

Date: _____

Perspectives™ Home Connection

Highlights of Unit 5: Exploration

Dear Family,

In this unit, students will learn about exploration, considering concepts relating to people's drive to journey into the unknown. 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 drives people to explore?* 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 drives people to explore?*
- What do these selections say about our natural curiosity about the unknown? What is there left to explore?
- Why do you think stories about exploring are so popular in the media and in books and film?

UNIT 5 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

from <i>A Long Way Home</i>	Saroo Brierley	Memoir
"BBC Science Club: All About Exploration"	Dara Ó Briain	Media: Video



PEER-GROUP LEARNING

"Ada and the Thinking Machines"	Kathleen Krull	Biography
"The King of Mazy May"	Jack London	Adventure Story
from <i>Sacajawea</i>	Joseph Bruchac	Historical Fiction
from <i>Lewis & Clark</i>	Nick Bertozzi	Media: Graphic "Novel" History



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.

"To the Top of Everest"	<i>Samantha Larson</i>	Blog Post
from <i>Shipwreck at the Bottom of the World</i>	<i>Jennifer Armstrong</i>	Nonfiction Narrative
"Barrington Irving, Pilot and Educator"	<i>National Geographic</i>	Magazine Article
"The Legacy of Arctic Explorer Matthew Henson"	<i>James Mills</i>	Informational Article
"The Hero Twins Against the Lords of Death: A Mayan Myth"	<i>Dan Jolley, illustrated by David Witt</i>	Media: Graphic Novel

TALK IT OVER WITH YOUR STUDENT

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

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What drives people to explore?* He or she will write a research-based 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 put together a formal research paper about an explorer from history or someone who is exploring new frontiers today.



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to plan and present an infomercial about the people, places, and objects discussed in the unit selections.



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 drives people to explore?* In response to that question, he or she will write a research-based essay.

STANDARDS

Activities and assignments in Unit 5 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.C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- **5.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Vocabulary / Word Study

- **2.B** Use context such as definition, analogy, and examples to clarify the meaning of words.
- **2.C** Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *mis/mit*, *bene*, *man*, *vac*, *scrib/script*, and *jur/jus*.

Analysis

- **7.C** Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.
- **9.C** Analyze the author's use of print and graphic features to achieve specific purposes.

Composition

- **6.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **9.G** Explain the differences between rhetorical devices and logical fallacies.

Inquiry and Research

- **12.E** Differentiate between primary and secondary sources.
- **12.H.i–ii** Examine sources for reliability, credibility, and bias; and faulty reasoning such as hyperbole, emotional appeals, and stereotype.
- **12.I** Display academic citations and use source materials ethically.

Thank you for your continuing support!