

myPerspectives™ Home Connection

Highlights of Unit 2: Learning from the Past

Dear Family,

In this unit, students will learn about the Holocaust. They will read accounts by victims and survivors and will consider concepts such as how such a terrible thing could come to happen, and how do people move on from an atrocity without forgetting it entirely. Students will read a variety of texts and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION:

As a class, in small groups, and independently, students will work to answer the question *What can we learn from the past?* Give your student the opportunity to continue the discussion at home.

TALK IT OVER WITH YOUR STUDENT

- What are some of the ways you could answer the question *What can we learn from the past?*
- What do these texts say about the Holocaust? How do people deal with the knowledge that something so terrible happened?
- Why do you think the Holocaust is so often featured in the media and in books and films?

UNIT 2 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

<i>The Diary of Anne Frank, Act 1</i>	<i>Frances Goodrich and Albert Hackett</i>	Drama
<i>The Diary of Anne Frank, Act 2</i>	<i>Frances Goodrich and Albert Hackett</i>	Drama
"Frank Family and World War II Timeline"		Media: Infographic



PEER-GROUP LEARNING

from <i>Anne Frank: The Diary of a Young Girl</i>	<i>Anne Frank</i>	Diary
from <i>Acceptance Speech for the Nobel Peace Prize</i>	<i>Elie Wiesel</i>	Speech
from <i>Maus</i>	<i>Art Spiegelman</i>	Media: Graphic Novel



INDEPENDENT LEARNING

Your student will choose one of the following to read independently. You may want to read it as well, so that you can discuss it together.

" Saving the Children "	<i>Bob Simon</i>	Television Transcript
" Irena Sendler—Rescuer of the Children of Warsaw "	<i>Chana Kroll</i>	Informative Article
" Quiet Resistance " from <i>Courageous Teen Resisters</i>	<i>Ann Byers</i>	Historical Article
" Remembering a Devoted Keeper of Anne Frank's Legacy "	<i>Moni Basu</i>	News Article
" I'll Go Fetch Her Tomorrow " from <i>Hidden Like Anne Frank</i>	<i>B. Emden with Marcel Prins</i>	Autobiography

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What about the Holocaust stood out the most to you from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What can we learn from the past?* He or she will write an informational essay, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.



Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, your student will learn how to put together an informational essay. He or she will write an essay to answer the question *In what ways do the experiences of Anne Frank and her family show the power of hope?*



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to develop an oral report in response to the question *How do the texts you've read contribute to your understanding of the Holocaust and the ways in which we remember the past?*



End-of-Unit Performance-Based Assessment

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment addressing the question *What can we learn from the past?* In response to that question, he or she will write an informational essay.

STANDARDS

Activities and assignments in Unit 2 will help your student meet the following Texas Essential Knowledge and Skills. Here are some key standards students will work toward in this unit.

Comprehension / Response

- **5.A** Establish purpose for reading assigned and self-selected texts.
- **5.D** Create mental images to deepen understanding.

Vocabulary / Word Study

- **2.B** Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.
- **2.C** Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *ast*, *qui*, *path*, *mand/mend*, and *duc*.

Composition

- **6.B** Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
- **10.A** Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.
- **11.B** Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement

Analysis

- **8.C** Analyze how playwrights develop dramatic action through the use of acts and scenes.
- **9.A** Explain the author's purpose and message within a text.

and genre characteristics and craft.

Inquiry and Research

- **12.H.i–ii** Examine sources for reliability, credibility, and bias, including omission and faulty reasoning such as bandwagon appeals, repetition, and loaded language.
- **12.J** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Thank you for your continuing support!