

## myPerspectives<sup>™</sup> Home Connection

### Highlights of Unit 2: The Individual and Society: Fitting In or Standing Out?

*Dear Family,*

*In this unit, students will learn about individuality, considering how figures who stood out from the crowd have actually helped shape society. Students will read a variety of texts and listen to 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 role does individualism play in American society?* 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 role does individualism play in American society?*
- What do these selections suggest about individuality? Is it more important to fit in or stand out?
- Why do you think stories about individualism are so popular in the media and in books and film?

### UNIT 2 SELECTION TITLES, AUTHORS, GENRES



#### WHOLE-CLASS LEARNING

<b>The Writings of Walt Whitman</b>	<i>Walt Whitman</i>	essay/poetry
<b>The Poetry of Emily Dickinson</b>	<i>Emily Dickinson</i>	poetry
<b>from “Emily Dickinson (Great Lives)”</b>	<i>BBC Radio 4</i>	media: radio broadcast



## PEER-GROUP LEARNING

<i>from</i> "Nature"	<i>Ralph Waldo Emerson</i>	philosophical writing
<i>from</i> "Self-Reliance"	<i>Ralph Waldo Emerson</i>	philosophical writing
<i>from Walden</i>	<i>Henry David Thoreau</i>	philosophical writing
<i>from</i> "Civil Disobedience"	<i>Henry David Thoreau</i>	philosophical writing
"You Got a Song, Man"	<i>Martín Espada</i>	poetry
"Innovators and Their Inventions"		media: public documents
"The Love Song of J. Alfred Prufrock"	<i>T. S. Eliot</i>	poetry
"A Wagner Matinée"	<i>Willa Cather</i>	short story



## 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.

<i>from</i> "Sweet Land of . . . Conformity?"	<i>Claude Fischer</i>	news article
"Young Goodman Brown"	<i>Nathaniel Hawthorne</i>	short story
"My Name Is Cásares"	<i>Oscar Cásares</i>	magazine article
"Hamadi"	<i>Naomi Shihab Nye</i>	short story
"Reckless Genius"	<i>Galway Kinnell</i>	literary criticism

### TALK IT OVER WITH YOUR STUDENT

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

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## 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 a personal narrative. The student will write a personal essay about a time when he or she discovered the value of either standing alone or joining forces with others.

## Peer-Group Learning Performance Task

After completing the Peer-Group section of the unit, your student will work with his or her group to conduct a panel discussion that addresses the question *To what extent are we defined by others—from classmates to family to society—and to what extent are we self-defined?*

## 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 role does individualism play in American society?* In response to that question, he or she will write a personal essay and respond to multiple-choice questions about revising and editing.

## STANDARDS

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

### Comprehension / Response

- **4.E** Make connections to personal experiences, ideas in other texts, and society.
- **4.H** Synthesize information from a variety of text types to create new understanding.
- **5.J** Defend or challenge the authors' claims using relevant text evidence.

### Speaking and Listening

- **1.B** Follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.
- **1.D** Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

### Analysis

- **7.B** Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.

- **8.D** Evaluate how the author's use of language informs and shapes the perception of readers.
- **8.E** Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.

### Composition

- **9.B.ii** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
- **10.B** Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

### Inquiry and Research

- **11.I** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Thank you for your continuing support!*