

myPerspectives[™] Home Connection

Highlights of Unit 1: Inside the Nightmare

Dear Family,

In this unit, students will investigate the theme of fear, considering why frightening topics are so intriguing to people. Students will read a variety of texts, view informational graphics, and view media as they discuss the Essential Question for the unit.

ESSENTIAL QUESTION

As a class, as well as in small groups and independently, students will work to answer this question: *What is the allure of fear?* 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 is the allure of fear?*
- Does scaring ourselves in a controlled situation help us prepare for more perilous situations?
- Why do you think stories related to fear are so common in media and books?

UNIT 1 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

“The Fall of the House of Usher”	<i>Edgar Allan Poe</i>	gothic story
“House Taken Over”	<i>Julio Cortazar</i>	magical realist story
from “How to Tell You’re Reading a Gothic Novel—In Pictures”	<i>Adam Frost and Zhenia Vasiliev</i>	media: informational graphic



PEER-GROUP LEARNING

“Where Is Here?”	<i>Joyce Carol Oates</i>	short story
from <i>The Dream Collector</i>	<i>Arthur Tress</i>	media: photo gallery
“Why Do Some Brains Enjoy Fear?”	<i>Allegra Ringo</i>	interview
“beware: do not read this poem”	<i>Ishmael Reed</i>	poetry
“The Raven”	<i>Edgar Allan Poe</i>	poetry
“Windigo”	<i>Louise Erdrich</i>	poetry



INDEPENDENT LEARNING

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

“How Maurice Sendak’s ‘Wild Things’ Moved Children’s Books Toward Realism”	<i>Gloria Goodale</i>	criticism
“Sleep Paralysis: A Waking Nightmare”	<i>Lexi Tucker</i>	explanatory nonfiction
“The Feather Pillow”	<i>Horacio Quiroga</i>	short story
“Stone Age Man’s Terrors Still Stalk Modern Nightmares”	<i>Robin McKie</i>	newspaper article
“Mrs. Vargas and the Dead Naturalist”	<i>Kathleen Alcalá</i>	short story

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of fear that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Whole-Class Learning Performance Task

After completing the Whole-Class section of the unit, students will learn how to write an explanatory essay. They will then write a personal essay answering this question: *What can happen when imagination overcomes reason?*



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to deliver a formal presentation that addresses this question: *How do writers use language to shape readers' perceptions and provoke emotions of fear and suspense?*



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 answering this question: *What is the allure of fear?* In response to that question, students will write a personal essay and respond to multiple-choice questions about revising and editing.

STANDARDS

Activities and assignments in Unit 1 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

- **4.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **4.H** Synthesize information from multiple texts to create a new understanding.

Vocabulary / Word Study

- **2.A** Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.
- **2.B** Analyze context to distinguish among denotative, connotative, and figurative meanings of words.

Analysis

- **6.A** Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
- **8.F** Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Composition

- **5.B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **5.C** Use text evidence and original commentary to support an interpretive response.
- **10.B** Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

Inquiry and Research

- **11.C** Develop and revise a plan.

Thank you for your continuing support!