

# ***April Morning* by Howard Fast**

Approved for use in Communication Arts, Grade 7

## **Summary**

Adam Cooper tells the story about the Battle of Lexington and Concord from a teenager's perspective. The entire story takes place in 27 hours. During that time period, Adam makes the decision to fight in the battle and grows into a man as he struggles with his father's death and initiation to war.

## **Connection to the Curriculum**

*April Morning* is a historical novel set during the American Revolution. It allows students to understand the battle from a teenager's perspective. In addition, students can examine figurative language, characterization, and characteristics of narrative text.

## **Standards**

### ***Course Objectives (Benchmarks)***

**Reading:** 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text.

### ***Possible Skills Taught (Indicators)***

#### **Reading:**

1.4.9- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after the reading of the text.

1.4.14- The student uses information from the text to make inferences and draw conclusions.

1.4.20- The student identifies and describes the author's purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

The narrator briefly mentions a British soldier's decapitated head on the ground next to him.

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities