

*my*Perspectives™  
**Home Connection**

### Highlights of Unit 3: What Matters

*Dear Family,*

*In this unit, students will learn about standing up for one’s rights, considering what rights are worth standing up for and when to stand up for them. 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 *When is it right to take a stand?* 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 *When is it right to take a stand?*
- What do these texts say about what matters? How do people know when the time is right to stand up?
- Why do you think people standing up for their rights is so popular in the media and in books and film?

### UNIT 3 SELECTION TITLES, AUTHORS, GENRES



#### WHOLE-CLASS LEARNING

<b>“Barrington Irving, Pilot and Educator”</b>	<i>National Geographic</i>	magazine article
<b>“Three Cheers for the Nanny State”</b>	<i>Sarah Conly</i>	opinion piece
<b>“Soda Ban? What About Personal Choice?”</b>	<i>Katrina Trinko</i>	opinion piece



## SMALL-GROUP LEARNING

<b>“Words Do Not Pay”</b>	<i>Chief Joseph</i>	speech
<b>from <i>Follow the Rabbit-Proof Fence</i></b>	<i>Doris Pilkington</i>	memoir
<b>“The Moth Presents: Aleeza Kazmi”</b>		media: video



## 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.

from <b><i>Through My Eyes</i></b>	<i>Ruby Bridges</i>	memoir
<b>“The Unknown Citizen”</b>	<i>W. H. Auden</i>	poetry
<b><i>Harriet Tubman: Conductor on the Underground Railroad</i></b>	<i>Ann Petry</i>	biography

### TALK IT OVER WITH YOUR STUDENT

- How did you choose which selection to read?
- What about standing up for what matters did you find most interesting from your reading?

## PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *Is it important for people to make their own choices in life?* He or she will write an argument and give an oral presentation, 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 learn how to put together an argument in the form of a problem-and-solution essay. He or she will write an essay to answer the questions *What is a problem you think needs to be solved? How would you solve it?*



### Small-Group Learning Performance Task

After completing the Small-Group section of the unit, your student will work with his or her group to develop an oral presentation addressing the question *When you take a stand, how much does winning matter?*

## 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 *Is it important for people to make their own choices in life?* In response to that question, he or she will write an argument and give an oral presentation to the class.

## STANDARDS

Activities and assignments in Unit 3 will help your student meet the following Common Core State Standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

### Reading

- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

### Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### Writing

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

*Thank you for your continuing support!*