Response to “To My Mother”

Envision you are Irshad Manji’s mother. Write a two – three paragraph letter back to Irshad. Use proper letter formatting. This is a conversational piece, so you should be writing in first person (as Irshad’s mother).

Things to consider (a long, but not complete, list):

* How do you feel about the way Irshad has treated you in the past? Are you understanding, angry, upset, hurt, unbothered, etc.?
* What is your relationship with her like now?
* What do you want Irshad to know about your actions?
* What do you want Irshad to know about her future as a mother too?
* What advice do you have for Irshad moving forward?
* What would you have preferred Irshad to do when she was younger?
* What did you do/not do to fit in or to stand out as a newcomer to Canada?
* Why did you move to Canada?
* What changes were hard for you to adapt to? What changes were easier to adapt to?
* How do you feel about this letter?

Use your class time to write your letter. You may want to brainstorm and make notes prior to putting pen to paper. I will not be marking spelling and grammar explicitly; however, spelling and grammar directly affect meaning (I am marking for meaning and understanding).

Assessment rubric is on the reverse side of this page.

**Assessment Rubric for Response to “To My Mother”**

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| **Level One** | **Level Two** | **Level Three** | **Level Four** |
| **Skillfully** connect ideas, observations, opinions, and emotions to respond to and create texts.  Creates **insightful, original**, and **thought-provoking** representations to explore identity, social responsibility and social action. These texts include:   * an **insightful** thesis and **logical** points to support messages and arguments * **thoughtful, appropriate,** and **convincing** details to support thesis * a **compelling** style, voice, and formatappropriate to audience and purpose * **unity, coherence,** and **emphasis** in a **logical** progression and with **insightful** support for ideas/thesis * **strategic, effective, and clear** organization patterns * **convincing** and **insightful** conclusions | Connect ideas, observations, opinions, and emotions to respond to and create texts.  Creates **clear, original**, and **well-developed** representations to explore identity, social responsibility and social action. These texts include:   * a **clear** thesis and **logical** points to support messages and arguments * **accurate, appropriate,** and **convincing** details to support thesis * a style, voice, and format **appropriate** to audience and purpose * **unity, coherence,** and **emphasis** in a **logical** progression and with **logical** support for ideas/thesis * **effective and clear** organization patterns * **valid** and **justifiable** conclusions | **Simplistically** connect ideas, observations, opinions, and emotions to respond to and create texts.  Creates **adequate, predictable**, representations to explore identity, social responsibility and social action. These texts include:   * a **general** thesis and points to support messages and arguments * **adequate** details to support thesis * a style, voice, and format **connected** to audience and purpose * **basic** coherence, progression and support for ideas/thesis * **inconsistent** organization patterns * **general** conclusions | **Ineffectively** connect ideas, observations, opinions, **and/or** emotions to respond to **and/or** create texts.  Creates **limited and/or unfocussed** representations to explore identity, social responsibility and social action. These texts include:   * a **vague** thesis and **limited** points to support messages and arguments * **limited** details **generally** related to thesis * a style, voice, and format **inconsistent or appropriate** to audience and purpose * **limited** coherence, and **unclear** ideas * **limited** organization * **vague** conclusions |
| **Skillfully and insightfully** understand and apply the language cues and conventions to construct and communicate meaning when representing. | Understand and apply the language cues and conventions to construct and communicate meaning when representing. | **Simplistically** understand and apply the language cues and conventions to construct and communicate meaning when representing. | **Ineffectively** understand and apply the language cues and conventions to construct and communicate meaning when representing. |