materials. (Tabachnick 1981, 32) This is due in large part to the lack of time for a given subject, content area, or historic event that leads many teachers to assume that they do not have the time to use books in the classroom. This can often be the case, educators often must get through an exorbitant amount of content in one school year. However, historical fictions should not, and cannot be dismissed out of hand. Gallagher makes the argument "No feature of the novel seems to be more obvious and yet more easily ignored than its fictionality... that most historians of the form have tactically agreed to leave unexamined; we tend to let it lie dormant in our critical analyses as well. And yet we all know that it is active and determining in our culture, for we cannot walk into a bookstore or read the Sunday papers without noticing that the primary categorical division in our textual universe is between "fiction" and "nonfiction" (Gallagher 2006, 336). Historical fiction cannot and should not be ignored. Dismissing a potential educational resource with such a deep backlog of potential materials to be utilized would be a mistake.

While substitute teaching I recently worked with some special education students at a local middle school. In their shared classroom they had a small library, a feature many teachers strive to include in their own classroom. Included in the small library of books was a copy of *The Magic Tree House*. A fiction series in which kids go back in time to observe different time periods throughout history. I hadn't looked at a copy of one of the books since I myself was a child, and when I checked I saw that it was only about seventy pages in length. Authors can adjust a book's length and vocabulary choices in order to make books more accessible to readers. Historical fictions provide backdrops for memorable characters to explore history, not only bringing history alive; but making historical reading enjoyable for students. (Rycik, 2009)

If educators are preparing students for their futures, then we must consider the different obstacles students must overcome. Historical fictions can help provide students experience in scenarios out of their depth as they read about characters who overcome their own struggles. Not all learning should be about memorizing and regurgitating facts and information, what we should be endeavoring as educators is making our students think; and think deeply about the world around them and how it operates. "If teachers seek to make students ready for real life, he said, they must equip them not only to argue, interpret, and inform, but to convey emotion and tell stories..." "Think about when candidates are running for office, and they have to tell the stories of their lives, the story of where we are going as a nation," he said. "we need to tell their story... there are moments when we have to distill emotion, experience. To claim otherwise misrepresents how we operate" (Gewertz, 2012, para. 24). Historical fictions can help us provide students the tools and knowledge on how to handle situations, whether that be to understand the troubles a peer is going through or see through the story a politician spins to see the truth of the matter. Historical fictions, and reading in general, can open students' eyes and make them more aware and understanding of their surroundings.

Reading fiction can result in critical thinking, analytical writing, and cognitive engagement improvements (Alsup, 2013). Many teachers feel that with the update of recommended reading literature by Common Core State Standards longer books need to be replaced with smaller texts or excerpts of primary sources (Huffington Post, 2012). Though primary sources are an excellent tool, reading them alone can result in missing content that material presented in a narrative would convey. The idea of replacing accessible texts students enjoy with more analytical texts or smaller texts focused solely on cramming information will be counterproductive as students will begin to disengage with class in a variety of ways (Timothy, 2018).

Historical fictions have been dismissed and overlooked in the classroom. (Tabachnick 1981, 32) A significant factor to the underutilization of historical fiction is the lack of historical fiction printed with secondary education learners in mind. However, recently historical fiction has become a more popular writing topic, and many writers are engaging with this topic (Lee, 2021, par. 3). A few example texts include *Homegoing*, *Home Much Of These is Gold*, and *Lincoln in the Bardo*. This increase of potential historical novels available to students and staff is a boon that should be utilized to assist in the learning process.

Preparing Students for the Future, the Debate on Fiction in Common Core

The use of fiction inside U.S. Schools is being challenged more than ever before.

Perhaps the Common Core's most controversial provision is its designation of a set ratio of fiction to nonfiction in the curriculum: it mandates that fourth graders should read an equal amount of fiction and nonfiction; eighth graders should read 55 percent nonfiction; and twelfth graders should read 70 percent nonfiction. (Koenigs, 2017, pp. 225-253)

While Schools are not required to comply with Common Core Standards related to reading, school funding is linked to their compliance with these standards. This pressure of

school funding inevitably causes the vast majority of schools to comply with Common Core Mandates. Even with these restrictions, I make the argument that fiction, especially historical fiction, brings real value to students and presents a useful tool to educators.

The emphasis of Common Core reading is technical or informational texts. Common Core State Standards require 50% of texts read in schools be informative by high school. This demonstrates a shift in classroom reading from narrative driven texts to informative, information packed journals. The argument with the shift away from fiction and historical fiction is to better prepare students for higher education, future careers, and life in general (Koenigs, 2017). However, upon further study you will find many teachers expressing concerns about the new emphasis.

But the new guidelines are increasingly worrying English-lovers and English teachers, who feel they must replace literary greats like *The Great Gatsby* and *Catcher in the Rye* with Common Core-suggested "exemplars," like the Environmental Protection Agency's *Recommended Levels of Insulation* and the California Invasive Plant Council's *Invasive Plant Inventory*. (Common Core, 2012, para. 2)

While these changes to Common Core in reading seem especially focused on English language classes, it falls on the school as a whole to ensure that their students are meeting the nonfiction quotas and margins. In complying to reading percentage quotas teachers can be limited in their choice of texts, which can result in historical fictions not being utilized. Historical fictions do have a place in our classrooms, they make the past more engaging and likable to our students and teachers should be given the opportunity to utilize these books as the tools they are.

Amongst students some will prefer reading nonfiction (Job, 2016). There is an argument to be made that certain types of fiction, such as historical fiction or informative fiction can be

considered primarily nonfiction texts rather than fictitious texts. An example of a book series that falls under this category, a fiction book presenting nonfiction information, is the *Magic School Bus* series. By presenting information in a narrative students respond positively becoming more engaged and enthusiastic readers. If instead an educator exclusively relies on textbooks, those same students will find themselves rejecting nonfiction works and reading in general (Job, 2016). Thus historical fiction balances the line where it presents factual information in a narrative, resulting in students' interest being sustained in the literature while still presenting information relevant to Common Core State Standards.

When an educator instructs a student to read a text they must consider the difficulty of the text in relation to the student's reading ability. According to research on Common Core standards, assumed reading abilities of students are often set to several grade points above their own (Morrison, 2018). When students are given readings that are above their current comprehension level only a small percentage of students will both comprehend and value the readings assigned to them. If a student is able to pick the reading, rather than having reading assigned to them, and the student finds the chosen text to be a topic of interest it can help said student to read above their current capability. In essence, motivation can help compensate for a lower reading ability (Morrison, 2018). Historical fictions, being books with narratives, can attract students attention and interest, helping students to read more deeply and understand more about a given text and topic.

Students in secondary contexts are required and expected to read a lot of material, most of it non fiction. Due to this, many students have a tendency to reject non fiction in preference to fiction. Dennis (1974), after observing a student who rejected reading made the note:

after reading the first volume with infinite delight, supposing it to be a novel, threw aside the others with disgust, because a man of letters had inadvertently told her the work was

founded on FACT. ...obviously preferred fiction to fact. Yet fiction at the close of the eighteenth century frequently masqueraded as history, biography, or journal, or if it did not resort to such subterfuge, often claimed nevertheless to be based on fact. (p. 71)

While students will have to do a lot of reading and research, especially in social studies, historical fiction can help mitigate negative emotions in relation to said reading. When possible, if a teacher presents a choice between textbook reading or historical fiction, it will increase student engagement. The student will feel that they are choosing, and that feeling of choice or being able to pick the material to learn is highly conducive to learning.

Readers of historical fiction can see the cause and effect of different events and learn to identify the causes that will result in positive and negative events in the world around them.

Learning about the past through the stories of others has opened my eyes to the consequences of actions that I do not want to see repeated in the world in which I live. It has shaped my ability to empathize with cultures and people that are foreign to my own experience. Reading historical fiction has colored my decisions and changed my actions—I truly believe it has made me a better person...Historical fiction reflects the mistakes and triumphs of those who have come before us, showing how events affected people by personalizing them, making them resonant and emotional, in individual stories. Often, it's a Greek chorus of warning—if only we're paying attention (King, 2019, para. 5).

Let readers use history, and more specifically historical fictions, as a word of warning. The old saying we must learn the past lest we repeat it comes to mind. Historical fiction can help readers identify the patterns in history; or causes and effect, and as they learn to identify the causes leading to effects they can see in the world around them similar causes that could lead to similar effects. For example, the historical fiction I am writing explores the rise in tensions

between colonists and the British government in colonial times. In the modern day we can look for similar causes, repressive government acts and stripping of rights (events that led to the American Revolution) and look for similar regions or circumstances that could lead to violence just as it did back then. Encouraging students to think critically and apply the knowledge to modern day circumstances is something any good teacher should be doing.

Historical Fiction Teaching Strategies

In the article *Imagined histories: biography, fiction, and the challenges of historical imagination* Morgan writes about his experience with using historical fiction and biographies in their classroom.

What if, I pondered, this course focused not on a chronological, thematic, or topical approach, but rather on biographies both real and imagined? What if, instead of producing a standard research paper on a historical figure, students were asked to create an imagined biography, a fictional account of a life based on primary and secondary sources? And, ultimately, I asked, how can biography--particularly imagined lives--help us to better understand the human experience? (Morgan, 2016, para. 4)

Morgan's experiences illustrate that students respond positively to historical fictions and biographies, and in some cases it can be more effective and informative to the students. It can be more informative because it makes the students think, engage in critical thinking, and design their own narrative to fit the information provided in primary and secondary sources.

One of the reasons I selected the time leading up to the American Revolution for my writing project was because I saw students had trouble understanding why the colonists decided to have a revolution. They could usually name an unfair act or two, the Quartering Act being particularly popular, but it was usually limited solely to that. I wanted to add insight on emotions, feelings, meaning and worth to the unfair treatment of the colonists. Not just to make the reader

root for the colonists' side, but also to understand why the 13 colonies would put aside their differences and band together to enact the American revolution.

When considering teaching strategies it's important to consider available learning materials, such as available texts. Common Core State Standards give a recommended reading list of available texts. This list of available texts should be considered, but ultimately additional texts need to be considered; especially texts that will be engaging to your students based on their unique cultural backgrounds and interests (Glaus, 2013). Educators will have students of various and diverse backgrounds. Finding literature that piques the interests of each of your students will necessitate multiple visits to the library. Students have different backgrounds, interests, and knowledge and finding texts that are both engaging and informative will require teachers to take students' individual backgrounds into account alongside their reading capability.

Some teachers are concerned with reading restrictions brought on by Common Core, namely the 50% informative texts requirement. Highfill, a teacher from Arkansas, has expressed concerns over the requirements of reading nonfictions in the classroom. Highfill states "already had to drop short stories and a favorite literary unit to make time for essays by Malcolm Gladwell from his social behavior book *The Tipping Point*. "I'm struggling with this, and my students are struggling... With informational text, there isn't that human connection that you get with literature. And the kids are shutting down. They're getting bored. I'm seeing more behavior problems in my classroom than I've ever seen"" (Common Core, 2012, para. 2). Students, especially younger students, benefit from the extra excitement reading a historical fiction can give them. When students are bored to the point of falling asleep in class, or worse being disruptive to their classmates who are trying to learn, that shows that change is needed. Increasing the use of historical fictions in the classroom can help provide that change and increase student involvement. When I was teaching a middle school class in Utah, I tried to

make some learning activities fun for the students. I was quickly informed by said students that it wasn't fun, but "school fun" that I was trying to have them do. Students ultimately come to school to learn, but at the same time we need to respect that asking any individual to learn and keep learning for hours and hours on end is going to be impossible unless you incorporate activities that students enjoy, reading can be one of those activities.

When designing activities around historical fiction, an excellent strategy is to allow students to select their own book of choice from a list. If students select books they want to read, they are more inclined not only to enjoy reading the book but may choose to read additional texts in the future. This is becoming increasingly important as books as a medium are being overshadowed by other sources of entertainment, especially video entertainment. In a study conducted over the span of four years evidence was found to support the idea of student selected reading. "They abandoned assigned readings in favor of student-selected, self-paced reading within a collection of primarily young adult fiction that students found personally meaningful. This initial shift resulted in a cascade of changes in learning and teaching over the next 4 years. Consistently, students became individually and collectively engaged, read more, had more positive peer relationships, had better self-regulation, and performed better on the state English Language Arts test (Ivey & Johnston, 2013)." Increasing students' reading levels, and especially their self interest in reading, has noticeable, testable, and provable long term benefits to students reading and comprehension abilities.

The idea to use historical fiction in the classroom is not a new one. In 1995 *Teacher* magazine released an article about the reasons to teach with historical fiction. The article explains seven reasons why teachers should use historical fiction in their classrooms. The article also delves deeper into how to select good historical fictions to introduce to your students. I would in particular like to point out points five and six, promoting the complexity of issues and multiple perspectives (*Why and How*, 1995, para. 5). To use an example, when

teaching early American History we need to teach our students about loyalists and patriots. For many students, they don't understand why a colonist would ever be a loyalist, someone who supported Britain, when all the examples they are presented in class show reasons to support the patriots. However, if a student was to read a historical fiction about the time period, they could learn the complexities and differing perspectives of the time. With guidance a student could be encouraged to think more deeply about the whys of history, not just the order of events that took place. Deeper thinking, critical thinking, needs to be promoted in our students and historical fictions help do just that.

Literature Review Conclusion

Historical novels hold value in learning, and this tool for education should not be overlooked. Historical novels can introduce students to different eras and places. Historical novels promote interest in reading and in history. The historical novel proposal I am working on will lead to a useful tool in the classroom and a source of joy in future readers.

In the classroom setting historical novels can be a useful tool for educators to utilize. Students often respond better and are more receptive to historical novels than are to textbooks or primary sources. By selecting accompanying historical novel texts teachers and students can delve deeper into content knowledge. Even if it is difficult to assign historical novels as content reading due to lack of time in the classroom, they make excellent example reading, reading partial or full chapters, or can simply join a teachers recommended reading list for students who want to learn more about a topic.

With the changes to Common Core, the argument on what students should be reading to help prepare them for future studies and life is questioned. Informative texts are the new focus, which reflects the focus on continuing education especially into College. Many professions that require a Bachelor's degree prerequisite will require data analysis skills, skills students gain with

practice from analyzing informative texts. This focus on data analysis and information retention, while useful skills, limit students ability to think outside the box as well as restricting cooperative working skills students would have gained reading and analyzing historical fiction with peers rather than the dry reading and worksheets of informational texts.

Informational texts recommended by Common Core are often above a student's reading level and expecting them to succeed is not a recipe for success. Educators should work to integrate more historical fiction into their classrooms, a good way to do this is by partnering with the English department. If the English department is going to read *Great Gatsby* or *Lord of the Flies*, spend a couple minutes discussing the books with your students. What was the time period in which these novels were written? What were the author's concerns and fears? There are whole lists of questions you could ask to engage your students in critical thinking, both about the time period depicted in the novel and the time period from which the book was written.

There are numerous teaching strategies to use historical fiction in the classroom. Find strategies you know will engage your students and pick book selections from which your students will find both age appropriate and enjoyable reading. Historical fictions can be useful teaching tools, use them.

Chapter 3: Project Design

When I initially began working on a book outline the first step I took was research. I created a rough timeline of the years leading up to the American revolution. I initially created a timeline based on my own knowledge referencing topics that I taught to middle school students as the causes of the revolution. I knew these would be the big events that I would build the book around.

During the Winter semester of 2022, I expanded my research. Though I already had the major events that encompassed state standards, I also needed specific details on a number of subjects that would affect life in the colonies. The kind of day-to-day activities and interactions that would pepper the novel. At the same time I also began work on a rough storyboard for the characters and how they fit into historic events.

During the Winter semester of 2022, I decided to write a sample chapter for the book. It was my initial plan to write the entire book during the Masters program, but I ultimately decided against it due to time restrictions. The sample chapter ended up being nine pages long, which helped me determine the approximate length future chapters would take, approximately eight to ten pages. While writing the sample chapter I also realized that including a vocabulary page at the end of each chapter would be extremely useful for the reader. Examples of this vocabulary would be the Proclamation of 1763 or Redcoat. Though a reader could learn about the materials using context clues and character discussion, having a space at the end of each chapter to clearly lay out the meanings and importance of various characters and events would be very helpful to new readers or those reviewing the chapters' content materials.

As I moved into the spring semester of 2022 work began picking up on the chapter outlines. By April 17th I had completed rough drafts of each chapter outline. I had also determined to reduce the number of chapters from thirteen to ten. This would help the book

remain a novella rather than getting to be overly long. It also kept the book moving at a faster pace and more focused on Boston and the regional effects of the various mandates directed by the British government.

During the subsequent two weeks, leading up to April 29th, chapter outlines were revised. Sample questions for short response or classroom discussion will be added to the book outline. A cumulative vocab section will be created encompassing chapter vocab and additional vocab for the time period not Boston specific.

Edits and revisions will continue on the book outline and MSED Project as a whole until the final due date. Recommended timelines, as set out by Dr. Schulze, will be met.

Chapter 4: Book Outline

Character List

Levi Channel

The main character readers will follow through the story. Levi is a youth growing up in the colonies as tensions rise with the British. Levi is the baby of the family with three older brothers. As Levi learns more about the various tensions and conflicts in the colonies, so too will the reader.

Henry Channel

A survivor who was injured in the French and Indian war. Now crippled, he becomes increasingly angry and resentful against the British. Henry Channel is Levi Channels Father.

Sarah Channel

Sarah Channel is Levi Channel's mother and begins the story as a loyalist. As the story progresses her mindset changes, ultimately joining the daughters of liberty.

Robertson Channel

Robertson is the fun uncle who lives in Boston. He keeps the family up to date with the news as well as bringing needed supplies to their home. As British activity picks up, Robertson takes a greater role in resistance and encourages other family members to do likewise.

Tom Channel

Is the oldest of the Channel siblings. He is the first to seek work in Boston following his uncle Roberston. Not only does he join his uncle working at the docks, but he will also follow him in resistance against the British.

Peter Channel

Only a year younger than Tom, Peter follows in his brother's footsteps working in Boston and resisting the British.

Arnold Channel

Arnold is the second youngest brother, just older than Levi. Unlike his brothers he chooses to stay home and continue working on the family farm. Due to this he sees the actions at Concord, where the family home is located, up close. His retelling of the attack by the British redcoats helps convince Levi to join the Continental Army.

Chapter 1 Summary: 1764

Story begins with the introduction of the main character, Levi Channel, Levi is a youth growing up in the British controlled Massachusetts Bay colony. Levi's father, Henry Channel, is a veteran of the French and Indian war who becomes enraged upon learning of the Proclamation of 1763. The news is brought to Henry, who has lost his leg and thus a good portion of his mobility during the war, by his brother Roberston.

Levi overhears several conversations of his family as well as attending a town meeting without his family's knowledge. Though he doesn't understand much of what is discussed, a lot of the information seems to contradict with the knowledge his mother has taught him in his studies, he strives to learn more.

The family has a long discussion after one dinner in which Levi's older brothers are allowed to attend and learn more about the Redcoats and what is happening. Levi is forced to go to bed before the rest of his family, but he still thinks and listens as the adults discuss what should be done.

All throughout the chapter there should be prevalent examples of Levi's upbringing where he believes he's a British citizen. Even as he becomes confused by the debates between Patriots and Loyalists, Levi questions his family's involvement and loyalties.

Terms Library

Proclamation of 1763

Proclamation by British government saying colonists couldn't expand into the Ohio valley territory which was gained as a result of the French and Indian War. The proclamation was designed to stop conflicts between Native Americans of the region and colonial settlers. Many notable figures believed it to be only temporary, George Washington himself purchased some land, and many settlers chose to ignore the proclamation altogether.

French and Indian War

The French and Indian War, or 7 years war, was fought between the French and British in Northern America. Native Americans were drawn into the combat, the majority of which chose to fight on the side of the French. The French's trade economic model for the new world was seen as preferable to the British farming model which ultimately took land away from Native Americans. At the conclusion of the war England owed other European nations a large sum of money and decided to keep English soldiers in the colonies permanently. Because it was argued that colonists were the ones to benefit the most from the war it was decided they would be the ones to pay off the debts, leading to a number of unpopular Acts designed to gain money.

Invalid Pension

Designed for soldiers injured during conflicts, Invalid Pensions were given out by the English government. They are one of the reasons Hessian mercenary soldiers were so popular, and cheaper, than traditional troops.

Bounty Land

As a reward to soldiers who fought in the French and Indian war, England allowed colonies to grant bounty lands in territories gained due to the conflict to the soldiers who fought. The United States government would also grant bounty lands in future conflicts such as the revolutionary war and the war of 1812.

Redcoats

Name given to British soldiers due to their iconic and distinct red uniforms worn into battle. Many of the men who fought for the 13 colonies did not wear a uniform, and the colonial army suffered due to a lack of supplies for much of the war.

Sugar Act

The Sugar Act is the first law passed for the specific purpose of raising money from the American colonies. Many colonists were angry and protested with the argument that you could not make a law with the sole purpose of raising funds. On a humorous side note, a similar law was already in effect but had not been collected. The Sugar Act actually asked for a lower tax to be paid on sugars and molasses than the previous tax.

The reason the colonies were so angry was that the majority had been self-governing for over a hundred years with little or no interference from England.

Currency Act

This act made it illegal for the colonies to issue their own currency. This act angered many colonists as it was one step further from the autonomy they had grown accustomed to. Issues of currency would pop up again under the government of the Articles of Confederation, the short lived government that existed between the colonies under the British and the Federal government as we know it today. It was ultimately decided that the United States needed to share one central currency rather than each state having their own.

King George the 3rd

King George the 3rd was the British king during the American revolution. He viewed the colonies as ungrateful and untenable without his continued guidance. The king was the one to declare the colonies in rebellion and order the Redcoats and later Hessian mercenaries to subdue the colonies.

Parliament

The British Parliament is where laws are created. During the time leading up to the American revolution Parliament passed a series of laws to tax and gain greater control over the American colonies.

The Commons

The Commons are the part of Parliament in which the common people could raise issues and gain representation. Many American colonists helped promote the revolution by pointing out that the colonies did not have representation in the Commons or any other part of the British government.

Slaves

Due to climate as well as religious and political beliefs slaves were much less common in the northern American colonies like New England than they were in southern colonies. That does not mean, however, that they did not exist and you may find several if you read close enough.

Indentured Servants

An Indentured Servant was a worker, generally from Europe, who in exchange for passage to the new world agreed to work under someone for a number of years. Usually an Indentured Servant would work for around seven years and it was understood that at the end of that time their sponsor would provide them land to create their own farm or funds to get started in the new world. As slavery became more popular in the colonies, especially as a result of lucrative crops with high labor needs, Indentured Servants became less common in the new world.

East India Trading Company

The East India Trading Company was the British trading company that sought profits using trade between England and her colonies. The trade would usually be an exchange between British manufactured goods and raw materials provided by the colonies.

Chapter 1 Sample

Levi Channel was a young boy who thought he had seen his father mad; he was wrong. When someone was mad, really mad, they became an entirely different person. No mischief he had ever gotten into with his older brothers had come close. The **Proclamation of 1763** had well and truly angered his father.

His father hadn't been home for long, returned only a short few weeks ago from the **French and Indian War**. He had lost his left leg below the knee in a grand battle in the Ohio valley. Said battle of course got grander with each retelling. Sat before the fireplace just last night he had heard of his fathers deadly aim bringing down dozens of French soldiers before a lucky shot had struck his leg bringing him down.

The next day though when uncle Robertson had brought a hastily scribbled copy of the proclamation from Boston, he saw the two of them mad. Not for long of course, his mother had sent him out with orders to help his brothers with the farmwork. But he stayed a while, listening under a closed, but not soundproof, window.

Levi didn't understand much of what the two men spoke about, he did hear his mother let out a swear he would have had his mouth washed out for though, so he resolved to listen.

"Men fought and died in that war! I lost my leg in that war! And now they're what, giving the land we rightfully won from the French to the Indians!" His father's voice bellowed.

"Henry, you can't make a stink about this. If words got back to the wrong people your **Invalid Pension** could be taken away from you. I know it's only half what you were being paid as an active soldier, but your family needs that money. I know your boys have been doing a marvelous job for their age keeping up the farm, but they are just boys." His uncle Robertson cautioned.

His mothers voice was quieter than the two mens forcing Levi to put his ear to the window to get a proper listen. "So **Bounty Land** in the Ohio valley was all just a ruse, a trick?"

The army got you to leave us, leave the children for months! And expect nothing in return, nothing but a destroyed leg that is..."

There was silence in the room for a few long moments before anyone said anything else. Levi shuddered a bit thinking about the men in red uniforms. He had thought them to be good folk, a couple had even helped out on the farm when they had heard his father was fighting. Now they were bad people? It didn't make sense to him.

Redcoats, that's what his brothers had called them anyways, they were supposed to keep them safe from Indian raids and French soldiers. His mother had taught him that much. The same army though, the **Redcoats**, had tricked his father and made him lose his leg. Even now, with a peg leg having been made by Earl, the town's carpenter, father still had trouble moving without his crutch.

"When your boys grow up a bit I'll help them find work in Boston. I know Lexington isn't the largest community, and only one of your sons can take over the farm. Not unless you're willing to split up what land you do have into bits and pieces. It won't be the same as them all having their own places in the Ohio valley, but it'll be something at least." His uncle said.

His father's voice sounded quiet and sad "I had hoped to do better for my sons, that's the hope of anyone coming to the new world. I didn't want them doing the same kind of work I did in England to earn passage." Then with a bit more vigor in his voice he continued. "We can still fight this. See if we can't gather together some of the men who fought. If they see there are enough of us not willing to take this lying down, we'd have a shot."

"I'll see what I can do." His uncle replied hesitantly. "Just, don't get your hopes up, and you can not get involved! Your wife would kill me if I lost you your **Invalid Pension**."

Levi heard his mother chuckle at that. Then he heard the distinctive sounds of drinks being poured. He had been curious what was wrong, he wasn't curious about the drink. One of his brothers had slipped him a sip once, he didn't like it one bit. So he snuck away to meet up with his brothers. That was where his mother expected him to be anyways.

He quickly found them in the fields. They hadn't been working any more than he had been, instead playing wrestling. Levi told them about all he had discovered and soon the boys were playing soldiers. Except it was very much like tag but he was the redcoat so now he had a reason he always lost.

Some of the other boys in the village soon joined in and now it was a whole squad of redcoats chasing the older boys through the woods on the edge of town. They had even tagged a few of them!

But any good day must come to an end. So the boys grudgingly returned to their homes on the urging of their mothers. It seemed not much work had gotten done that day as many men had been visiting his father and uncle and their children had taken the chance to sneak off to play. But that was okay, it wasn't harvest time.

As Levi went to sleep that night in the bed shared with his brothers his thoughts kept drifting back to the earlier afternoon. The play had been a good distraction but now he needed to think, to try and understand. Levi knew his father had been angry, but why be worried about some land far away they had lost? He was perfectly happy in Lexington. But now he was getting sleepy so he resolved to think more about this tomorrow.

But he didn't think about it tomorrow, or even the day after. In fact Levi would have been perfectly happy to go back to thinking the **Redcoats** were good people again if his brothers hadn't forbade it. But then the **Redcoats** and the home country, something his uncle called England from time to time, did something no young boy could ever condone, they had passed the **Sugar Act**.

Now the fact that this act came months after the **Proclamation of 1763** didn't matter. The fact that it was now a new year didn't matter, he was still a boy, albeit a year older boy, but no kid likes it when their sweets get messed with.

Not that they had sweets often, far from it. But his mother could make a wonderful pie when they had a little money set aside for sugar and were able to collect some fresh fruits from

the nearby forest. Just a short few weeks ago Levi had declared Robertson his favorite uncle when tucked securely in a corner of the wagon amongst the salt and other necessities he had collected for them in Boston a small parcel of sugar had been hidden away. Levi and his brothers had worked harder that day than ever before after their mother had extracted a promise that if they completed their chores and fathers they could have a taste of that sugary goodness. Their uncle had had a wide grin on his face for the entire day seeing them run about to complete the work.

But now the **Sugar Act**, or at least as Levi understood it from what he heard his father and uncle discussing, that would mean no more pies or sweets for any of them! The Horror! His brothers had told them that it was the **Redcoats** again, and though Levi didn't understand how soldiers and sweets were related, he was really starting to get irritated with them.

He wasn't the only one to get annoyed either. The other boys all talked about how their fathers and uncles were getting annoyed with the British, **Parliament**, and of course the **Redcoats**. The boys would later that year repeat more they had heard from their fathers discussions on how the British were going to hurt them. Apparently they were going to mess with their money, **The Currency Act** as it was called, was going to make the colony money useless!

A town meeting was called, he wasn't invited of course. His oldest brother Tom was invited though, how unfair! So he snuck in to watch anyway.

The meeting was called in the center of town. Levi waited at the rear of the crowd where he wouldn't be spotted by his father. It made it hard to see, but he could hear well enough.

"You all know why we are here!" One man shouted. He then continued speaking and the people listened. "Taxation without representation! Some fools across the sea think they can tell us what to do? I say hang the lot! If we aren't getting our say in the **Commons**, what right do they have to our hard earned coin? Nothing!"

There was murmuring amongst the crowd. This was a man who could light a fire in someone's belly. But soon someone was calling a response.

“Don't let them make fools of us! We are loyal British citizens.” There was murmuring to that and more than one call of agreement.

The man continued “Besides, paying a bit more for sugar; using British currency instead of Massachusetts coin, are these the kinds of troubles to get worked up for? Besides, I'm sure that our absence was merely overlooked in the **Commons**, soon the King will have it all worked out.”

More cries of agreement were heard from across the gathered people. Levi was beginning to think the man made some sense, after all sugar was already a rare treat anyways. Besides, his mother had always told him to trust **King George III**, that he was their rightful ruler and a good man.

Soon though the other man, and he must have been from Boston because Levi didn't recognize him, rose to speak again; this time standing on a wagon for all to hear. “People, we are not **Slaves** nor **Indentured Servants**. We are British citizens! We do deserve a write to speak our mind in the commons! Right now the people across the ocean don't know what's happening here, they just want more money to pay for more wars! We need to do the only thing we can do, refuse to purchase any British products! If none of us buy any British sugar, then their tax won't mean anything!”

Again there were murmurs of agreement from the crowd, this time though it seemed the majority had made up their mind. They were going to side with this Boston man. Levi decided to sneak away before he was discovered by his family and quickly left. As he was leaving he wondered why English people cared about their sugar and molasses. He would later learn **Parliament** had actually lowered the tax on the treats, they were just enforcing the collection of said taxes. Regardless of how nice it sounded before **Parliament**, the **Sugar Act** left plenty of

irritated colonists who had gotten used to being self-governing and collecting their own taxes, thank you very much.

Returning home Levi got straight to chores. His mother quickly found him and soon he was helping her prepare dinner. Levi was quite happy to see the extra placement at the dinner table his mother set out. That meant his uncle would be staying the night instead of rushing back to Boston.

It was a long time before his father, uncle, and brother returned. Levi guessed he had left the meeting too early and missed stuff. On the other hand his mother hadn't caught him so...

His father droned on that night. British this, **Parliament** that, nasty **Redcoats** everywhere. He had been looking forward to his uncle's stories of the high seas. But even when dinner was long over, he still hadn't heard one pirate tale.

Eventually, getting sick of all the talk and a touch sleepy as it was getting late Levi interrupted his father to ask a question.

"So what did everyone in town decide to do? Are we going to fight the **Redcoats** or what?"

For some reason that just got all the adults chuckling and soon he was quickly sent to bed. He heard his uncle's voice almost giggling as he laid down for bed.

"Can you imagine; Levi, charging down some British officer? Musket in hand? Except the muskets tall as he is of course! Why he'd probably trip over himself somehow and knock the both of them over! Now that would be a sight to see."

He heard his brothers laughing, the traitors, only he and Arnold were sent to bed. The two oldest were allowed to stay up with the adults. Levi tried to stay up and listen, but aside from his uncle's booming laughs and the laughter of his other family members, he heard nothing else for some time.

Just as Levi was beginning to drift off to sleep he heard his father use his business voice. Levi had only heard his father speak like that on a handful of occasions, usually when speaking with a **Redcoat**.

“Dear, it's been decided, well many of us have agreed anyways, to forgo British products of any kind until they get rid of this **Sugar Act**. If we really have a need for something , my brother and I will find it in Boston. And it won't be from the **East India Trading Company**, I can tell you that much.”

His mothers response had a tone eerily similar to the time she had caught him and his brothers taking turns riding one of the neighbors horses at the edge of town. Well he had just ridden, his brothers had been trying to jump fences; and they had been doing quite well until they got caught.

“Robertson Channel, I thought you told me that you didn't know any more smugglers? That you had totally distanced yourself from them, you said so yourself.”

“Er, yes, well...” His uncle's halting replies could be heard clearly through the house as everyone else wisely remained silent. Levi had the distinct impression that he would be laughing if it weren't him so often targeted by his mothers ire. That, and he was just so sleepy. He had really eaten a lot at dinner and it seemed he was feeling it now. So when his mother started lecturing his uncle he gladly fell asleep.

Chapter 2 Summary: 1765

Chapter begins with uncle's return from Boston. He angrily shares news with the family that the quartering act has been announced and redcoats are going to be taking over Boston. At this point an exaggeration, but many colonists will suffer as a result of the law, with some colonists needing to give up their homes or businesses. Levi and his brothers are sent to work on the farm when it becomes clear uncle isn't going to calm down any time soon.

Levi and his brothers talk in the fields, mainly about dreams for the future and fighting back against the British. Levi learns about loyalists and realizes that his family were loyalists

until just last year. Tensions ease with the end of the work day as the neighborhood boys gather together to play.

As time passes, the year goes by, Levi sees tensions rising around Concord. He thinks it must be much worse in Boston though where all the redcoats are. A new act is announced, the stamp act.

Levi sees a mob being formed and sneaks out to watch. The mob terrifies the would-be tax collector appointed by the British. A scarecrow is hanged from a tree just outside his home. Levi is shocked to see what anger is causing the townsfolk to do.

Terms Library

Quartering Act

The Quartering Act required the colonists to provide housing for the British soldiers stationed in the colonies. With the French and Indian war over most colonists were eager to see the soldiers gone. However, fearing further conflict with Native Americans the British government decided to keep soldiers in the colonies.

Stamp Act

The Stamp Act put a tax on all printed goods in the colonies. This included not just postage but also playing cards, newspapers or any other printed materials. The new act was so unpopular that all would-be tax collectors were intimidated by colonists to leave their posts. The colonists saw this as another law passed solely for the purpose of gaining money from the colonists, one of the reasons they opposed it so vehemently.

Declaration of Rights and Grievances

The Declaration of Rights and Grievances is an important document because it introduces the idea of no taxation without representation into the argument. Before this point colonists were making the argument that laws with the sole purpose of collecting funds were illegal. Now the argument has shifted to them being equal British citizens, even if they are living

across the ocean. So at this point they still see themselves as loyal British subjects, but as time pushes forward you will see the opinions of the people of the colonies change again.

Chapter 3 Summary: 1766

Henry and Roberston, Levi's father and uncle, are originally ecstatic upon hearing about the repeal of the Stamp Act. Though there was discussion of making the redcoats collect the tax, instead of the already intimidated tax collectors, Parliament eventually decided against doing so. Or so the sailor who told Roberston says anyways. Henry is especially happy because he feels that in some small way this helps make up for the Proclamation of 1763.

The family's happiness is short lived, however, when Levi discovers in a newspaper found in town the Declaratory Act. Serving as a statement of British power over the colonies, the Declaratory Acts only serves to further divide people in the town of Concord.

A brawl breaks out between Levi's older brothers and the sons of men in town who claim to be loyalists. Though only a short scuffle the boys were enraged when they heard their father called 'A cripple and a traitor!'. Levi himself earned a black eye though he gave as good as he got.

With tensions rising in town it's decided to hold another town meeting. This time Levi, having been a participant of the fight, is invited. Though only a short and small meeting, primarily between the families of the boys who fought, it does help settle tensions in the town. The loyalists' fears are assuaged, the patriots will not be intimidating any towns member like they did the would be tax collector.

Chapter 4 Summary: 1767

Chapter begins with the family discussing alternatives to British goods. The Townshend Acts have been passed and everyone, especially Sarah Channel, tries to figure out where else they can get items for the town. Robertson accidentally lets slip that the items he has been bringing to town from Boston, largely for the Channel family but also for some neighbors, haven't been British goods for a little while.

Sarah becomes furious with Roberston for bringing illegal goods into her home. It takes the convincing of Henry and Tom before she reluctantly lets him back into her home. Sarah is worried that the family will lose the Invalid pension, but is eventually talked around when it is pointed out that no harm was done.

After several frustrating days for everyone in the Channel household several Patriot families decide to come together. They decide that in Concord, like many other parts of the colony, to support nonimportation. To help with that several families come together and discuss who is going to make what goods they can make and where to go to get other items. It is eventually decided that Roberston will make several runs to Boston in the near future for supplies and Levi convinces his uncle to let him tag along.

Arriving in Boston for the first time Levi is astounded by the new architecture and crowds. While shopping Levi stumbles upon a newspaper containing "Letter from a farmer in Pennsylvania". Though he is only able to read a blurb before they must keep going. Though Levi himself doesn't see any Redcoats during his brief visit, he overhears multiple conversations discussing just what to do about the soldiers.

Levi is eventually returned home safe and sound and Sarah decides to forgive Robeston for being less than honest with the family the last couple years. Only with the promise that he gets the boys out of her hair every once and a while of course.

Terms Library

Townshend Acts

The Townshend Acts were a series of Acts passed by the British government designed to collect taxes from the colonists. Just about everything from England had an additional tax added to it, including products such as glass, lead, paper, and tea. The colonists were outraged both at the increased taxes but also the loss of self government and the denial of representation in British Parliament.

Nonimportation

The practice of non importation, refusing to purchase imported goods, started in the colonies as a response to the Townshend Acts. Colonists refused to pay the additional taxes put on British imports, again making the argument against taxation without representation.

“Letter from a farmer in Pennsylvania”

Originally published in newspapers the letter was reprinted numerous times into pamphlets. The author, John Dickinson, spoke out against the Townshend Acts saying that Parliament could not tax the colonies. Dickinson also argued in his letter that the suspension of the New York Assembly was a threat to self government and civil liberties for colonists in all the colonies.

Chapter 5 Summary: 1770

Chapter begins at home with uncle Roberston, Tom and Arnold arriving from Boston. Tom and Arnold have been working in Boston with their uncle starting last year and this year respectively, the two brothers being one year apart in age. They arrive with a cart full of goods and news that the Townshend Acts have been cut back, now the taxes are only on imported tea. The family quite happily decide they can do without tea especially since it means that taxes on other products, like paper of all things, are gone.

With the end of nonimportation, minus tea, it's decided the family should take a trip to Boston. A short trip is planned, first a stop at the Boston market then a surprise visit to Roberstons home in Boston. Henry is nervous about leaving the farm unattended and decides to stay in Concord, not having his leg jostled by the wagon ride may have been a factor; though he would never admit it. Arriving in Boston they spot some redcoats but largely ignore them.

Unsure of what route to take through Boston the family's wagon, borrowed from a neighbor, drives past the customs house. Outside the customs house Levi sees a crowd gathering, insults are thrown at a lone redcoat soldier. Said soldier strikes a colonist with the butt of his gun and is quickly hit with a volley of snowballs with the occasional stone thrown in. Levi

quickly directs the wagon to move along, his curiosity surpassed by his concern for his mother and brother. The whole family hears gunshots a short time later as they seek shelter in Robertson's home, whose house is noticeably empty.

Bells normally reserved for fires are rung causing people to take to the streets. In the chaos Levi decides to go out and find either his uncle or elder brothers. Levi fails to locate them and eventually makes his way back after seeing a group of running redcoat soldiers. Upon returning he finds that his uncle and brothers have also returned home and the whole family decides to return to Concord for several days. Uncle stays behind to wait for news and eventually brings a newspaper printed by patriots to Concord for the whole family to read over and learn what happened.

Terms Library

Boston Massacre

The Boston Massacre refers to an event that occurred on a winter day in Boston in 1770. Several colonists, angry with England and Parliament, surrounded the British customs house. The customs house being the place where British officers collected taxes from the unpopular Townshend Acts. After the colonists hurled insults and snowballs at a British officer, said officer began to fear for his life if the mob got a hold of him. Multiple officers fired into the crowd with their muskets killing five colonists and injuring others. The event was reported in the newspaper, riling up more resentment and anger against the British along with more support for Patriots.

Chapter 6 Summary: 1772

Levi decides to follow his older brothers to find work in Boston with his uncle leaving Arnold to run the farm with his parents. While working at the docks he learns about the Gaspee, a British schooner that was destroyed. Word is passed around that it was destroyed while trying to enforce the navigation acts, the ship being boarded and burnt down. Levi has the idle thought

that if there was more fighting between redcoats and colonists it might not be as one sided as he thought.

Robertson recruits Levi to join the sons of liberty and after learning his brothers are already members quickly agrees to join, though they all swear not to tell their mother. Robertson finds this amusing, until they inform him he would be quickly thrown under the bus as the one who recruited them if Sarah ever did find out their involvement.

A town meeting is called in Boston, the committee of correspondence is formed. As far as Levi can tell, the purpose is to communicate directly with the other colonies rather than learning occurrences and colonies positions through the newspaper.

Terms Library

Committee of Correspondence

The Committee of Correspondence made up the communications between the 13 colonies and served as a sort of pseudo government or precursor to the government under the Articles of Confederation. The Articles of Confederation being a strong treaty or alliance between the 13 colonies before a federal government was created with three branches of power as we know it today.

Sons of Liberty

The Sons of Liberty, and Daughters of Liberty, were groups of colonists who came together to resist the unfair practices of the British government. The groups started with nonimportation, but would later lead to larger acts of resistance such as the Boston Tea Party. Many members of the Sons of Liberty would later join the Continental Army, following George Washington to resist the British and fight the Redcoats.

Chapter 7 Summary: 1773

Chapter begins with Roberston reading the newspaper and learning of the tea act. Some time later a meeting of the sons of liberty is called. During the meeting patriots discuss various plans before eventually deciding on the Boston tea party.

Levi participates in the Boston tea party, helping unload British tea directly into the harbor. He chooses not to wear a costume though he does bring an axe to help open wooden crates for the tea dumping. Levi and his family living in Boston are all excited to see what they had helped with ending up in the papers.

During the unloading itself Levi was very nervous expecting redcoats to come at any moment. Ultimately the unloading takes three hours to throw more than 300 chests of tea into the harbor.

Terms Library

Tea Act

Seeing the colonial resistance to the Townshend Acts, the British Parliament released the Tea Act. This Act countermanded the previous acts while reinforcing the statement that the British Parliament could lay tax on the colonies. The Tea Act was also designed to aid the British East India Trading Company, providing the company tax exemptions and essentially a monopoly on tea trade in the American colonies.

Boston Tea Party

The Boston Tea Party was an act of resistance in Boston by the Sons of Liberty. The group boarded ships owned by the East India Trading Company and dumped tea worth nearly two millions dollars in today's money. In response British Parliament would shut down the Boston harbor until reparations were paid. A number of Acts would also be passed that the colonists would term the Coercive Acts, because they were seen as an attempt by the British Parliament to coerce the colonies into doing what they wanted.

Chapter 8 Summary: 1774

In response to the coercive acts and quartering acts, which now extended into individuals' homes, the first continental congress was called. With tensions rising on both sides preparations for war begin in earnest. Levi considers joining up with the minutemen as many of

the sons of liberty are doing so. However, he and many others, are worried about reprisals redcoats may do against their families for the traitorous actions.

Though not officially a part of the minutemen Levi is greatly concerned when he sees redcoat soldiers confiscating colony ammunition in Boston. Levi, along with many of his fellow dock workers, decide to hide weapons just in case. For Levi the hiding spot chosen is in rafters for his rifle while ammunition is put in the back of a kitchen cupboard.

As British fortifications in Boston increased, Levi decided to learn more about how the minutemen would operate, still considering whether to join up or not. After seeing what the French and Indian war did to his father he is very nervous about partaking in the conflict. Levi eventually learns a special committee will decide when the minutemen should fight. Eventually with the insistence of his elder brother Levi decides to join the minutemen, because of this and to get away from the redcoats, Levi returns home to Concord.

Terms Library

Coercive Acts

The Coercive Acts are a series of acts designed to limit the colonists freedom and punish them for their recent rebellious actions, namely the Boston Tea party. The colonists had an alternative name for the Coercive Acts, the Intolerable Acts, because they saw the British actions as intolerable. The Acts would ultimately backfire as they caused more resentment against the British.

Quartering Act

The Quartering Acts required the colonies to provide lodging for the British soldiers or Redcoats. In 1774, this power was extended to allow British soldiers to take over private homes and lodgings, whereas before soldiers would reside in public houses, inns, or similar abodes.

The First Continental Congress

The first Continental Congress met between 12 of the 13 colonies. They decided to conduct nonimportation across all the colonies as well as keeping open communications for the future.

Chapter 9 Summary: 1775

Though initially reluctant to join the minutemen Levi has decided to join up, and with redcoats marching towards his home town of Concord he believes he made the right decision. Levi is woken by messengers from the Boston Committee of safety, sent ahead by Paul Revere and William Dawes. Levi learns that the redcoats have taken Lexington and that they are moving there way.

Levi first evacuates his family out of town, including his father who doesn't want to go. Eventually circling back he is able to join many other minutemen in attacking the redcoats. Levi himself doesn't chase for long, not wanting to get too far away from his family, but can hear gunshots going on for miles as the redcoats march back to Boston.

British general Gage puts Boston under martial law. Levi's uncle and elder brother are trapped in Boston. They are considered known patriots and thus kept under careful scrutiny by redcoats and loyalists. Levi decides to join up with the recently assembled continental army led by Washington. The continental army desperately fortified bunker hill, and thanks to the weather being in their favor are able to finish just in time.

With less troops and less ammunition Levi is worried whether they will be able to hold bunker hill. They are able to beat back the British several times, and though they eventually lose the hill it is a pyrrhic victory for the British. Levi luckily gets away from the battle unarmed, but now realizes that he has joined a full scale war. Though he's afraid of what could happen to him, after reflecting, Levi decides to stay with the continental army and help fight the British.

Terms Library

New England Restraining Act

The New England Restraining Act was a direct punishment to colonists non importation. The Restraining Act limited the legal colonist trade solely to England and the British East India Trading Company. This effectively banned trade with French and Spanish colonies in the new world, much closer and easier to do trade with, as well as stopping purchases from other foreign European countries. Though intended to punish the colonists, smugglers were already operating in the colonies to avoid British taxes and many goods were able to arrive in the colonies without England profiting from it.

Bunker Hill

The battle for Bunker Hill, though a loss for the colonies, proved to be only a pyretic victory for the British. Around 450 Patriots either gave their lives, or were injured or captured by British forces. The total British losses however were 1054 soldiers injured or killed. From amongst their injured or dead the British also lost 89 officers. Between the losses at Bunker Hill and the disastrous retreat from Concord British forcercs learned this would be a hard fought war, not a short supresion as British officers believed.

Olive Branch Petition

The Olive Branch Petition was a final effort during the second Continental Congress to avoid war between the colonies and England. In the Petition, colonists agreed to end all fighting if Britain allowed them to return to the self-government they had been operating under for over a hundred years before the French and Indian War. Many colonists still wanted to be loyal British subjects and/or feared the outcome of war with England.

Chapter 10 Summary: 1776

This is a shorter epilogue chapter detailing how independence is officially declared in the colonies. It does not go into great detail about the battles fought across the colonies, though it does explain how Boston was retaken from the British thanks to cannons from Fort

Ticonderoga. The battle for Boston, that was already fought at Bunker hill, is where soldiers laid down their lives.

The chapter explains how Levi honorably served in Washington's army but was eventually honorably discharged after losing an arm, just how his father was honorably discharged from the British army years ago. The chapter tells the aftermath of what happened to Levi's family members as well as a few notable side characters along the way.

Terms Library

Common Sense

Common Sense is a 47 page pamphlet written by Thomas Paine arguing for the independence of the 13 colonies from Great Britain. Paine argued the 13 colonies should create a democratic republic government, one in which elected leaders would create laws for the benefit of their electorate. Due to its treasonous nature against Great Britain, Thomas Paine wrote his pamphlet anonymously. Common Sense would spread amongst the 13 colonies convincing many to join or support the continental army.

Declaration of Independence

The Declaration of Independence is, to put it simply, the declaration made by the 13 colonies stating that they were leaving Great Britain and why they were seeking independence. Though fighting had already begun around Boston, this declaration would help bolster resolve and signal for international aid.

Total Terms Library:

Proclamation of 1763

Proclamation by British government saying colonists couldn't expand into the Ohio valley territory which was gained as a result of the French and Indian War. The proclamation was designed to stop conflicts between Native Americans of the region and colonial settlers. Many notable figures believed it to be only temporary, George Washington himself purchased some land, and many settlers chose to ignore the proclamation altogether.

French and Indian War

The French and Indian War, or 7 years war, was fought between the French and British in Northern America. Native Americans were drawn into the combat, the majority of which chose to fight on the side of the French. The French's trade economic model for the new world was seen as preferable to the British farming model which ultimately took land away from Native Americans. At the conclusion of the war England owed other European nations a large sum of money and decided to keep English soldiers in the colonies permanently. Because it was argued that colonists were the ones to benefit the most from the war it was decided they would be the ones to pay off the debts, leading to a number of unpopular Acts designed to gain money.

Invalid Pension

Designed for soldiers injured during conflicts, Invalid Pensions were given out by the English government. They are one of the reasons Hessian mercenary soldiers were so popular, and cheaper, than traditional troops.

Bounty Land

As a reward to soldiers who fought in the French and Indian war, England allowed colonies to grant bounty lands in territories gained due to the conflict to the soldiers who fought. The United States government would also grant bounty lands in future conflicts such as the revolutionary war and the war of 1812.

Redcoats

Name given to British soldiers due to their iconic and distinct red uniforms worn into battle. Many of the men who fought for the 13 colonies did not wear a uniform, and the colonial army suffered due to a lack of supplies for much of the war.

Sugar Act

The Sugar Act is the first law passed for the specific purpose of raising money from the American colonies. Many colonists were angry and protested with the argument that you could not make a law with the sole purpose of raising funds. On a humorous side note, a similar law

was already in effect but had not been collected. The Sugar Act actually asked for a lower tax to be paid on sugars and molasses than the previous tax.

The reason the colonies were so angry was that the majority had been self-governing for over a hundred years with little or no interference from England.

Currency Act

This act made it illegal for the colonies to issue their own currency. This act angered many colonists as it was one step further from the autonomy they had grown accustomed to. Issues of currency would pop up again under the government of the Articles of Confederation, the short lived government that existed between the colonies under the British and the Federal government as we know it today. It was ultimately decided that the United States needed to share one central currency rather than each state having their own.

King George the 3rd

King George the 3rd was the British king during the American revolution. He viewed the colonies as ungrateful and untenable without his continued guidance. The king was the one to declare the colonies in rebellion and order the Redcoats and later Hessian mercenaries to subdue the colonies.

Parliament

The British Parliament is where laws are created. During the time leading up to the American revolution Parliament passed a series of laws to tax and gain greater control over the American colonies.

The Commons

The Commons are the part of Parliament in which the common people could raise issues and gain representation. Many American colonists helped promote the revolution by pointing out that the colonies did not have representation in the Commons or any other part of the British government.

Slaves

Due to climate as well as religious and political beliefs slaves were much less common in the northern American colonies like New England than they were in southern colonies. That does not mean, however, that they did not exist and you may find several if you read close enough.

Indentured Servants

An Indentured Servant was a worker, generally from Europe, who in exchange for passage to the new world agreed to work under someone for a number of years. Usually an Indentured Servant would work for around seven years and it was understood that at the end of that time their sponsor would provide them land to create their own farm or funds to get started in the new world. As slavery became more popular in the colonies, especially as a result of lucrative crops with high labor needs, Indentured Servants became less common in the new world.

East India Trading Company

The East India Trading Company was the British trading company that sought profits using trade between England and her colonies. The trade would usually be an exchange between British manufactured goods and raw materials provided by the colonies.

Quartering Act

The Quartering Act required the colonists to provide housing for the British soldiers stationed in the colonies. With the French and Indian war over most colonists were eager to see the soldiers gone. However, fearing further conflict with Native Americans the British government decided to keep soldiers in the colonies.

Stamp Act

The Stamp Act put a tax on all printed goods in the colonies. This included not just postage but also playing cards, newspapers or any other printed materials. The new act was so unpopular that all would-be tax collectors were intimidated by colonists to leave their posts. The

colonists saw this as another law passed solely for the purpose of gaining money from the colonists, one of the reasons they opposed it so vehemently.

Declaration of Rights and Grievances

The Declaration of Rights and Grievances is an important document because it introduces the idea of no taxation without representation into the argument. Before this point colonists were making the argument that laws with the sole purpose of collecting funds were illegal. Now the argument has shifted to them being equal British citizens, even if they are living across the ocean. So at this point they still see themselves as loyal British subjects, but as time pushes forward you will see the opinions of the people of the colonies change again.

Townshend Acts

The Townshend Acts were a series of Acts passed by the British government designed to collect taxes from the colonists. Just about everything from England had an additional tax added to it, including products such as glass, lead, paper, and tea. The colonists were outraged both at the increased taxes but also the loss of self government and the denial of representation in British Parliament.

Nonimportation

The practice of non importation, refusing to purchase imported goods, started in the colonies as a response to the Townshend Acts. Colonists refused to pay the additional taxes put on British imports, again making the argument against taxation without representation.

“Letter from a farmer in Pennsylvania”

Originally published in newspapers the letter was reprinted numerous times into pamphlets. The author, John Dickinson, spoke out against the Townshend Acts saying that Parliament could not tax the colonies. Dickinson also argued in his letter that the suspension of the New York Assembly was a threat to self government and civil liberties for colonists in all the colonies.

Boston Massacre

The Boston Massacre refers to an event that occurred on a winter day in Boston in 1770. Several colonists, angry with England and Parliament, surrounded the British customs house. The customs house being the place where British officers collected taxes from the unpopular Townshend Acts. After the colonists hurled insults and snowballs at a British officer, said officer began to fear for his life if the mob got a hold of him. Multiple officers fired into the crowd with their muskets killing five colonists and injuring others. The event was reported in the newspaper, riling up more resentment and anger against the British along with more support for Patriots.

Committee of Correspondence

The Committee of Correspondence made up the communications between the 13 colonies and served as a sort of pseudo government or precursor to the government under the Articles of Confederation. The Articles of Confederation being a strong treaty or alliance between the 13 colonies before a federal government was created with three branches of power as we know it today.

Sons of Liberty

The Sons of Liberty, and Daughters of Liberty, were groups of colonists who came together to resist the unfair practices of the British government. The groups started with nonimportation, but would later lead to larger acts of resistance such as the Boston Tea Party. Many members of the Sons of Liberty would later join the Continental Army, following George Washington to resist the British and fight the Redcoats.

Tea Act

Seeing the colonial resistance to the Townshend Acts, the British Parliament released the Tea Act. This Act countermanded the previous acts while reinforcing the statement that the British Parliament could lay tax on the colonies. The Tea Act was also designed to aid the British

East India Trading Company, providing the company tax exemptions and essentially a monopoly on tea trade in the American colonies.

Boston Tea Party

The Boston Tea Party was an act of resistance in Boston by the Sons of Liberty. The group boarded ships owned by the East India Trading Company and dumped tea worth nearly two millions dollars in today's money. In response British Parliament would shut down the Boston harbor until reparations were paid. A number of Acts would also be passed that the colonists would term the Coercive Acts, because they were seen as an attempt by the British Parliament to coerce the colonies into doing what they wanted.

Coercive Acts

The Coercive Acts are a series of acts designed to limit the colonists freedom and punish them for their recent rebellious actions, namely the Boston Tea party. The colonists had an alternative name for the Coercive Acts, the Intolerable Acts, because they saw the British actions as intolerable. The Acts would ultimately backfire as they caused more resentment against the British.

Quartering Act

The Quartering Acts required the colonies to provide lodging for the British soldiers or Redcoats. In 1774, this power was extended to allow British soldiers to take over private homes and lodgings, whereas before soldiers would reside in public houses, inns, or similar abodes.

The First Continental Congress

The first Continental Congress met between 12 of the 13 colonies. They decided to conduct nonimportation across all the colonies as well as keeping open communications for the future.

New England Restraining Act

The New England Restraining Acts was a direct punishment to colonists non importation. The Restraining Act limited the legal colonist trade solely to England and the British East India

Trading Company. This effectively banned trade with French and Spanish colonies in the new world, much closer and easier to do trade with, as well as stopping purchases from other foreign European countries. Though intended to punish the colonists, smugglers were already operating in the colonies to avoid British taxes and many goods were able to arrive in the colonies without England profiting from it.

Bunker Hill

The battle for Bunker Hill, though a loss for the colonies, proved to be only a pyretic victory for the British. Around 450 Patriots either gave their lives, or were injured or captured by British forces. The total British losses however were 1054 soldiers injured or killed. From amongst their injured or dead the British also lost 89 officers. Between the losses at Bunker Hill and the disastrous retreat from Concord British forcers learned this would be a hard fought war, not a short supresion as British officers believed.

Olive Branch Petition

The Olive Branch Petition was a final effort during the second Continental Congress to avoid war between the colonies and England. In the Petition, colonists agreed to end all fighting if Britain allowed them to return to the self-government they had been operating under for over a hundred years before the French and Indian War. Many colonists still wanted to be loyal British subjects and/or feared the outcome of war with England.

Common Sense

Common Sense is a 47 page pamphlet written by Thomas Paine arguing for the independence of the 13 colonies from Great Britain. Paine argued the 13 colonies should create a democratic republic government, one in which elected leaders would create laws for the benefit of their electorate. Due to its treasonous nature against Great Britain, Thomas Paine wrote his pamphlet anonymously. Common Sense would spread amongst the 13 colonies convincing many to join or support the continental army.

Declaration of Independence

The Declaration of Independence is, to put it simply, the declaration made by the 13 colonies stating that they were leaving Great Britain and why they were seeking independence. Though fighting had already begun around Boston, this declaration would help bolster resolve and signal for international aid.

Hessian Mercenaries

The Hessian Mercenaries refer to the nearly 30,000 Germanic troops hired by Great Britain to fight the colonists. It was cheaper and faster for Great Britain to hire the mercenaries rather than raise their own British troops. Seeing foreign mercenaries, and some of the actions they took against colonists, quickly built further resentment in the colonies and further support for the independence movement.

Massachusetts Circular Letter

Written by Samuel Adams in 1768 the Massachusetts letter spoke out against taxation without representation by the British government. It was approved by the Massachusetts House of Representatives and many other colonies issued similar statements. In response the British governor of Massachusetts dissolved the state legislature and stationed troops in Boston. Fighting almost broke out with the Sons of Liberty threatening armed resistance, but no fighting occurred when the British troops arrived.

Chapter 5: Reflection

At the beginning of my work on the MSED project I was excited, and frustrated. Having to restart my graduation project seemed like a big step, but I knew it was a step in the right direction. My new project, writing a book outline, was a more productive use of my time. Something I could potentially work on after the program was over and with some serious elbow grease, maybe even print my own book one day.

As I began researching my new topic, one of the first things I needed to think about and research was different methods to teach history in secondary education. I think my research into teaching strategies helped my professional development and made me a more robust teacher. The program helped push me to research ways teachers were utilizing teaching practices to meet Common Core standards. So even while I was researching how historical fiction could be utilized in the classroom, I was also researching additional teaching strategies that teachers were using in the classroom.

Comparing what I learned from my literature review to real experience gained from writing the book outline is an interesting perspective. On the one hand, my literature review argues that there is a place for historical fiction books in the classroom. Writing the book outline, and especially the sample chapter, showed me that historical fiction is a valuable tool; but one hard to produce. Though I wrote my book outline and sample chapter with secondary education students in mind, I also felt it necessary to include accompaniment material for each chapter. For students to get the most out of a historical fiction, they will require background knowledge. Thus, teachers who use historical fiction in the classroom must work providing background knowledge into the lesson plan as part of the scaffolding. I could absolutely see this producing excellent lesson plans, but it does require a lot of prep time and research by the teacher to fully utilize the text.

If I were to do the project again I would spend more time on producing and editing sample chapters for the book outline. This would have been a trade off with research that was being done for later chapters, but I think the research could have largely waited until I had finished prior chapters. I already had enough knowledge on historical events and how I wanted the story to progress that I could have focused on writing additional sample chapters over further individual research that was not yet needed. Though the research will help when I choose to continue work on the book, that additional work time will not be readily available until after graduation from Western Oregon University.

I plan to share my project via sub publishing. This would be done after I had finished the book itself, rather than the book outline that I currently have produced. The book itself will also benefit from my experience teaching, I am applying for full time teaching positions for the next school year and the practical experience and additional knowledge gained from the work will help me with the project. It may be some time before I return to writing. I'm sure my first couple years of full time teaching will keep me more than busy, but I hope to finish my book at some point in the not too distant future.

References

- Alsup, J. (2013). Teaching literature in an age of text complexity. *Journal of Adolescent & Adult Literacy*, 57(3), 181–184. <http://www.jstor.org/stable/24034660>
- Dennis, L. R. (1974). Legitimizing the novel: Royall Tyler's *The Algerine captive*. *Early American Literature* 9(1), 71–80.
- Gallagher, C. (2006). The rise of fictionality. In F. Moretti (Ed), *The Novel, vol. 1, History, Geography, and Culture* (pp. 336–63). Princeton Univ. Press.
- Gewertz, C. (2012). "Scale Tips towards Nonfiction under Common Core: College and Workplace Demands Are Propelling the Shift in Text." *Education Week*, November 13.
- Glaus, M. (2013). Text Complexity and Young Adult Literature: Establishing Its Place. *Journal of Adolescent & Adult Literacy*. doi: 10.1002/jaal.255
- Hower, J. (2019) All good stories: historical fiction in pedagogy, theory, and scholarship. *Rethinking History*. DOI: [10.1080/13642529.2018.1456096](https://doi.org/10.1080/13642529.2018.1456096)
- Huffington Post. (2012, December 14). *Common core nonfiction reading standards mark the end of literature, English teachers say*.
https://www.huffpost.com/entry/common-core-nonfiction-reading-standards_n_2271229
- Ivey, G., & Johnston, P. H. Engaged Reading as a Collaborative Transformative Practice. *Journal of Literacy Research*. 2015;47(3):297-327. doi:[10.1177/1086296X15619731](https://doi.org/10.1177/1086296X15619731)
- Job, J., & Coleman, M. R. (2016). The Importance of Reading in Earnest: Non-Fiction for Young Children. *Gifted Child Today*, 39(3), 154–163.
<https://doi.org/10.1177/1076217516644635>

- King, C. (2019) "Historical Fiction is more important than Ever: 10 Writers Weigh In." Literary Hub.
- Koenigs, T. (2017) Fictionality Risen: Early America, the Common Core Curriculum, and How We Argue About Fiction Today. *American Literature* 1, 89 (2): 225–253. doi: <https://doi.org/10.1215/00029831-3861493>
- Lee, J. (2021) "For Literary Novelists the Past is Pressing." The New York Times.
- Morgan, E. J. (2016) "Imagined histories: biography, fiction, and the challenges of historical imagination." *Teaching History: A Journal of Methods* 41, no.2. Gale Academic OneFile
- Morrison, T., & Wilcox, B., & Murdoch, E., & Bird, L. (2018) Textual demands of passages in three english/language arts common core assessments and one core literacy program for intermediate elementary grades, *Reading Psychology*, 39:4, 362-383, DOI: [10.1080/02702711.2018.1442969](https://doi.org/10.1080/02702711.2018.1442969)
- Richard, C. (2020) Breaking the frame in historical fiction, *Rethinking History*, 24:3-4, 368-387, DOI: [10.1080/13642529.2020.1846969](https://doi.org/10.1080/13642529.2020.1846969)
- Rycik, M. T., & Rosier, B. (2009). The Return of Historical Fiction. *The Reading Teacher*, 63(2), 163–166. <http://www.jstor.org/stable/40347667>
- Tabachnick, S. E. (1981). The Problem of Neglected Literature. *College English*, 43(1), 32–44. <https://doi.org/10.2307/377315>
- Teacher Magazine. (1995) Why and how I teach with historical fiction. *Scholastic*.