

Date: _____

Perspectives[™] Home Connection

Highlights of Unit 4: Virtue and Vengeance

Dear Family,

In this unit, students will learn about forgiveness, considering situations in which people seek vengeance or offer amends. Students will read a variety of texts 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 motivates us to forgive?* 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 motivates us to forgive?*
- What do these selections suggest about forgiving? How do we know when it is better to forgive than seek revenge?
- Why do you think stories about revenge are so popular in the media and in books and film?

UNIT 4 SELECTION TITLES, AUTHORS, GENRES



WHOLE-CLASS LEARNING

The Tempest	<i>William Shakespeare</i>	drama
“En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection”	<i>Virgil Suárez</i>	poetry
“Caliban”	<i>J. P. Dancing Bear</i>	poetry



PEER-GROUP LEARNING

“Understanding Forgiveness”	<i>PBS</i>	informational text
“They are hostile nations”	<i>Margaret Atwood</i>	poetry
“Under a Certain Little Star”	<i>Wisława Szymborska</i>	poetry
“Let South Africa Show the World How to Forgive”	<i>Desmond Tutu</i>	speech



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.

“The Sun Parlor”	<i>Dorothy West</i>	reflective essay
“The Forgiveness Project: Eric Lomax”	<i>Eric Lomax</i>	media: web article
“A Dish Best Served Cold”	<i>Aminatta Forna</i>	book review
from “Shakespeare and the French Poet”	<i>Yves Bonnefoy</i>	criticism
“What We Plant, We Will Eat”	<i>retold by S. E. Schlosser</i>	folktale

TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of the ideas of forgiveness and vengeance 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, your student will learn how to put together an argument. He or she will write a literary analysis essay about a literary work he or she recently read.



Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to present a talk show addressing the question *Does forgiveness first require an apology?*



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 motivates us to forgive?* In response to that question, he or she will write an argumentative essay and respond to multiple-choice questions about revising and editing.

STANDARDS

Activities and assignments in Unit 4 will help your student meet the following Texas Essential Knowledge and Skills. Here are some key standards students will work toward mastering in this unit.

Comprehension / Response

- **4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- **5.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **5.H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

Speaking and Listening

- **1.A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

Analysis

- **6.C** Analyze isolated scenes and their contribution to the success of the plot as a whole.

- **7.B** Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms.
- **7.C** Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.

Composition

- **9.B.i** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.
- **10.C** Compose argumentative texts using genre characteristics and craft.

Inquiry and Research

- **11.G.ii** Examine sources for bias, including omission.

Thank you for your continuing support!