

Grade 10 H Unit 3: Extending Freedom's Reach

Dear Family,

In this unit, students will learn about the struggle for freedom, considering the factors that determine who is free and who remains oppressed. 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 is the relationship between power and freedom?* 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 is the relationship between power and freedom?*
- What do these selections suggest about basic human rights? What can we learn from people who do not have the same rights as we do?
- Why do you think stories about struggles for freedom are so popular in the media and in books and film?
- What is the most interesting aspect of the idea of struggles for freedom that you learned from your reading?

PERFORMANCE TASKS AND PERFORMANCE-BASED ASSESSMENT

Your student will need to answer the question *What does it mean to “be free”?* He or she will write an informative essay and may give a multimedia presentation, drawing on knowledge gained from the selections in this unit, as well as from the Performance Tasks he or she completed.

STANDARDS

Activities and assignments in Unit 3 will help your student meet the following 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 how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience, and task.

Thank you for your continuing support!