

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

### Highlights of Unit 5: Discovering the Self: Individual, Nature, and Society

*Dear Family,*

*In this unit, students will learn about self-awareness. They will consider concepts relating to identity and how one comes to discover who he or she is. Students will read a variety of texts and listen to 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 *How do we define ourselves?* 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 *How do we define ourselves?*
- What do these selections say about how people discover their true identities? How can we learn about ourselves from the writings of others?
- Why do you think stories about self-discovery are so popular in the media and in books and film?

### UNIT 5 SELECTION TITLES, AUTHORS, GENRES



#### WHOLE-CLASS LEARNING

<b>“Lines Composed a Few Miles Above Tintern Abbey”</b>	<i>William Wordsworth</i>	poetry
<b>from <i>The Prelude</i></b>	<i>William Wordsworth</i>	poetry
<b>“Ode to a Nightingale”</b>	<i>John Keats</i>	poetry
<b>“Ode to the West Wind”</b>	<i>Percy Bysshe Shelley</i>	poetry
<b>“Apostrophe to the Ocean”</b>	<i>George Gordon, Lord Byron</i>	poetry



## PEER-GROUP LEARNING

<b>from <i>Mrs. Dalloway</i></b>	<i>Virginia Woolf</i>	novel excerpt
<b>from <i>Frankenstein</i></b>	<i>Mary Wollstonecraft Shelley</i>	novel excerpt
<b>“The Madeleine”</b>	<i>Marcel Proust</i>	novel excerpt
<b>“The Most Forgetful Man in the World”</b>	<i>Joshua Foer</i>	science journalism
<b>“When Memories Never Fade, the Past Can Poison the Present”</b>	<i>Alix Spiegel</i>	media: radio broadcast



## 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.

<b>“Some Advice to Those Who Will Serve Time in Prison”</b>	<i>Nazim Hikmet</i>	poetry
<b>“El Olvido”</b>	<i>Judith Ortiz Cofer</i>	poetry
<b>“Seeing Narcissists Everywhere”</b>	<i>Douglas Quenqua</i>	newspaper article
<b>“A Year in a Word: Selfie”</b>	<i>Gautam Malkani</i>	newspaper article
<b>from <i>Time and Free Will</i></b>	<i>Henri Bergson</i>	essay
<b>from <i>The Portrait of a Lady</i></b>	<i>Henry James</i>	novel excerpt
<b>“The World Is Too Much With Us”</b>	<i>William Wordsworth</i>	poetry
<b>“London, 1802”</b>	<i>William Wordsworth</i>	poetry

### TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What is the most interesting aspect of the idea of discovering the self 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 brief narrative. He or she will write a short story that explores ideas about self.



### 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 panel discussion addressing the question *How do interactions and relationships shape our understanding of ourselves?*



### 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 *How do we define ourselves?* In response to that question, he or she will write a short story and respond to multiple-choice questions about revising and editing.

## STANDARDS

Activities and assignments in Unit 5 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.
- **5.B** Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
- **5.I** Reflect on and adjust responses when valid evidence warrants.

### Composition

- **9.D** Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
- **10.A** Compose literary texts such as fiction and poetry using genre characteristics and craft.
- **10.D** Compose correspondence in a professional or friendly structure.

### Speaking and Listening

- **1.B** Follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.

### Inquiry and Research

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

### Analysis

- **7.A** Read and analyze British literature across literary periods.
- **7.B** Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures.
- **8.B** Evaluate use of text structure to achieve the author's purpose.

*Thank you for your continuing support!*