CLEVELAND LITERACY SYSTEM

GRADE 8

Quarter 2: Novel Lesson for *The Giver*
Unit Novel – Day 1
90 - Minute Literacy Block

**Warm Up**
(5 minutes)
- Define “utopia” for the class.
- Write your thoughts about what a utopian society would be like. What are the rules or laws? What happens if someone breaks them? Include as many details as possible.

**MINI LESSONS – whole group**

**Vocabulary Development**
(15 minutes)
- Vocabulary for Chapters 1 – 5: intrigued, adherence, aptitude, gravitate, serene, palpable, chastise, transgression, nurture, infraction, remorse
- Look up each word in a **thesaurus**. Write synonyms and antonyms for each.

**Reading**
(15 minutes)
- Introduction of novel: *The Giver*
- Discuss “euphemisms” with the class.

**SMALL GROUP**
(45 minutes)

**Independent/ Buddy/ Listening**

**Independent**
The independent readers read Chapters 1-3 silently and complete the Euphemism I worksheet located behind the lesson explanation for small group work.

**Teacher Led/ Guided Reading**

**Struggling**
Remind students that they are to use the accountable talk moves as you discuss this story.

Read chapters 1-3, using the questions identified in the lesson explanation for small group work.

**Learning Stations**

**Instructional**
The instructional level readers read Chapters 1-3 in pairs and independently complete the Using Short Vowels worksheet.

**WHOLE GROUP**

**Wrap Up**
(10 minutes)
- Have the students make predictions about how the story will continue. Encourage students to explain, based on what they have already read, what direction the story will take and why. Write the predictions on the board/chart paper. When students have finished the text, discuss how close these predictions were to what actually happened.

**Homework:** Answer the following questions:
How does Jonas’s community use euphemism to distance itself from the realities of their world? Be specific.
How does our society use euphemism to distance the realities of death, bodily functions, aging, etc.? Give examples.

**Teacher Notes:**
Lesson: *The Giver*  

**ESSENTIAL QUESTION**  
How can I use the thesaurus to help find synonyms and antonyms?

**Time**  
15 minutes

**Materials**  
Thesauruses  
List of words  
Sample Thesaurus entry

**Lesson**

Say “Today we are going to be working with a Thesaurus. Who can tell me what information we get out of a thesaurus? (Students should be able to tell you that you find synonyms and antonyms in a thesaurus.) A thesaurus groups words that are similar in meaning. Usually, you reach for a thesaurus when you have a word in mind and you are looking for a word that is like it – a synonym or a word that means the opposite – an antonym. However, you must remember that no two words mean exactly the same thing. No two words are exactly interchangeable. When you have a word and are trying to find another word to use that has a similar meaning you should turn to the dictionary to determine whether or not the new word can be used in the same context as the original word. Sometimes words have subtle differences that would make substitution incorrect or inappropriate – they may be stronger or weaker than the original word. We use the thesaurus to help us in our writing. How do you think a thesaurus could help us in our writing? (Students should indicate that you don’t want to use the same words over and over in your writing. You don’t want to repeat words in the beginning of sentences or the beginning of paragraphs.)

Review with students how to read entries in a thesaurus.

Suggestion: Make a transparency of the example included behind this lesson explanation.

Say “I have eleven vocabulary words listed here on the board. Let’s pronounce them.” Choral pronunciations. Go through this several times if necessary, breaking the class up into sections to make sure that everyone can pronounce the words.

Say “Now, I want you to look these words up in the Thesaurus and write one synonym and one antonym for each word.”

Note: If you have computer access, students can use the internet to look up words in the electronic Thesaurus at:

http://thesaurus.reference.com/

Students will type the word in the search box and the entry will come up.
Main Entry: engrossed
Part of Speech: adjective
Definition: preoccupied
Synonyms: absorbed, assiduous, attentive, bugged, busy, captivated, caught up, consumed, deep, diligent, engaged, enthralled, fascinated, fiend, gone, gripped, heavily into, hooked, hung up, immersed, industrious, intent, into, intrigued, lost, monopolized, occupied, rapt, really into, riveted, sedulous, submerged, tied up, turned on, wrapped up
Antonyms: detached, disinterested, distracted, inattentive, unconcerned, uninterested
Source: Roget's New Millennium™ Thesaurus, First Edition (v 1.1.1) Copyright © 2005 by Lexico Publishing Group, LLC. All rights reserved.
Lesson: *The Giver*  

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

15 minutes

**Materials**

*The Giver* by Lois Lowry

**Lesson**

Say “Today we are going to begin reading a novel by Lois Lowry. The main character’s name is Jonas.

Jonas lives in a community where everything is rigidly structured. As long as everyone follows the rules, virtually nothing can go wrong – there is no hunger, no poverty, no crime, no pain . . . and there is no love. Feelings were eradicated from people’s experiences generations ago. (Stop here and check to make sure everyone knows what “eradicated” means.) They were seen as obstacles to the community’s goal of Sameness for all individuals. It was believed that feelings interfered with an individual’s judgment, so they were taken away, along with all the choices of everyday life. Now, members of the community never question decisions already made for them. They simply live according to the rules. People aren’t unhappy living this way, but they aren’t happy either. They simply know no other way.

Does anyone know what “utopia” means? (Students may or may not be familiar with this word.) Utopia is an ideally perfect place, especially in its social, political and moral aspects. Did any of you see “Ever-After” (this is a Cinderella movie that came out several years ago)?” If students saw the movie ask them if they remember the scene where the wicked step-sister took Cinderella’s book – the one that was given to her by her father before he died – and threw it in the fireplace. When the prince and Cinderella visited the library, they talked about a book by Sir Thomas Moore titled *Utopia.* This is the book that was thrown in the fireplace. That book was about a perfect society on an imaginary island. Explain to the students that if students didn’t know that when they watched “Ever-After” they missed some of the point of the movie.

Another concept that must be understood before students begin reading is that of “euphemisms.” Ask students if they know what a euphemism is – tell them that they use them everyday. A euphemism is the act or an example of substituting a mild, indirect or vague term for one considered harsh, blunt or offensive. For example, sometimes we do not want to say someone “died” so we use euphemisms. Have the students generate euphemisms for dying. (Passed on, went on to a greater reward, cashing in, checking out, met the grim reaper, cashing in his chips, reached his journey’s end). Explain that in this story the author uses a number of euphemisms and one of their assignments will be to determine what is really meant by some of the euphemisms used in the story.
EUPHEMISMS
(yoo-fa-mizzums)

What does Jonas’s community really mean by the following words:

1. Release (page 2):

2. Feelings (page 4)

3. Animals (page 5)

4. Nurturer (page 7)
Lesson: *The Giver*

ESSENTIAL QUESTION

What strategies will help me understand what I am reading?

Time
45 minutes

Materials
*The Giver* by Lois Lowry

**Before Reading**

Say “We are going to begin reading *The Giver* today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.” Review the Accountable Talk bookmarks.

Say “Look at the cover of this book. Who can tell me who the author is of this story?” (Lois Lowry)

Read the first page to the students. Ask the students to make predictions about why they think he was afraid. Ask students if they have ever been afraid when something out of the ordinary happened to them. This will help them connect to the text. If you can, share a personal story about a time when something unusual happened that scared you.

**During Reading**

Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Stop at the point where Jonas decides he is “apprehensive” rather than “frightened.” Discuss the differences between these two words with the students.

Stop at the end of Chapter 1 and ask the students to speculate on why father and mother want to speak to Jonas privately.

Stop at the end of Chapter 2 and discuss “Assignments.”

**Check for Understanding**

Students should move back into whole group. Proceed to the Wrap up portion of the lesson. Students should be able to make predictions regarding what may happen next in the story.
Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Say the words to yourself and listen for the short vowel sounds. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: Jonas recalled a sickening feeling that something terrible was about to happen.

1. Jonas rode behind his family's _______________ and dropped his bike.

2. A Pilot-in-Training misread his navigational _______________.

3. The children teased Asher about the _______________ error he made during a game.

4. Asher dashed into the classroom in the middle of the morning _______________.

5. Asher issued the _______________ apology phrase to his classmates.

6. The struggling newchild was taken to the extra care section for _______________ nurturing.

7. For a third _______________, an offender had to be released.

8. _______________, children weren't supposed to know how to ride a bike before age nine.

9. Jonas _______________ when his father talked about the Ceremony of Twelve.

10. Lily's hair _______________ were usually crooked.
Unit Novel – Day 2
90 - Minute Literacy Block

Warm Up (5 minutes)
- Journal Writing: Why are memories important? Recently, Rosa Parks, a major figure in the civil rights movement, passed away. Why is it important to remember her and the role she played in our history?

MINI LESSONS – whole group

Vocabulary Development (15 minutes)
- Finding Base Words.

Reading (15 minutes)
- Freedom of choice discussion.

SMALL GROUP (45 minutes)

Independent/ Buddy/ Listening

Struggling
Begin reading Chapters 4-6 silently and independently complete the Euphemism II worksheet located behind the lesson explanation for small group work.

Teacher Led/ Guided Reading

Instructional
Remind students that they are to use the accountable talk moves as you discuss this story.

Review chapters 1-3, using the questions identified in the lesson explanation for small group work. Begin chapters 4-6.

Learning Stations

Independent
The independent level readers read Chapters 4 - 6 in pairs.

WHOLE GROUP

Wrap Up (10 minutes)
- Begin a discussion with the question “Is it better for all people to be alike or for people to be different? List reasons for each opinion.

Homework: Write your opinion on the question asked during the wrap-up activity. Provide support for your opinion from the novel, from other stories you have read or other sources.

Teacher Notes:
Lesson: *The Giver*

ESSENTIAL QUESTION

How can I use root words to help me understand the meanings of multisyllabic words?

**Time**

15 minutes

**Materials**

“Finding Base Words” Worksheet

**Lesson**

Say “Today, you are going to complete a worksheet identifying the base words contained in words that have suffixes added to them.”

When students have completed the worksheets, review the correct answers.
Finding Base Words

Each word below has been made by adding an ending such as -ly, -ed, or -ing to a base word. On the blank beside each word, write the base word.

Example: curiously ______ CURIOUS ______

1. lighter ___________________________ 11. factories ___________________________

2. expression ________________ 12. deliveries ___________________________

3. pretending ____________________ 13. celebration __________________________

4. rhythmic ______________________ 14. comfortably __________________________

5. picturing ______________________ 15. slightest ___________________________

6. announcement ________________ 16. automatically __________________________

7. bewilderment ________________ 17. mischievous __________________________

8. mystified ______________________ 18. successful __________________________

9. permitted ______________________ 19. thrilled ___________________________

10. bragging _________________________ 20. happiness __________________________
Lesson: *The Giver*

**ESSENTIAL QUESTION**
What strategies will help me understand what I am reading?

**Time**
15 minutes

**Materials**
*The Giver* by Lois Lowry

**Lesson**
To stimulate an oral discussion on freedom of choice, invite students to brainstorm things they do every day. Then have students classify each activity as:

1. one that is totally their choice,
2. one in which they have some choice,
3. one in which they have no choice.

Students might work individually or as a group to chart their answers. Have students look for patterns in the types of items that appear under each heading. Conclude by revealing to students that the freedom to choose is an important issue in the novel they are reading.
Lesson: *The Giver*

**ESSENTIAL QUESTION**
What strategies will help me understand what I am reading?

**Time**
45 minutes

**Materials**
*The Giver* by Lois Lowry

**Before Reading**
Say “We are going to continue reading *The Giver* today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.” Review the Accountable Talk bookmarks.

Say “Look at the cover of this book. Who can tell me who the author is of this story?” (Lois Lowry)

Refer students to the first page in Chapter 1. Ask students if they have ever been afraid when something out of the ordinary happened to them. This will help them connect to the text. If you can, share a personal story about a time when something unusual happened that scared you.

**During Reading**
Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Remind student of the point where Jonas decides he is “apprehensive” rather than “frightened.” Discuss the differences between these two words with the students.

Skip to the end of Chapter 2 and discuss “Assignments.”
Chapter 3 discuss:
1. Why were Gabe’s eyes of such interest to Jonas?
2. How did Lily react to the word “hippo”? Why did she react this way?
3. Why did Jonas risk the public humiliation of public chastisement for taking an apple from the recreation area?

At the end of Chapter 5 discuss:
4. What effect did the pills have on Jonas and the other people who took them?
5. Why do you think all adults were required to take them?

Finish reading Chapter 6.
EUPHEMISMS 2
(yoo-fa-mizzums)

What does Jonas’s community really mean by the following words:

1. stirrings (page 37):

2. replacement child (page 44)

3. elsewhere (page 78)
## Unit Novel – Day 3
90- Minute Literacy Block

### Warm Up (5 minutes)
- Journal Writing: Why do you think Birthmothers, or biological mothers, held such a low status in the community? The community’s role of birthmother is similar to our society’s role of surrogate mothers. What kind of status does a surrogate mother have in our society?

### MINI LESSONS – whole group

<table>
<thead>
<tr>
<th>Vocabulary Development (15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocabulary for Chapters 6 - 10: reprieve, meticulous, integrity, interdependence, exuberant, integral</td>
</tr>
<tr>
<td>• Look up each word in a THESAURUS. Write synonyms and antonyms for each.</td>
</tr>
</tbody>
</table>

### Reading (15 minutes)
- **Your Job Assignment**

### SMALL GROUP (45 minutes)

#### Instructional
- Begin reading Chapters 7-9 silently and independently complete the Euphemism 2 worksheet located behind the lesson explanation for small group work.

#### Teacher Led/ Guided Reading
- **Independent**
  - Remind students that they are to use the accountable talk moves as you discuss this story.
  - Review chapters 1-6 using the questions identified in the lesson explanation for small group work. Begin chapters 7 -9

#### Learning Stations
- **Struggling**
  - Complete the worksheet "Understanding Special Meanings."
  - Begin reading chapters 7 – 9 in pairs.

### WHOLE GROUP (10 minutes)
- Discuss the qualities identified as necessary in the Receiver. Why are these important qualities for this position?

### Homework:
Complete the True or False survey according to your personal opinions.

### Teacher Notes:
Lesson: *The Giver*

**ESSENTIAL QUESTION**

How can I use the thesaurus to help find synonyms and antonyms?

**Time**

15 minutes

**Materials**

- Thesauruses
- List of words
- Sample Thesaurus entry

**Lesson**

Say “Today we are going to be working with a Thesaurus again. Who can tell me what information we get out of a thesaurus? (Students should be able to tell you that you find synonyms and antonyms in a thesaurus.) Remember that sometimes words have subtle differences that would make substitution incorrect or inappropriate – they may be stronger or weaker than the original word.

If needed, review with students how to read entries in a thesaurus.

Say “Today we have six vocabulary words listed here on the board. Let’s pronounce them.” Choral pronunciations. Go through this several times if necessary, breaking the class up into sections to make sure that everyone can pronounce the words.

Say “Now, I want you to look these words up in the Thesaurus and write one synonym and one antonym for each word.”

Note: If you have computer access, students can use the internet to look up words in the electronic Thesaurus at:

http://thesaurus.reference.com/

Students will type the word in the search box and the entry will come up.
Main Entry: engrossed
Part of Speech: adjective
Definition: preoccupied
Synonyms: absorbed, assiduous, attentive, bugged, busy, captivated, caught up, consumed, deep, diligent, engaged, enthralled, fascinated, fiend, gone, gripped, heavily into, hooked, hung up, immersed, industrious, intent, into, intrigued, lost, monopolized, occupied, rapt, really into, riveted, sedulous, submerged, tied up, turned on, wrapped up
Antonyms: detached, disinterested, distracted, inattentive, unconcerned, uninterested
Source: Roget's New Millennium™ Thesaurus, First Edition (v 1.1.1) Copyright © 2005 by Lexico Publishing Group, LLC. All rights reserved.
Lesson: *The Giver*

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

15 minutes

**Materials**

*The Giver* by Lois Lowry

**Lesson**

Prepare index cards with various jobs written on them (i.e., elementary teacher, preschool teacher, middle school teacher, waiter, doctor, veterinarian, dentist, sanitary engineers, electrical engineers, pilot, flight attendant, nurse, policeman, detective, coroner, writer). Have students draw jobs from a box, randomly distribute or specifically match students to jobs. Copy the following questions onto a transparency and have the students answer the questions about the job they have been assigned. Tell them this is the job they MUST train to do. They have NO CHOICE.

What is your Job?

How do you feel about your assignment?

Do you think you would be suited to it? Why or why not?

What would be the worst thing about having this job?

What would be the best thing about having this job?

How do you feel about having your job chosen for you? (50 word minimum)

Tell students they will share their responses on Day 4.
Lesson: *The Giver*

**ESSENTIAL QUESTION**
What strategies will help me understand what I am reading?

**Time**
45 minutes

**Materials**
The *Giver* by Lois Lowry

**Before Reading**
Say “We are going to continue reading *The Giver* today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.” Review the Accountable Talk bookmarks.

Say “Look at the cover of this book. Who can tell me who the author is of this story?” (Lois Lowry)

Refer students to the first page in Chapter 1. Ask students if they have ever been afraid when something out of the ordinary happened to them. This will help them connect to the text. If you can, share a personal story about a time when something unusual happened that scared you.

**During Reading**
Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Remind student of the point where Jonas decides he is “apprehensive” rather than “frightened.” Discuss the differences between these two words with the students.

Skip to the end of Chapter 2 and discuss “Assignments.”
Chapter 3 discuss:
1. Why were Gabe’s eyes of such interest to Jonas?
2. How did Lily react to the word “hippo”? Why did she react this way?
3. Why did Jonas risk the public humiliation of public chastisement for taking an apple from the recreation area?

At the end of Chapter 5 discuss:
4. What effect did the pills have on Jonas and the other people who took them?
5. Why do you think all adults were required to take them?

Finish reading Chapter 6.
EUPHEMISMS 2
(yoo-fa-mizzums)

What does Jonas’s community really mean by the following words:

1. stirrings (page 37):

2. replacement child (page 44)

3. elsewhere (page 78)
Understanding Special Meanings

Read the following sentences. Explain in your own words the meaning of the italicized word or group of words. Write your response on the line below each sentence.

**Example**: Jonas tried to listen, but *his mind wandered* while Lily recounted her lengthy dream.

_Jonas stopped listening_

1. As Jonas recalled his dream, the same feelings *flooded* him again.

2. Jonas *brightened* when his parents said that he was ready to take the pills.

3. Jonas remembered Asher taking a pill once when they were *heading off* to school.

4. As Jonas rounded the corner on his bicycle, his dwelling *slipped away from him*.

5. Jonas tried to *grasp back* the feelings he felt in his dream, but he couldn't.

6. Jonas’ mother assured him that soon he wouldn’t *pay much attention* to taking the pills.
7. The members of Jonas' family were required to pledge that they would not *become attached to* Gabriel.

8. The applause *rose in an exuberant swell* with each Naming.

9. After the ceremony, Jonas watched the new Nines *gravitate toward* their bicycles.

10. Asher was *eyeing* the river and thinking that he couldn't swim very well.
The Giver by Lois Lowry
A Survey

Answer TRUE or FALSE to these statements:

1. An ideal community would not have any hunger or starvation.
2. An ideal community would not have any jealousy or competition.
3. An ideal community would not have any unemployment.
4. All children should have equal possessions and privileges at a certain age, regardless of the status of their families.
5. Families are much closer when they share their feelings.
6. Life would be better and easier if we did not carry bad memories in our heads.
7. Overpopulation is such a problem that families should not be allowed to have more than two children.
8. There is no real need to learn about world history.
9. There is no real need to learn about one’s own family’s history.
10. One’s job or occupation in life should be a careful match of one’s interests, talents, and skills.

Be prepared to explain your answers to the class!
**Unit Novel – Day 4**  
**90 - Minute Literacy Block**

### Warm Up  
(5 minutes)  
- **Journal Writing:** Write about a time when you felt “different” or did not feel that you quite fit in with everyone else.

### MINI LESSONS – whole group

<table>
<thead>
<tr>
<th>Vocabulary Development</th>
<th>(15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sentence Writing</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>(15 minutes)</th>
</tr>
</thead>
</table>
| • Ask students to share out their responses from Day 3.  
• Provide instructions to the small groups for their work. |

### SMALL GROUP  
(45 minutes)

<table>
<thead>
<tr>
<th>Independent/ Buddy/ Listening</th>
<th>Teacher Led/ Guided Reading</th>
<th>Learning Stations</th>
</tr>
</thead>
</table>
| **Independent**  
The Community has been genetically altered for Sameness. Students are to begin researching genetic engineering and prepare a presentation that presents the pros and cons.  
Suggested websites:  
[http://library.thinkquest.org/J003090/index2.htm](http://library.thinkquest.org/J003090/index2.htm)  
Alternative: Divide this group in ½. One group argues for genetic engineering and the other argues against it. They will present to the class on day 8. |
| **Struggling**  
Remind students that they are to use the accountable talk moves as you discuss this story.  
Review chapters 1-6 using the questions identified in the lesson explanation for small group work.  
Begin chapters 7 – 9. Complete Euphemisms 2 worksheet. |
| **Instructional**  
In groups of 4 students are to discuss whether it is important to follow rules and the reasoning for rules in our society. Students are to create a list of rules they follow at home, at school, and in the community. The lists are to be posted on posterboard or on chart paper. Each group will present their rules to the class on Day 5. |

### WHOLE GROUP

| Wrap Up  
(10 minutes) | - Tally the responses from the true / false survey – count number of male responses and number of female responses as well as whole class and create graphs. Have students work in pairs to create graphs, sorting information by questions, by numbers of females vs. males answering true or false or other ways of sorting the data. Ask students for suggestions of other ways to sort the data (i.e., older students vs. younger students, taller students vs. shorter students, students who are new to the school vs. students who attended school previously). |

### Homework:  
Why do you think precision of language is so important to the community?

### Teacher Notes:
Lesson: The Giver

ESSENTIAL QUESTION

How can I use the thesaurus to help find synonyms and antonyms?

Time

15 minutes

Materials

Thesauruses
List of words
Sentence Strips
markers

Lesson

Say “Today we are going use the words we have learned in sentences.”

Divide the class into groups of 4 – 5. Students are to come to a consensus on the use of the word in a sentence and write the best sentences they can using their vocabulary words. Ask the students to write the sentences on sentence strips and review for appropriateness of use.

All words that are used appropriately should be put up on a bulletin board or other display space in the room.
Lesson: *The Giver*

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

15 minutes

**Materials**

*The Giver* by Lois Lowry

**Lesson**

Share out responses from yesterday’s questions and job assignments.

What is your Job?

How do you feel about your assignment?

Do you think you would be suited to it? Why or why not?

What would be the worst thing about having this job?

What would be the best thing about having this job?

How do you feel about having your job chosen for you? (50 word minimum)

As students present, emphasize that they need to speak clearly and maintain eye contact with the audience. Use the rubric for assessment.

**Prepare for Small Group Work**
### ORAL PRESENTATION OF JOB ASSIGNMENTS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Student is able to accurately answer almost all questions posed.</td>
<td>Student is able to accurately answer most questions posed.</td>
<td>Student is able to accurately answer a few of the questions.</td>
<td>Student is unable to accurately answer questions.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Misprounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td>Uses Complete Sentences</td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-98%) speaks in complete sentences.</td>
<td>Sometimes (70-80%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
</tbody>
</table>

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Lesson: *The Giver*

**ESSENTIAL QUESTION**
What strategies will help me understand what I am reading?

**Time**
45 minutes

**Materials**
The Giver by Lois Lowry

**Before Reading**
Say “We are going to continue reading *The Giver* today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”

**During Reading**
Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Use the following questions to stimulate conversation about what they are reading:

1. What things do Jonas’ parents reassure him about his worries in Chapter Two?
2. Describe what happened with the apple (Chapter Three).
3. Describe Jonas’ volunteer job at the House of the Old in Chapter Four.
4. What was Jonas’ dream in Chapter Five? What is the result of his telling it?
5. Describe the Ceremony that is held each year in the community Auditorium.
6. As they are giving out the Assignments for the 12’s in Chapter 7, what happens to Jonas?
7. What is Jonas’ Assignment? What is his reaction? What is the audience’s reaction?
8. So far, what do you see as the *positive* aspects of the Community Jonas lives in?
9. So far, what do you see as the *negative* aspects of the Community Jonas lives in?
10. What adjectives would you use to describe the relationship of Jonas’ family, as it is seen in their discussions, and around the dinner table. Then, say why you chose those adjectives.
11. Why do you think members of this society must do volunteer work while they are young? Do you think this is a good or idea or a bad idea? Defend your answer.
12. Look again at Chapters 1 and 2. Mostly, the things in the chapter are perfectly normal and like our world. But not quite. Make a list of all the things that are mentioned, or terms that are used, that identify the setting as different from our world.
# Class Debate: Genetic Engineering

**Student Name: ________________________________**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>All information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear, accurate and thorough.</td>
<td>Most information presented in the debate was clear and accurate, but was not usually thorough.</td>
<td>Information had several inaccuracies OR was usually not clear.</td>
</tr>
<tr>
<td>Use of Facts/Statistics</td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples.</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples.</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.</td>
<td>Every point was not supported.</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td>
<td>One or more members of the team had a presentation style that did not keep the attention of the audience.</td>
</tr>
<tr>
<td>Organization</td>
<td>All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.</td>
<td>All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.</td>
<td>Arguments were not clearly tied to an idea (premise).</td>
</tr>
<tr>
<td>Understanding of Topic</td>
<td>The team clearly understood the topic in-depth and presented their information forcefully and convincingly.</td>
<td>The team clearly understood the topic in-depth and presented their information with ease.</td>
<td>The team seemed to understand the main points of the topic and presented those with ease.</td>
<td>The team did not show an adequate understanding of the topic.</td>
</tr>
</tbody>
</table>
The Community in *The Giver* has been genetically altered for Sameness. Your assignment is to begin researching genetic engineering and, with a partner, prepare a presentation that presents the pros and cons. You may use posterboard or develop a powerpoint presentation on the computer. Your report should do the following:

Define genetic engineering  
Discuss its uses – both current and proposed  
Discuss the pro’s and con’s of genetic engineering

Refer to the rubric to learn how you will be assessed on this project.

Suggested websites:  
[http://library.thinkquest.org/J003090/index2.htm](http://library.thinkquest.org/J003090/index2.htm)  

Alternative: Divide this group in ½. One group argues for genetic engineering and the other argues against it.

Students will present their project to the class on day 8. Students will be assessed according to the rubric.
Genetic engineering in fiction

From Wikipedia, the free encyclopedia

Genetic engineering is a popular subject of fiction, especially science fiction.

Contents

1. Star Trek
2. Star Wars
3. Gundam SEED
4. Guardians of the Galaxy
5. Gattaca
6. Metal Gear Solid series
7. The Moreau Series
8. Olaf Stapledon
9. Sonic the Hedgehog Series
10. Biohazard/Resident Evil Series

Star Trek

In the Star Trek universe, genetic engineering has featured in a couple of films, and a number of television episodes.

The Breen, the Dominion, Species 8472, the Xindi, and the Federation use technology with organic components.

Khan Noonien Singh, who appeared in Space Seed and Star Trek II: The Wrath of Khan, was a product of genetic engineering. His physical structure was modified to make him stronger and to give him greater stamina than a regular human. His mind was also enhanced. However, the creation of Khan would have serious consequences because the superior abilities given to him created superior ambition. Along with other enhanced individuals, they tried to take over the planet. When they were reawakened by the Enterprise, Khan set himself to taking over the universe. Later, he became consumed by grief and rage, and set himself on the goal of destroying Kirk.

Because of the experiences with genetic engineering, the Federation had banned it except to correct genetic birth defects, but a number of parents still illegally subjected their children to genetic engineering for a variety of reasons. This often created brilliant but unstable individuals. Such children are not allowed to serve in Starfleet or practice medicine. Despite the ban, the Federation allowed the Darwin station to conduct human genetic engineering, which resulted in a telepathic, telekentic humans with a very effective immune system.

http://en.wikipedia.org/wiki/Genetic_engineering_in_fiction
Star Wars

In the Star Wars universe, genetic engineering was also used.

In Attack of the Clones, the Kamino cloners who created the clone army for the Galactic Republic had used engineering to enhance their clones. They modified the genetic structure of all but one to accelerate their growth rate, make them less independent, and make them better suited to combat operations.

Later, the Yuuzhan Vong are a race who exclusively use organic technology and regard mechanical technology as heresy. Everything from starships to communications devices to weapons are bred and grown to suit their needs.

Gundam SEED

Genetic modification is also found in the anime series Gundam SEED in coordinators, who were created from ordinary humans by GM.

Guardians of the Galaxy

In Marvel Comics, the 31st century adventurers called the Guardians of the Galaxy are genetically engineered residents of Mercury, Jupiter, and Pluto.

Gattaca

The film Gattaca deals with the idea of genetic engineering and eugenics as it projects what class relations would look like in a future society after a few generations of the possibility of genetic engineering.

Metal Gear Solid series

In Metal Gear Solid, the Genome Army were given gene therapy enhancements.

Also in the series, the Les Enfants Terribles project involved genetic engineering.

The Moreau Series

The Moreau Series by S. Andrew Swann has as the central premise the proliferation of humanoid genetically-engineered animals. The name of the series (and of the creatures themselves) comes from the H. G. Wells novel The Island of Dr. Moreau. In the Wells novel, humanoid animals were created surgically, though this detail has been changed to be genetic manipulation in most film adaptations.

http://en.wikipedia.org/wiki/Genetic_engineering_in_fiction
Olaf Stapledon

Genetic engineering (or something very like it) features prominently in Last and First Men, a 1930 novel by Olaf Stapledon.

Sonic the Hedgehog Series

The Ultimate Life Form project, that produced Shadow the Hedgehog and Biolizard was a genetic engineering project.

Biohazard/ Resident Evil Series

The video game series Resident Evil involves the illegal creation of genetically engineered viruses which turn humans and animals into organisms such as the Tyrants or Hunters by a world-wide pharmaceutical company called the Umbrella Corporation.

Categories: Genetic engineering | Science fiction themes

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http://en.wikipedia.org/wiki/Genetic_engineering_in_fiction
Genetic engineering

From Wikipedia, the free encyclopedia.

Genetic engineering, genetic modification (GM), and the now-deprecated gene splicing are terms for the process of manipulating genes, usually outside the organism's normal reproductive process.

It often involves the isolation, manipulation and reintroduction of DNA into cells or model organisms, usually to express a protein. The aim is to introduce new characteristics such as increasing the yield of a crop species, introducing a novel trait, or producing a new protein or enzyme. Examples include the production of human insulin through the use of modified bacteria, the production of erythropoietin in Chinese Hamster Ovary cells, and the production of new types of experimental mice such as the OncoMouse (cancer mouse) for research, through genetic redesign.

Since a protein is specified by a segment of DNA called a gene, future versions of that protein can be modified by changing the gene's underlying DNA. One way to do this is to isolate the piece of DNA containing the gene, precisely cut the gene out, and then reintroduce (splice) the gene into a different DNA segment. Daniel Nathans and Hamilton Smith received the 1978 Nobel Prize in physiology or medicine for their isolation of restriction endonucleases, which are able to cut DNA at specific sites. Together with ligase, which can join fragments of DNA together, restriction enzymes formed the initial basis of recombinant DNA technology.

Contents

- 1 Naming
- 2 Applications
  - 2.1 Genetic engineering and research
- 3 Ethics
  - 3.1 Economic and political effects
- 4 See also
- 5 External links

Naming

"Transgenic organism" is now the preferred term for genetically modified organisms with extra-genome (foreign genetic) information, as opposed to "genetically engineered" or "genetically modified" organisms (which may refer to changes made within the genome such as amplification or deletion of genes).

Applications

One of the best known applications of genetic engineering is that of the creation of genetically modified organisms (GMOs).

There are potentially momentous biotechnological applications of GM, for example oral vaccines produced naturally in fruit, at very low cost. This represents, however, a spread of genetic modification to medical purposes and opens an ethical door to other uses of the technology to directly modify human genomes.

These effects are often not traceable back to direct causes in the genome, but rather in the environment or interaction of proteins. The means by which 'genes' (in fact DNA strands that are assumed to have discrete effects) are detected and inserted are inexact, including such means as coating gold particles with DNA to be inserted and literally firing it at strands of target DNA (see gene gun), which is guaranteed to cause insertions in at least some random locations, which can on rare occasion cause unplanned characteristics.

Similar objections apply to protein engineering and molecular engineering for use as drugs. However, a single protein or a molecule is easier to examine for 'quality control' than a complete genome, and there are more limited claims made for the reliability of proteins and molecules, than for the genomes of whole organisms. While protein and molecule engineers often times acknowledge the requirement to test their products in a wide variety of environments to determine if they pose dangers to life, the position of many genetic engineers is that they do not need to do so, since the outputs of their work are 'substantially the same as' the original organism which was produced by the original genome(s).

A radical ambition of some groups is human enhancement via genetics, eventually by molecular engineering. See also: transhumanism.

Genetic sequencing which is used to identify each base in DNA is exceedingly cheap. As of mid-2005, it cost 1/10 of 1 cent to sequence a single base.

Genetic engineering and research

Although there has been a tremendous revolution in the biological sciences in the past twenty years, there is still a great deal that remains to be discovered. The completion of the sequencing of the human genome, as well as the genomes of most agriculturally and scientifically important plants and animals, have increased the possibilities of genetic research immeasurably. Expedient and inexpensive access to comprehensive genetic data has become a reality, with billions of sequenced nucleotides already online and annotated. Now that the rapid sequencing of arbitrarily large genomes has become a simple, if not trivial affair, a much greater challenge will be elucidating function of the extraordinarily complex web of interacting proteins, dubbed the proteome, that constitutes and powers all living things. Genetic engineering has become the gold standard in protein research, and major research progress has been made using a wide variety of techniques, including:

- loss of function, such as in a knockout experiment, in which an organism is engineered to lack the activity of one or more genes. This allows the experimenter to analyze the defects caused by this mutation, and can be considerably useful in unearthing the function of a gene. It is used especially frequently in developmental biology. A knockout experiment involves the creation and manipulation of a DNA construct in vitro, which, in a simple knockout, consists of a copy of the desired gene which has been slightly altered such as to cripple its function. The construct is then taken up by embryonic stem cells, where the engineered copy of the gene replaces the organism's own gene. These stem cells are injected into blastocysts, which are implanted into surrogate mothers. Another method, useful in organisms such as Drosophila (fruit fly), is to induce mutations in a large population and then screen the progeny for the

desired mutation. A similar process can be used in both plants and prokaryotes.

- gain of function experiments, the logical counterpart of knockouts. These are sometimes performed in conjunction with knockout experiments to more finely establish the function of the desired gene. The process is much the same as that in knockout engineering, except that the construct is designed to increase the function of the gene, usually by providing extra copies of the gene or attracting more frequent transcription.

- 'tracking' experiments, which seek to gain information about the localization and interaction of the desired protein. One way to do this is to replace the wild-type gene with a 'fusion' gene, which is a juxtaposition of the wild-type gene with a reporting element such as Green Fluorescent Protein (GFP) that will allow easy visualization of the products of the genetic modification. While this is a useful technique, the manipulation can destroy the function of the gene, creating secondary effects and possibly calling into question the results of the experiment. More sophisticated techniques are now in development that can track protein products without mitigating their function, such as the addition of small sequences which will serve as binding motifs to monoclonal antibodies.

Ethics

Proponents of genetic engineering argue that the technology is safe, and that it is necessary in order to maintain food production that will continue to match population growth and help feed millions in the third world more effectively. Others argue that there is more than enough food in the world and that the problem is food distribution, not production, so people should not be forced to eat food that may carry some degree of risk.

Others oppose genetic engineering on the grounds that genetic modifications might have unforeseen consequences, both in the initially modified organisms and their environments. For example, certain strains of maize have been developed that are toxic to plant eating insects (see Bt corn). It has been alleged that these strains cross-pollinated with other varieties of wild and domestic maize and passed on these genes with a putative impact on Maize biodiversity (Quist D and Chapela IH Nature 414: 541-543 2001). Subsequent to the publication of these results, several scientists pointed out that the conclusions were based on experiments with design flaws. It is well known that the results from the Polymerase Chain Reaction method of analysing DNA can often be confounded by sample contamination and experimental artifacts. Appropriate controls can be included in experiments to eliminate these as a possible explanation of the results - however these controls were not included in the methods used by Quist and Chapela. (Transgenic Research 11: iii-v, 2002.). After this criticism Nature, the scientific journal where this data was originally published "concluded that the evidence available is not sufficient to justify the publication of the original paper". [[1](http://www.nature.com/nature/journal/v416/n6881/abs/nature738_fs.html)] More recent attempts to replicate the original studies have concluded that genetically modified corn is absent from southern Mexico in 2003 and 2004 [[2](http://www.technologyreview.com/articles/05/08/ap/ap_081605.asp?trk=top)] Also in dispute is the impact on biodiversity of the introgression of transgenes into wild populations [[3](http://www.pnas.org/cgi/content/extract/102/37/13003)]. Unless a transgene offers a massive selective advantage in a wild population, a transgene that enters such a population will be maintained at a low gene frequency (See Ecological effects of transgenic plants). In such situations it can be argued that such an introgression actually increases biodiversity rather than lowers it.

Activists opposed to genetic engineering say that with current recombinant technology there is no way to ensure that genetically modified organisms will remain under control, and the use of this technology outside secure laboratory environments carries unacceptable risks for the future.

Some fear that certain types of genetically engineered crops will further reduce biodiversity in the cropland; herbicide-tolerant crops will for example be treated with the relevant herbicide to the extent that there are no wild plants ('weeds') able to survive, and plants toxic to insects will mean insect-free crops. This could result in declines in other wildlife (e.g. birds) which depend on weed seeds and/or insects for food resources. The recent
(2003) farm scale studies in the UK found this to be the case with GM sugar beet and GM rapeseed, but not with GM maize (though in the last instance, the non-GM comparison maize crop had also been treated with environmentally-damaging pesticides subsequently (2004) withdrawn from use in the EU).

Proponents of current genetic techniques as applied to food plants cite the benefits that the technology can have, for example, in the harsh agricultural conditions of third world countries. They say that with modifications, existing crops would be able to thrive under the relatively hostile conditions providing much needed food to their people. Proponents also cite golden rice and golden rice 2, genetically engineered rice varieties (still under development) that contain elevated vitamin A levels. There is hope that this rice may alleviate vitamin A deficiency that contributes to the death of millions and permanent blindness of 500,000 annually.

Proponents say that genetically-engineered crops are not significantly different from those modified by nature or humans in the past, and are as safe or even safer than such methods. There is gene transfer between unicellular eukaryotes and prokaryotes. There have been no known genetic catastrophes as a result of this. They argue that animal husbandry and crop breeding are also forms of genetic engineering that use artificial selection instead of modern genetic modification techniques. It is politics, they argue, not economics or science, that causes their work to be closely investigated, and for different standards to apply to it than those applied to other forms of agricultural technology.

Proponents also note that species or genera barriers have been crossed in nature in the past. An oft-cited example is today's modern red wheat variety, which is the result of two natural crossings made long ago. It is made up of three groups of seven chromosomes. Each of those three groups came from a different wild wheat grass. First, a cross between two of the grasses occurred, creating the durum wheats, which were the commercial grains of the first civilizations up through the Roman Republic. Then a cross occurred between that 14-chromosome durum wheat and another wild grass to create what became modern red wheat at the time of the Roman Empire.

Economic and political effects

- Many opponents of current genetic engineering believe the increasing use of GM in major crops has caused a power shift in agriculture towards Biotechnology companies gaining excessive control over the production chain of crops and food, and over the farmers that use their products, as well.

- Many proponents of current genetic engineering techniques believe it will lower pesticide usage and has brought higher yields and profitability to many farmers, including those in third world countries. A few GM licenses allow third world farmers to save seeds for next year’s planting.

- In August 2002, Zambia cut off the flow of Genetically Modified Food (mostly maize) from UN's World Food Program. Although there were claims that this left a famine-stricken population without food aid, the U.N. program succeeded in replacing the rejected grain with other sources, including some foods purchased locally with European cash donations. In rejecting the maize, Zambians cited the "Precautionary Principle" and also the desire to protect future possibilities of grain exports to Europe.

- In April 2004 Hugo Chávez announced a total ban on genetically modified seeds in Venezuela.

- In January 2005, the Hungarian government announced a ban on importing and planting of genetic modified maize seeds, although these were authorised by the EU. [4] (http://www.eu.greenpeace.org/downloads/gmo/PRonHungaryBan.pdf)

See also

- Biorobotics

Genetic engineering

- Cloning
- Gene therapy
- Genetically modified food
- Genetically modified organism
- Genetic engineering in fiction
- Human Genetic Engineering
- Human Genome Project
- Plant breeding
- Protein engineering
- Reprogenetics
- Substantial equivalence
- Transformation
- Transgenic plant

External links

- Debate on the genetic modification of plants (http://www.royalsoc.ac.uk/gmplants/)
- Human Genetic Engineering (http://www.allaboutpopularissues.org/human-genetic-engineering.htm) - a fundamentalist perspective on genetic engineering

Retrieved from "http://en.wikipedia.org/wiki/Genetic_engineering"

Categories: Biotechnology | Ethics | Genetic engineering | Molecular genetics

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Privacy policy
In *The Giver* the community has very strict rules that the members of the community must follow. With a partner, discuss whether it is important to follow rules and the reasoning for rules in our society.

Create a list of rules that you follow at home, at school and in the community.

Prepare a posterboard of your lists. Divide up the speaking parts – explanations of your rules and the reasoning behind them.

Present your rules to the class on Day 5 of this lesson series.
Oral Presentation Rubric: Rules

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Props</td>
<td>Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.</td>
<td>Student uses 1 prop that shows considerable work/creativity and which make the presentation better.</td>
<td>Student uses 1 prop which makes the presentation better.</td>
<td>The student uses no props OR the props chosen detract from the presentation.</td>
</tr>
<tr>
<td>Uses Complete Sentences</td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-98%) speaks in complete sentences.</td>
<td>Sometimes (70-80%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td>Collaboration with Peers</td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
</tr>
</tbody>
</table>
**Unit Novel– Day 5**  
**90- Minute Literacy Block**

**Warm Up**  
(5 minutes)  
- Journal Writing: What is your favorite memory? Describe it and explain why it is your favorite.

**MINI LESSONS – whole group**

**Vocabulary Development**  
(15 minutes)  
- Vocabulary for Chapters 6 - 11: anguish, scrupulous, buoyancy, indolence, conspicuous, benign, deftly, torrent, stench  
- Look up each word in a THESAURUS. Write synonyms and antonyms for each.

**Reading**  
(15 minutes)  
- Instructional Group presents out “Rules.”

**SMALL GROUP**  
(45 minutes)

**Independent/ Buddy/ Listening**  
**Struggling**  
In pairs, begin reading chapters 10-12. Students should take turns being the reader and the listener. The listener should follow along in their own text.

**Teacher Led/ Guided Reading**  
**Instructional**  
Read chapters 10 – 12, using the guiding questions listed in the lesson explanation.

**Learning Stations**  
**Independent**  
Read chapters 10 - 12. Continue researching genetic engineering.

**WHOLE GROUP**

**Wrap Up**  
(10 minutes)  
- Creating a Utopian society. Have students work in pairs to brainstorm ideas for an ideal society, using activity sheet.

**Homework:** “Listening for Syllables” worksheet.

**Teacher Notes:**
Lesson: *The Giver*

**ESSENTIAL QUESTION**

How can I use the thesaurus to help find synonyms and antonyms?

**Time**

15 minutes

**Materials**

- Thesauruses
- List of words
- Sample Thesaurus entry

**Lesson**

Say “Today we are going to be working with a Thesaurus again. Who can tell me what information we get out of a thesaurus? (Students should be able to tell you that you find synonyms and antonyms in a thesaurus.) Remember that sometimes words have subtle differences that would make substitution incorrect or inappropriate – they may be stronger or weaker than the original word.

If needed, review with students how to read entries in a thesaurus.

Say “Today we have nine vocabulary words listed here on the board. Let’s pronounce them.” Choral pronunciations. Go through this several times if necessary, breaking the class up into sections to make sure that everyone can pronounce the words.

Say “Now, I want you to look these words up in the Thesaurus and write one synonym and one antonym for each word.”

**Note:** If you have computer access, students can use the internet to look up words in the electronic Thesaurus at:

http://thesaurus.reference.com/

Students will type the word in the search box and the entry will come up.
Lesson: *The Giver*

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

15 minutes

**Materials**

*The Giver* by Lois Lowry

**Lesson**

Share out responses from yesterday’s small group work on developing rules.

As students present, emphasize that they need to speak clearly and maintain eye contact with the audience. Use the rubric for assessment.
Lesson: The Giver

ESSENTIAL QUESTION
What strategies will help me understand what I am reading?

Time
45 minutes

Materials
The Giver by Lois Lowry

Before Reading
Say “We are going to continue reading The Giver today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”

During Reading
Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Use the following questions to stimulate conversation about what they are reading:
1. Which of Jonas’ rules DO disturb him? Which ones do NOT disturb him?
2. How is the Receiver’s house different from other houses in the Community?
3. What is the actual process for transmitting memories? What is the first memory Jonas receives?
4. Jonas receives 3 memories in Chapter 11. List everything in those 3 memories that he has never seen or experienced before because they no longer exist in the community.
5. So what really happened to the apple that day with Asher? What is starting to happen to Jonas?
6. Agree or disagree, and say why: People should learn history, and learn about the past.
7. Agree or disagree, and say why: It is possible to have a world where everyone is equal, but everyone is not the same.
8. Agree or disagree, and say why: A world without any pain would be a bad thing.
Creating A Utopian Society

You have been asked by the United States government to develop an ideal society – a utopian society. In this society, all members must be equal. Racism, violence, crime, homelessness, poverty, divorce and hunger cannot exist. Work in pairs to choose four problems that you must remove from society. Write in your group’s choices below.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Brainstorm ways in which you can remove each problem. Will you change laws? How can you contribute to making a society perfect? In the space below, write suggestions for eliminating the problems you identified above.

__________________________________________
__________________________________________
__________________________________________
__________________________________________
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__________________________________________
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__________________________________________
__________________________________________
Listening for Syllables

Say each of the words below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank line after each word.

Example: ritual __3__

1. afloat
2. disquieting
3. infraction
4. reluctantly
5. broken
6. yesterday
7. seriously
8. necessary
9. puzzled
10. placed
11. announcement
12. citizens
13. reassuring
14. pleasurable
15. guiltily
16. volunteer
17. designated
18. searched
19. squirming
20. nurturing
21. appropriate
22. temporary
23. exhausted
24. family
25. applauding
26. bicycles
27. podium
28. summoned
29. error
30. negatively

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# Unit Novel – Day 6
## 90 - Minute Literacy Block

### Warm Up
(5 minutes)
- **Journal Writing:** Do you think it is important to have choices? Why or why not? How does the elimination of choice make life easier in *The Giver*?

### MINI LESSONS – whole group

<table>
<thead>
<tr>
<th>Vocabulary Development</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Cloze Reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of the Novel (1-7)</td>
<td></td>
</tr>
</tbody>
</table>

### SMALL GROUP
(45 minutes)

| Independent/ Buddy/ Listening | |  
|-----------------------------|------------------|---|
| **Instructional** | **Teacher Led/ Guided Reading** | **Learning Stations** |
| Begin reading chapters 13-15 with a partner, alternating reading and listening. | **Independent** | **Struggling** |
| **Read chapters 13–15. Discuss the genetic engineering assignment.** | Students will be asked to visit the Library of Congress’ American Memory site and find historical events which took place today, yesterday and on their birthdays. They will be asked to complete a chart by summarizing the information for each day, selecting pertinent facts. |

### WHOLE GROUP
(10 minutes)
- What realization does Jonas come to in Chapter 14? How does this affect him?

### Homework:
Jonas was forbidden to talk with his friends about what he learned through his training. But he was learning so much that he wanted to share some of it with his best friend Asher. Jonas tried hard one day to transmit the memory of color to Asher. Do you agree or disagree with Jonas’ decision to share his new knowledge with others? Why or why not.

### Teacher Notes:
Lesson: *The Giver*

**ESSENTIAL QUESTION**

How can I use root words to help me understand the meanings of multisyllabic words?

**Time**

15 minutes

**Materials**

“Using Cloze Reading” Activity sheet.

**Lesson**

Say “Today, you are going to complete a paragraph where key words are left out. This activity helps us to determine if you understand what you have read.

When students have completed the worksheets, review the correct answers.
Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

On the first day of his training, Jonas feared that he might (1) disgrace himself by falling asleep. He (2) when he received the memory of snow. And he enjoyed the experience of riding down the hill on a (3) sled.

Next, he received the warm, bright memory of (4) sunshine, which used to come from the sky. Jonas understood the memories he received, and the old man was pleased that Jonas seemed to (5) understand so quickly.

Jonas was a little (6) scared at the prospect of enduring real pain. But he straightened his shoulders and told the old man that he was (7) brave. The old man was exhausted, but he had enough (8) energy for one more transmission. Jonas felt the (9) passage of time as he basked under the sun again. This time, he felt the sharp, stinging sensation associated with the pain of (10) sunburn. Jonas thought that he now (11) learned what real pain felt like.
Lesson: The Giver

ESSENTIAL QUESTION

What strategies will help me understand what I am reading?

Time

15 minutes

Materials

The Giver by Lois Lowry

Lesson

Students will complete the questions from “Elements of the Novel” to use as study guides for the final examination.

Students can work independently or in pairs. Correct work orally and have students save the sheets as study guides.
The Giver

Elements of the Novel

Study Guide for Chapters 1-7
What has happened before the novel begins?

What's going on at the beginning of the story?

From whose point of view is the story told?

Describe the setting (time, place, social/environmental factors) of the novel. Is the setting important or could it be happening anywhere, at any time?

What is the initial conflict/problem faced by the main character?

What types of conflict become evident as the story progresses? Give specific examples.

Complete the chart describing each of the major characters that have been introduced so far.
### Character Description Evidence Supporting Description Character Assignment

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>DESCRIPTION</th>
<th>EVIDENCE SUPPORTING DESCRIPTION</th>
<th>CHARACTER ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiona</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asher</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Father</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Lesson: The Giver

ESSENTIAL QUESTION
What strategies will help me understand what I am reading?

Time
45 minutes

Materials
The Giver by Lois Lowry

Before Reading
Say “We are going to continue reading The Giver today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”

During Reading
Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Use the following questions to stimulate conversation about what they are reading, remind students to look back in the text to find the answers:

1. The first memory of pain Jonas received was a sunburn. What is the second, much worse experience with pain The Giver gives him?
2. What is Jonas’ solution for getting Gabriel to sleep through the night?
3. One day, The Giver is in extreme pain, and Jonas takes some of it from him (Chapter 15). What is the extremely painful memory? How did the Giver feel about sharing that memory?
# Unit Novel – Day 7
## 90 - Minute Literacy Block

### Warm Up (5 minutes)
- **Journal Writing:** The Receiver of Memory was granted the utmost respect in the community where Jonas lived. The Receiver was responsible for knowing everything that had occurred in history and for using his knowledge to advise and protect the community. Do you agree with the community members that being named Receiver of Memory was the highest possible honor? Why or why not.

### MINI LESSONS – whole group

<table>
<thead>
<tr>
<th>Vocabulary Development (15 minutes)</th>
<th>• Matching Synonyms and Matching Antonyms</th>
</tr>
</thead>
</table>

| Reading (15 minutes) | • Elements of the Novel study guide for Chapters 8 – 15. |

### SMALL GROUP (45 minutes)

<table>
<thead>
<tr>
<th>Independent/ Buddy/ Listening</th>
<th>Teacher Led/ Guided Reading</th>
<th>Learning Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue work on genetic engineering assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read chapters 16-18.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Struggling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read chapters 13–15.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review their American Memory assignment to see if they are having any difficulties with it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be asked to find statistics on per capita income, economically active population, life expectancy, and school enrollment for the following five countries: Poland, Afghanistan, Mexico, Somalia, USA. See directions following small group lesson explanation sheets.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WHOLE GROUP

| Wrap Up (10 minutes) | • Discuss the concept of “If we do not remember our history, we are doomed to repeat it.” Remind students of the journal writing topic of Day 2. |

### Homework:
What historical events do you feel are important for society to remember so that society does not repeat them? Explain your answer. Provide details to support your concern.

### Teacher Notes:
Lesson: The Giver

ESSENTIAL QUESTION
How can I use root words to help me understand the meanings of multisyllabic words?

Time
15 minutes

Materials
“Matching Antonyms” and “Matching Synonyms” Activity sheets.

Lesson
Say “We have been working with the Thesaurus to determine word meanings through synonyms and antonyms. Today you are going to match synonyms and antonyms with words used in sentences. Remember what you have learned about using context clues to help you when you have problems.

When students have completed the worksheets, review the correct answers.
Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Choose an antonym from the word box to replace the italicized word.

Example: ______often______ After the Naming, children were rarely referred to by their numbers.

1. Jonas thought that Pierre was very ______serious_____ but not much fun.

2. Children's ______futures_____ were determined at the Ceremony of Twelve.

3. Isaac was ______pleased_____ with his new Assignment as Instructor of the Sixes.

4. Jonas ______remembered_____ Asher's punishment clearly.

5. Jonas no longer felt excitement, ______pride______, or a happy kinship with his friends.

6. The Chief Elder announced Jonas' Assignment in a ______firm______, clear voice.

7. The community members were cautioned that playfulness in a child could later be ______revealed______ as indolence.

8. The job of Receiver was most ______honored______ in the community.

9. Wisdom was considered to be an ______essential______ attribute for the Receiver.

10. Jonas knew that the community was ______accepting_____ him in his new role.
Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

Example: **gathered** The new Twelves *clustered* near the bicycles.

1. Lily *chattered* on and on about her future volunteer work.
2. Jonas was required to go directly to his *dwelling* at the end of each day.
3. Jonas was uncomfortable at the thought of asking *intimate* questions.
4. Jonas was happy to be *excused* from dream-telling.
5. Fiona *confessed* that she was nervous about her new duties at the House of the Old.
6. The Attendant noticed Jonas' *discomfort* at finding a locked door.
7. Very few people in the community had *pale* eyes.
8. The man was *sure* that Jonas was frightened by his new position.
9. Jonas read the *instructions* that accompanied his job as Receiver.
10. Jonas felt the blanket *beneath* his chest on the bed.
Lesson: *The Giver*

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

15 minutes

**Materials**

*The Giver* by Lois Lowry

**Lesson**

Students will complete the questions from “Elements of the Novel” to use as study guides for the final examination.

Students can work independently or in pairs. Correct work orally and have students save the sheets as study guides.
Elements of the Novel

Study Guide Questions for Chapters 8 - 15:

What new things have been added to the original conflict as the novel progresses?

Is there a message or main theme emerging in the book? Describe it.

Describe the new characters that have been introduced since the first third of the book?

List the main events that occur here as part of the rising action.
Lesson: *The Giver*

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

45 minutes

**Materials**

*The Giver* by Lois Lowry

**Before Reading**

Say “We are going to continue reading *The Giver* today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”

**During Reading**

Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Use the following questions to stimulate conversation about what they are reading, remind students to look back in the text to find the answers:

1. The first memory of pain Jonas received was a sunburn. What is the second, much worse experience with pain The Giver gives him?
2. What is Jonas’ solution for getting Gabriel to sleep through the night?
3. One day, The Giver is in extreme pain, and Jonas takes some of it from him (Chapter 15). What is the extremely painful memory? How did the Giver feel about sharing that memory?
4. Somehow, you come upon Jonas’s Community…a group of people living peacefully, no poverty, no suffering, no pain, no war. Should you tell them about pain and war and all those bad things, or not? Share the arguments for telling them, then share the arguments for not telling them. Then decide whether you’d tell them or not.
AMERICAN MEMORY

In The Giver, all knowledge of the experiences of humanity have been given to the Receiver of Memory so that no citizen of the Community will be "burdened" with the past. However, if a situation arises with which the community has not previously dealt, citizens do not know how to deal with it, since they have no past experiences to guide them. Where do they go? They go to the Receiver of Memory for advice.

But in today's world, we are fortunate to have records, both oral and written, of our past. In other words, we have history! This activity will help you personalize your history.

DIRECTIONS

PART ONE:
- Go to the American Memory Website at http://rs6.loc.gov/
- Click on "American Memory."
- Click on "Today in History" (at the top right side of the screen).
- Read the article and fill in the first column on your data chart.

PART TWO:
- Click on "Yesterday."
- Read the article and fill in the second column on your data chart.

PART THREE:
- Click on "Archive."
- Select your birth month.
- Select your birthday.
- Click on "Go."
- Read the article and fill in the third column in your data chart.

***Under the "reflections" section on the corresponding worksheet, explain why it is important to remember the events you have recorded. What might happen if future generations had no knowledge of these events?***
### DATA CHART: MY AMERICAN HISTORY

<table>
<thead>
<tr>
<th>TODAY IN HISTORY</th>
<th>YESTERDAY IN HISTORY</th>
<th>YOUR BIRTHDAY IN HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE:</td>
<td>DATE:</td>
<td>DATE:</td>
</tr>
<tr>
<td>EVENT:</td>
<td>EVENT:</td>
<td>EVENT:</td>
</tr>
<tr>
<td>FACT 1:</td>
<td>FACT 1:</td>
<td>FACT 1:</td>
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<tr>
<td>FACT 2:</td>
<td>FACT 2:</td>
<td>FACT 2:</td>
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<td>FACT 3:</td>
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<tr>
<td>FACT 5:</td>
<td>FACT 5:</td>
<td>FACT 5:</td>
</tr>
<tr>
<td>REFLECTIONS:</td>
<td>REFLECTIONS:</td>
<td>REFLECTIONS:</td>
</tr>
</tbody>
</table>
These are your step-by-step directions for using CyberSchoolBus.


2. With your mouse, click on the white box next to the name of each of these countries. (Scroll down to get to them on the list. There are a lot on this list, so be patient!)
   - Somalia
   - Afghanistan
   - Poland
   - Mexico
   - United States of America

3. Click on the Data Menu button.

4. When the pictures are all on the screen, scroll down to see the columns of statistical categories.

5. Under the heading Economy, click in the box next to GDP Per Capita (US$).

6. In that same column, click in the box next to Economically Active Population.

7. Go to the column titled Social Indicators.

8. Click on the box next to Life Expectancy (Male/Female).

9. In that same column, click in the box next to School Enrollment.

10. Scroll to the bottom of the chart and click on the View Info button.

11. Print this Infonation Chart.

12. Exit from the Internet.

13. Look at your Infonation Chart data and answer these questions.
The GDP Per Capita column shows you how much money in dollars people earn in those countries.

- Does everyone everywhere earn the same amount of money? ______________
- Where do people earn the most? ________________________________
- Where do people earn the least? ________________________________

The Unemployment column shows you what percent of males and females unemployed

What is the unemployment rate? ______

The Life Expectancy at Birth column shows how long people can live a healthy life in those countries.

- Does everyone everywhere stay healthy and live the same amount of years? ___
- Where do people seem to die younger? ________________________________
- Who lives longer: men or women? ________________________________

The Primary and Secondary Gross Enrollment Ratio column shows what percent of children go to school in each country.

- Does everyone everywhere have the same opportunity to get an education? ___
- Do males and females have same chance to go to school? ______________
- Where do very few children go to school? ________________________________

14. Now, using all of your facts, answer these 5 questions by writing a summary. Put in as much detail as you need.

- Does everyone earn the same amount of money?
- Does everyone get jobs?
- Does everyone stay healthy and live long lives?
- Does everyone go to school?
- Is our world one of "sameness" like the world in The Giver?
Unit Novel – Day 8  
90 - Minute Literacy Block

<table>
<thead>
<tr>
<th>Warm Up  (5 minutes)</th>
<th>• Journal Writing: Who is your best friend? Why? What kinds of things do you share with your best friend?</th>
</tr>
</thead>
</table>

**MINI LESSONS – whole group**

| Vocabulary Development (15 minutes) | • Vocabulary for Chapters 16-19: rueful, ecstatic, solitude, imploring, pervade, obsolete, permeate, wretched, dejected  
• Look up each word in a **THESAURUS**. Write synonyms and antonyms for each. |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Reading (15 minutes)</th>
<th>• Independent Groups present out the Genetic Engineering project.</th>
</tr>
</thead>
</table>

**SMALL GROUP**  
(45 minutes)

<table>
<thead>
<tr>
<th>Independent/ Buddy/ Listening</th>
<th>Teacher Led/ Guided Reading</th>
<th>Learning Stations</th>
</tr>
</thead>
</table>
| **Struggling**  
Read chapters 16-18 silently for first 20 minutes.  
Complete the American Memory assignment. Prepare to present on Day 9.  
| Instructional  
Read chapters 16-18.  
Review their Internet Information assignment to see if they are having any difficulties with it.  
| Independent  
Complete Chapters 19 - 23.  
When book is finished, students should begin working on last portion of the study guide - Elements of the Novel.  

**WHOLE GROUP**

<table>
<thead>
<tr>
<th>Wrap Up (10 minutes)</th>
<th>• Why does the community have release? What are the positive results for the community? What are the negative results?</th>
</tr>
</thead>
</table>

Homework: Determining Fact and Opinion Activity Sheet.

Teacher Notes:
Lesson: *The Giver*

**ESSENTIAL QUESTION**

How can I use the thesaurus to help find synonyms and antonyms?

**Time**

15 minutes

**Materials**

- Thesauruses
- List of words
- Sample Thesaurus entry

**Lesson**

Say “Today we are going to be working with a Thesaurus again. Who can tell me what information we get out of a thesaurus? (Students should be able to tell you that you find synonyms and antonyms in a thesaurus.) Remember that sometimes words have subtle differences that would make substitution incorrect or inappropriate – they may be stronger or weaker than the original word.

If needed, review with students how to read entries in a thesaurus.

Say “Today we have nine vocabulary words listed here on the board. Let’s pronounce them.” Choral pronunciations. Go through this several times if necessary, breaking the class up into sections to make sure that everyone can pronounce the words.

Say “Now, I want you to look these words up in the Thesaurus and write one synonym and one antonym for each word.”

Note: If you have computer access, students can use the internet to look up words in the electronic Thesaurus at:

http://thesaurus.reference.com/

Students will type the word in the search box and the entry will come up.
Lesson: *The Giver*

**ESSENTIAL QUESTION**
What strategies will help me understand what I am reading?

**Time**
15 minutes

**Materials**
*The Giver* by Lois Lowry

**Lesson**
Group presents Genetic Engineering project.

As students present, emphasize that they need to speak clearly and maintain eye contact with the audience. Use the rubric for assessment.
Lesson: The Giver

ESSENTIAL QUESTION

What strategies will help me understand what I am reading?

Time

45 minutes

Materials

The Giver by Lois Lowry

Before Reading

Say “We are going to continue reading The Giver today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”

During Reading

Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Use the following questions to stimulate conversation about what they are reading, remind students to look back in the text to find the answers:

1. What is The Giver’s favorite memory, which he shares with Jonas? What does the family in the memory have that Jonas, in his society, does not?
2. What would happen to his memories if Jonas were to fall into the river and drown, accidentally?
Elements of the Novel

Study Guide Questions for Chapters 16 - 23

What plot twists or unexpected events happen as the novel comes to an end?

What is the climax of the novel?

How are the major and minor conflicts resolved?

List which characters are flat, round, static, and dynamic.

Describe the character development of the main character. How has he changed over the course of the novel and what has caused this change?

What was the main message of the novel?
Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter F if that sentence is a statement of fact. Write O if that sentence is a statement of opinion.

Example: O It is necessary to protect people from making the wrong choices.

1. Jonas was often angry because he could not change his friends’ experiences.

2. According to community rules, it was rude for one citizen to touch someone outside his or her family unit.

3. It would definitely be too difficult for Jonas to have a spouse.

4. If Jonas ever had a spouse, it would be against the rules for him to share his many books with her.

5. Life in the community would improve if the citizens had all of the Giver’s knowledge.

6. As the Receiver, Jonas was not allowed to take medication for anything related to his training.

7. There should be more than two children in every family.

8. The Committee of Elders sometimes sought advice from the Giver.

9. Gabriel was known to be restless and fretful at night.

10. Jonas was right to transmit a soothing memory to Gabriel.
Unit Novel – Day 9
90- Minute Literacy Block

Warm Up
(5 minutes)

• Journal Writing: What is the difference between Equality and being The Same?

MINI LESSONS – whole group

Vocabulary Development
(15 minutes)

• Discovering Meaning Through Context activity sheet.

Reading
(15 minutes)

• Struggling Readers group presents American Memory Project.

SMALL GROUP
(45 minutes)

Independent/ Buddy/ Listening

Instructional
Read chapters 19-23 silently for first 20 minutes.
Complete the Internet Information assignment.
Prepare to present on Day 10.

Teacher Led/ Guided Reading

Independent
Read chapters 19-23.

Learning Stations

Struggling

WHOLE GROUP

Wrap Up
(10 minutes)

• Discuss journal writing topic.

Homework: Determining Cause and Effect worksheet.

Teacher Notes:
Lesson: The Giver

ESSENTIAL QUESTION
How can I use context clues to help me understand the meaning of new vocabulary in text?

Time
15 minutes

Materials
“Discovering Meaning through Context” Activity sheets.

Lesson
Review what you have taught the class about using context clues. Have students complete the activity sheet.

When students have completed the activity sheet, review the correct answers.
Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

Example: Through the wall speaker, Jonas' family learned that the Committee had declared an unscheduled holiday.

canceled announced discovered

1. The day off was such a welcome treat for the community.

disaster punishment bonus

2. There were lists of rules to memorize and new technology to be mastered by the Twelves.

ridiculed learned written

3. The bikes were strewn about all over the ground near the playing field.

scattered broken organized

4. On a holiday, the community was allowed to disregard the usual rules of order.

restore mimic ignore

5. Jonas saw Asher aiming an imaginary weapon directly at his imaginary prey.

pointing throwing breaking

(continued)
6. There was such a *horde* of children that Jonas couldn't identify them all.

   turnover crowd lack

7. Jonas dreaded the end of his training, and he felt *dejected* just thinking about it.

   fascinated elated sad

8. The Giver said that at first, the previous Receiver-to-be had been delighted about her appointment and *enthusiastic* about devouring new knowledge.

   eager reluctant careless

9. The Giver had given Rosemary sad memories, but he had been unable to *inflict* physical pain on her.

   examine cause reflect

10. The Giver had been *notified* by the Speaker that Rosemary had applied for release.

    told chastised fooled
Lesson: *The Giver*

**ESSENTIAL QUESTION**

What strategies will help me understand what I am reading?

**Time**

15 minutes

**Materials**

*The Giver* by Lois Lowry

**Lesson**

Group presents American Memory project.

As students present, emphasize that they need to speak clearly and maintain eye contact with the audience. Use the rubric for assessment.
Lesson: The Giver

ESSENTIAL QUESTION
What strategies will help me understand what I am reading?

Time
45 minutes

Materials
The Giver by Lois Lowry

Before Reading
Say “We are going to continue reading The Giver today, but before we get started, I want to remind you of the protocols for having conversations about stories that we will read.”

During Reading
Read aloud to the students, or, depending upon their reading skills, designate students to read aloud story. Use the teacher accountable talk moves to elicit conversation and deepen thinking about the text. Monitor the students’ use of the accountable talk moves. Acknowledge students who are using the accountable talk moves correctly.

Use the following questions to stimulate conversation about what they are reading, remind students to look back in the text to find the answers:
1. What is the real, true definition of “Release”?
2. When The Giver was young, he did not have the gift of “seeing beyond”. He had what gift?
3. What is the plan Jonas and The Giver come up with to release the memories back into the community?
4. What goes wrong with the plan?
5. What happens in the last two chapters, and how does the novel end?
6. EXCEPT for the “Release” of babies and others, describe what you think are the worst parts of the society described in this book.
7. Describe the best parts of the society described in this book.
8. Re-read the last two pages of the book. First, decide…Do Jonas and Gabriel reach Elsewhere? Another Community? Is he hallucinating? Do they just die together in the snow? To you, when you read it, what exactly happens? DEFEND your answer by quoting from and referring to the book. To you, is the ending of this book a happy one or a sad one?
9. What are the lessons, themes, and messages that the author would like us to get from this book.
Elements of the Novel

Study Guide Questions for Chapters 16 - 23

What plot twists or unexpected events happen as the novel comes to an end?

What is the climax of the novel?

How are the major and minor conflicts resolved?

List which characters are flat, round, static, and dynamic.

Describe the character development of the main character. How has he changed over the course of the novel and what has caused this change?

What was the main message of the novel?
# Unit Novel – Day 10
## 90 - Minute Literacy Block

<table>
<thead>
<tr>
<th>Warm Up</th>
<th>(5 minutes)</th>
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</thead>
<tbody>
<tr>
<td>Journal Writing: Some things are worth hating and defeating. What are some of the things you hate and what are you doing about them?</td>
<td></td>
</tr>
</tbody>
</table>

**MINI LESSONS – whole group**

<table>
<thead>
<tr>
<th>Vocabulary Development</th>
<th>(15 minutes)</th>
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</thead>
<tbody>
<tr>
<td>Review all vocabulary for this novel.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>(15 minutes)</th>
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<tbody>
<tr>
<td>Instructional Readers present the Internet Information Assignment.</td>
<td></td>
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</table>

**SMALL GROUP**

<table>
<thead>
<tr>
<th>Independent/ Buddy/ Listening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Complete the Elements of the Novel study guide for chapters 16 – 23.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Led/ Guided Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Struggling</td>
<td>Finish the novel, using the questions in the lesson explanation to stimulate discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Stations</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>Finish the novel. Complete Elements of the Novel in pairs.</td>
</tr>
</tbody>
</table>

**WHOLE GROUP**

<table>
<thead>
<tr>
<th>Wrap Up</th>
<th>(10 minutes)</th>
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<tbody>
<tr>
<td>Review answers to Elements of the Novel.</td>
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</table>

**Homework:** Study vocabulary for upcoming assessment.

**Teacher Notes:**
Unit Novel – Day 11
90 - Minute Literacy Block

Warm Up (5 minutes)
• Journal Writing: List three of the most important events in your life. Explain what happened in each event and why it was important.

MINI LESSONS – whole group

Writing (30 minutes)
• Expressive Writing: Narration, Elements of Writing, pages 117 - 121.
• Writing a Memoir

SMALL GROUP (45 minutes)

Independent/ Buddy/ Listening
Struggling
Your Perfect World assignment. In groups of four, students will design a system for running the world.

Teacher Led/ Guided Reading
Instructional
Elements of Writing, pages 122 – 124, planning your personal narrative/memoir.

Learning Stations
Independent
Using your earlier journal writing activity, brainstorm on paper all the events you can remember from your life that were either very important to you in a positive way, or very important to you in a negative way. When finished, talk to your partner about your options. Pick an event that you think will turn into a good written memoir. Read pages 122 – 124 in Elements of Writing.

WHOLE GROUP

Wrap Up (10 minutes)
• Explain that the ending of the story is ambiguous (define ambiguous). Read the comments by the author, Lois Lowry, found behind the lesson explanation for small group work.

Homework: Write a new ending to the story.

Teacher Notes:
Lesson: The Giver

How can writing about personal events help me to better understand similar events written about in literature?

Time

30 minutes

Materials

Elements of Writing, pages 117 – 121.

Lesson

Review what you have taught the class about writing narratives. Follow the teaching directions under “Motivation,” “Teaching the Lesson” and “Closure.”

Explain to the students that they will be writing a Memoir.

Say “A memoir is a piece of autobiographical writing, usually shorter in nature than a comprehensive autobiography. The memoir, especially as it is being used in publishing today, often tries to capture certain highlights or meaningful moments in one’s past, often including a contemplation of the meaning of that event at the time of the writing of the memoir. The memoir may be more emotional and concerned with capturing particular scenes, or a series of events, rather than documenting every fact of a person’s life.”

Make a transparency of “Characteristics of a Memoir” and go through each characteristic.

Say “To write a memoir, begin by brainstorming on paper all the events you can remember from your life that were either very important to you in a positive way, or very important to you in a negative way. Talk to other members of your family to get ideas, help you remember events from when you were small, and to help fill in the details that might have been forgotten. Select the event, or series of related events, that seems most interesting to you right now. Brainstorm again but in more detail, trying to recall names, places, descriptions, voices, conversations, things, and all the other details that will make this turn into an interesting memoir. Work at this notetaking stage for a while, until you feel you've got it all down on paper. Then begin to write. You will be surprised to see that even more details begin to appear once you start to write. For your first draft, write quickly to get all your ideas down from beginning to end. Don't worry about editing. Before you revise, share your first draft with someone in the family. Consider their response, but go with what feels right. Rewrite, and then start editing as needed. Good memoirs are about everyday things, but they are interesting, sometimes just as interesting to read as a good novel. But remember, a memoir is supposed to be true, so be careful not to exaggerate or embellish the truth.”

Review and distribute Rubric for Writing Memoir.
Characteristics of a Memoir

- Focus on a brief period of time or series of related events
- Narrative structure, including many of the usual elements of storytelling such as setting, plot development, imagery, conflict, characterization, foreshadowing and flashback, and irony and symbolism
- The writer's contemplation of the meaning of these events in retrospect
- A fictional quality even though the story is true
- Higher emotional level
- More personal reconstruction of the events and their impact
- Therapeutic experience for the memoirist, especially when the memoir is of the crisis or survival type of memoir
- Explores an event or series of related events that remain lodged in memory
- Describes the events and then shows, either directly or indirectly, why they are significant or in short, why you continue to remember them
- Is focused in time; doesn't cover a great span of years (that would be an autobiography)
- Centers on a problem or focuses on a conflict and its resolution and on the understanding of why and how the resolution is significant in your life
# RECALLING AND ARRANGING DETAILS

**TOPIC:**

<table>
<thead>
<tr>
<th>WHAT HAPPENED</th>
<th>SENSORY DETAILS</th>
<th>THOUGHTS AND FEELINGS</th>
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<tbody>
<tr>
<td><strong>BACKGROUND</strong></td>
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<td><strong>MIDDLE</strong></td>
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Chapter 4: Expressive Writing

HRW material copyrighted under notice appearing earlier in this work.
## DEVELOPING THE BODY OF A COMPOSITION

**Main Idea of Composition**

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<tr>
<th>First Paragraph Topic</th>
<th>Second Paragraph Topic</th>
<th>Third Paragraph Topic</th>
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<td>Support</td>
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Chapter 3: Learning About Compositions HRW material copyrighted under notice appearing earlier in this work.
## Rubric for Writing Memoir

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<th>Distinguished (from the ELA Standards)</th>
<th>Proficient</th>
<th>Developing</th>
<th>Needs Improvement / Beginning</th>
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</thead>
<tbody>
<tr>
<td><strong>Engaging the reader</strong></td>
<td>Engages the reader with an interesting introduction that makes the reader connect with the story and the character.</td>
<td>Adequately engages the reader.</td>
<td>Makes an attempt to engage the reader but is not successful.</td>
<td>Does not try to engage the reader or establish the context of the story.</td>
</tr>
<tr>
<td><strong>Establishment of the plot and characters</strong></td>
<td>Establishes a situation, plot, persona, point of view, setting, conflict, and resolution; Develops complex characters.</td>
<td>Provides an adequately developed plot, but not quite good enough to rate it as distinguished. Characters are adequately developed.</td>
<td>Barely develops the plot and characters are superficial.</td>
<td>The plot is difficult to follow or understand and requires further development. Characters show little to no development.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Creates an organizational structure that balances and unifies all narrative aspects of the story.</td>
<td>Shows a clear attempt at organization that comes close to unifying the story; digressions are rare.</td>
<td>Lacks focus and a controlling idea; however, digressions and/or abrupt shifts in the response may interfere with meaning.</td>
<td>There is little or no organization present; frequent digressions and/or abrupt shifts in the response interfere with meaning.</td>
</tr>
<tr>
<td><strong>Style and Fluency</strong></td>
<td>The ideas are clearly and effectively developed; writing is fluent and polished with effective transitions.</td>
<td>Most ideas are clearly expressed; writing is generally fluent, with some use of transitions.</td>
<td>Some ideas may not be clearly expressed; fluency and transitions may be lacking.</td>
<td>Many ideas are difficult to understand; fluency and transitions are lacking.</td>
</tr>
<tr>
<td><strong>Grammar, Spelling and Proofreading</strong></td>
<td>Demonstrates mastery of the rules of the English Language including punctuation, spelling, and grammar.</td>
<td>Makes good attempt to revise with only a few errors in punctuation, spelling, grammar.</td>
<td>Efforts to revise are made but with many errors in punctuation, spelling, grammar remaining.</td>
<td>Shows little to no evidence of proofreading, with many punctuation, spelling, grammatical errors.</td>
</tr>
</tbody>
</table>
Lesson: The Giver

How can writing about personal events help me to better understand similar events written about in literature?

Time
45 minutes

Materials
Elements of Writing, pages 122 – 124.

Lesson
Review page 122 – Ways to Express Yourself. Work through the prewriting activities on pages 123 and 124 with this group, helping them to select a memory to write about.

Provide them the graphic organizer to help them think through what they want to write about and to organize their thinking.

Give the Struggling Readers group the Perfect World assignment sheet and tell them that they should work on this in groups of no more than 4.
It is the year 2015.

**The Earth has been destroyed. The last nuclear bomb has exploded.**

When it was obvious to everyone that the war would come, a world famous scientist had filled a spacecraft with scientifically sleep-induced children. His name was Dr. Kafka.

The children ranged from pre-born embryos (in a kind of warm yellow gel) to 12-month-olds, from a wide variety of groups, from all over the world.

Years before the war, Dr. Kafka had found, orbiting a distant star, a planet that was a nearly perfect copy of Earth, the same atmosphere, plants, forests, islands, deserts, and animal life…except there were no people there. Dr. Kafka dreamed of saving the human race. With the end near, he planned to build a colony on that “sister planet” of earth. **He wanted to start over from the beginning, fresh, with a generation raised in innocence, who had never heard of war, or hatred, or any of the problems on earth.**

One of the children on that spaceship was my brother, Stephen, a three-month-old infant. I came aboard the ship secretly, and when the steel door slammed shut, I was taken by surprise, and trapped. The floor began to tremble. I was in a room surrounded by sleeping, dreaming young lives. The ship began to break the earth’s atmosphere just as the bombs began to fall…

I never found Stephen among the “nursing capsules” that survived take-off.

After a time, I found Dr. Kafka in another part of the ship. I was amazed; his experiments with radiation had left him sick and pale. He did not have long to live. Indeed, after four terrible months, Dr. Kafka was dead, leaving the project of designing a new way of life in my hands…

---

**Your job is to describe the colony that Dr. Kafka dreamed of.**

**TEN GENERATIONS HAVE PASSED.** Those children have grown up, and their children, and their children, etc. The population is in the 100’s of thousands. **All your plans have succeeded! They are living in the world YOU designed, under the system YOU established.**

**RULE:** You have access to any kind of technology that exists on our world (television, computers, etc.) BUT you DO NOT HAVE TO use it, and you CANNOT use any science fiction new technology that does not really exist.

**What is the system you set up in the world that works so well? Describe:**

- Your system of **laws, rules, and punishments**
- Your system of **how people are educated**
- Your system for **finding and choosing leaders, and how the government runs**
- Your social system & how people **raise families, and find enjoyment**

**Those four things will be the biggest part of your planning. But you can also think of city plans, music, sports, and anything else you want to.**

**What will the final project look like? It has to include lots of information about how your world works…**

- It might be a poster, with pictures and text.
- It might be a story or diary entry.
- It might be a PowerPoint presentation to the class.
The Effective Collaborator Rubric for Perfect World Group Project Evaluation

This rubric is used to evaluate student performance in their teams.

<table>
<thead>
<tr>
<th>Contribution to Group's Tasks and Completion of Personal Tasks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Chooses not to participate</td>
<td>· Participates inconsistently in group</td>
<td>· Participates in group</td>
<td>· Participates actively</td>
<td></td>
</tr>
<tr>
<td>· Shows no concern for goals</td>
<td>· Shows some concern for goals</td>
<td>· Shows concern for goals</td>
<td>· Models caring about goals</td>
<td></td>
</tr>
<tr>
<td>· Impedes goal setting process</td>
<td>· Participates sporadically in goal setting</td>
<td>· Participates in goal setting</td>
<td>· Helps direct the group in setting goals</td>
<td></td>
</tr>
<tr>
<td>· Impedes group from meeting goals</td>
<td>· Participates sometimes in meeting goals</td>
<td>· Participates in meeting goals</td>
<td>· Helps direct group in meeting goals</td>
<td></td>
</tr>
<tr>
<td>· Does not complete assigned task</td>
<td>· Completes assigned tasks</td>
<td>· Completes assigned tasks</td>
<td>· Thoroughly completes assigned tasks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Skills and Active Listening</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Discourages sharing</td>
<td>· Shares ideas occasionally when encouraged</td>
<td>· Shares ideas when encouraged</td>
<td>· Shares many ideas related to the goals</td>
<td></td>
</tr>
<tr>
<td>· Does not participate in group discussions</td>
<td>· Allows sharing by most group members</td>
<td>· Allows sharing by all group members</td>
<td>· Encourages all group members to share their ideas</td>
<td></td>
</tr>
<tr>
<td>· Does not listen to others</td>
<td>· Listens to others sometimes</td>
<td>· Listens to others consistently</td>
<td>· Listens attentively to others</td>
<td></td>
</tr>
<tr>
<td>· Not considerate of others' feelings and ideas</td>
<td>· Considers other people's feelings and ideas sometimes</td>
<td>· Considers other people's feelings and ideas</td>
<td>· Empathetic to other people's feelings and ideas</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Contribution to Group's Evaluation, Problem-solving and Cohesion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Discourages evaluation of how well the group is working</td>
<td>· Participates marginally in group evaluation</td>
<td>· Participates in group evaluation</td>
<td>· Encourages group to evaluate how well they are working together</td>
<td></td>
</tr>
<tr>
<td>· Chooses not to participate in problem-solving</td>
<td>· Offers suggestions occasionally to solve problems</td>
<td>· Offers suggestions to solve problems</td>
<td>· Involves the whole group in problem-solving</td>
<td></td>
</tr>
<tr>
<td>· Promotes fragmentation of group</td>
<td>· Demonstrates effort sometimes to help the group work together</td>
<td>· Demonstrates effort to help the group work together</td>
<td>· Actively participates in helping the group work together better</td>
<td></td>
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</tbody>
</table>
LOIS LOWRY’S COMMENTS ABOUT *THE GIVER*

Kids always ask what inspired me to write a particular book or how did I get an idea for a particular book, and often it's very easy to answer that because books, like the Anastasia books, come from a specific thing, some little event triggers an idea. But a book like *The Giver* is a much more complicated book and therefore it comes from much more complicated places—and many of them are probably things that I don't even recognize myself anymore, if I ever did. So it's not an easy question to answer.

I will say that the whole concept of memory is one that interests me a great deal. I'm not sure why that is, but I've always been fascinated by the thought of what memory is and what it does and how it works and what we learn from it. And so I think probably that interest of my own and that particular subject was the origin, one of many, of *The Giver*.

Why does Jonas take what he does on his journey? He doesn't have much time when he sets out. He originally plans to make the trip farther along in time and he plans to prepare for it better. But then because of circumstances, he has to set out in a very hasty fashion. So what he chooses is out of necessity.

He takes food because he needs to survive and he knows that. He takes the bicycle because he needs to hurry and the bike is faster than legs. And he takes the baby because he is going out to create a future. And babies always represent the future in the same way children represent the future to adults. And so Jonas takes the baby so the baby's life will be saved, but he takes the baby also in order to begin again with a new life.

Many kids want a more specific ending to *The Giver*. Some write, or ask me when they see me, to spell it out exactly. And I don't do that. And the reason is because *The Giver* is many things to many different people. People bring to it their own complicated sense of beliefs and hopes and dreams and fears and all of that. So I don't want to put my own feelings into it, my own beliefs, and ruin that for people who create their own endings in their minds.

I will say that I find it an optimistic ending. How could it not be an optimistic ending, a happy ending, when that house is there with its lights on and music is playing? So I'm always kind of surprised and disappointed when some people tell me that they think that the boy and the baby just die. I don't think they die. What form their new life takes is something I like people to figure out for themselves. And each person will give it a different ending.

In answer to the people who ask whether I'm going to write a sequel, they are sometimes disappointed to hear that I don't plan to do that. But in order to write a sequel, I would have to say: this is how it ended. Here they are and here's what's happening next. And that might be the wrong ending for many, many people who chose something different.
LOIS LOWRY'S COMMENTS ABOUT *THE GIVER*

Of course there are those who could say I can't write a sequel because they die. That's true if I just said, Well, too bad, sorry, they died there in the snow, therefore that's the end, no more books. But I don't think that. I think they're out there somewhere and I think that their life has changed and their life is happy and I would like to think that's true for the people they left behind as well.
Unit Novel – Day 12
90- Minute Literacy Block

**Warm Up**
(5 minutes)
- Journal Writing: What is a perfect student like? How should they behave? What does a perfect student do? What qualities does a perfect student have?

**MINI LESSONS – whole group**

**Vocabulary Development**
(15 minutes)
- Elements of Writing, pages 125 – 129.

**SMALL GROUP**
(45 minutes)

**Independent/ Buddy/ Listening**
- **Instructional**
  Your Perfect World assignment.
  In groups of four, students will design a system for running the world.

**Teacher Led/ Guided Reading**
- **Independent**
  Write rough draft of memoir.

**Learning Stations**
- **Struggling**
  Your Perfect World assignment.
  In groups of four, students will design a system for running the world.

**WHOLE GROUP**
(10 minutes)
- Students volunteer to read their new “endings” for *The Giver*.

**Homework:** Work on writing Memoir.

**Teacher Notes:**
Lesson: The Giver

ESSENTIAL QUESTION
How can writing about personal events help me to better understand similar events written about in literature?

Time
30 minutes

Materials
Elements of Writing, pages 125 – 129.

Lesson
Review pages 125 – 129.
Work through the prewriting activity on page 129.
Provide them the graphic organizers to help them to organize their thinking.

Introduce rubric for writing the memoir and rating scale for the presentation of the memoir.
## RECALLING AND ARRANGING DETAILS

<table>
<thead>
<tr>
<th></th>
<th>WHAT HAPPENED</th>
<th>SENSORY DETAILS</th>
<th>THOUGHTS AND FEELINGS</th>
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<td><strong>MIDDLE</strong></td>
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## DEVELOPING THE BODY OF A COMPOSITION

### MAIN IDEA OF COMPOSITION

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<thead>
<tr>
<th>FIRST PARAGRAPH</th>
<th>SECOND PARAGRAPH</th>
<th>THIRD PARAGRAPH</th>
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<tbody>
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<td>TOPIC</td>
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# Rubric for Writing Memoir

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It is the year 2015.

The Earth has been destroyed. The last nuclear bomb has exploded.

When it was obvious to everyone that the war would come, a world famous scientist had filled a spacecraft with scientifically sleep-induced children. His name was Dr. Kafka.

The children ranged from pre-born embryos (in a kind of warm yellow gel) to 12-month-olds, from a wide variety of groups, from all over the world.

Years before the war, Dr. Kafka had found, orbiting a distant star, a planet that was a nearly perfect copy of Earth, the same atmosphere, plants, forests, islands, deserts, and animal life…except there were no people there. Dr. Kafka dreamed of saving the human race. With the end near, he planned to build a colony on that “sister planet” of earth. He wanted to start over from the beginning, fresh, with a generation raised in innocence, who had never heard of war, or hatred, or any of the problems on earth.

One of the children on that spaceship was my brother, Stephen, a three-month-old infant. I came aboard the ship secretly, and when the steel door slammed shut, I was taken by surprise, and trapped. The floor began to tremble. I was in a room surrounded by sleeping, dreaming young lives. The ship began to break the earth’s atmosphere just as the bombs began to fall…

I never found Stephen among the “nursing capsules” that survived take-off.

After a time, I found Dr. Kafka in another part of the ship. I was amazed; his experiments with radiation had left him sick and pale. He did not have long to live. Indeed, after four terrible months, Dr. Kafka was dead, leaving the project of designing a new way of life in my hands…

Your job is to describe the colony that Dr. Kafka dreamed of.

TEN GENERATIONS HAVE PASSED. Those children have grown up, and their children, and their children, etc. The population is in the 100’s of thousands. All your plans have succeeded! They are living in the world YOU designed, under the system YOU established.

RULE: You have access to any kind of technology that exists on our world (television, computers, etc.) BUT you DO NOT HAVE TO use it, and you CANNOT use any science fiction new technology that does not really exist.

What is the system you set up in the world that works so well? Describe:

- Your system of laws, rules, and punishments
- Your system of how people are educated
- Your system for finding and choosing leaders, and how the government runs
- Your social system & how people raise families, and find enjoyment

Those four things will be the biggest part of your planning. But you can also think of city plans, music, sports, and anything else you want to.

What will the final project look like? It has to include lots of information about how your world works…

- It might be a poster, with pictures and text.
- It might be a story or diary entry.
- It might be a PowerPoint presentation to the class.
# Unit Novel – Day 13

## 90 - Minute Literacy Block

### Warm Up

<table>
<thead>
<tr>
<th>Warm Up (5 minutes)</th>
<th>Journal Writing: Define what a perfect teacher should be like. How does a perfect teacher behave? What does a perfect teacher do? What qualities does a perfect teacher have?</th>
</tr>
</thead>
</table>

### MINI LESSONS – whole group

<table>
<thead>
<tr>
<th>Writing (30 minutes)</th>
<th>Elements of Writing, pages 130 – 135.</th>
</tr>
</thead>
</table>

### SMALL GROUP (45 minutes)

**Independent/ Buddy/ Listening**

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<tr>
<th>Independent</th>
<th>Your Perfect World assignment. In groups of four, students will design a system for running the world. Peer editing of memoir.</th>
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**Teacher Led/ Guided Reading**

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**Learning Stations**

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</table>

### WHOLE GROUP

<table>
<thead>
<tr>
<th>Wrap Up (10 minutes)</th>
<th>Continue to read endings for <em>The Giver</em>.</th>
</tr>
</thead>
</table>

**Homework:** Finish writing first draft of memoir.

**Teacher Notes:**
Lesson: The Giver

ESSENTIAL QUESTION

How can writing about personal events help me to better understand similar events written about in literature?

Time

30 minutes

Materials

Elements of Writing, pages 130 – 135.

Lesson

Follow the teaching directions in the Elements of Writing TE under “Teaching the Lesson.”

Review the transparency of “Characteristics of a Memoir” and go through each characteristic.

Explain to students that they will be presenting their Memoir to the class. Review and distribute Rubric for Writing Memoir and the Presentation of a Memoir. Tell the students that they will receive two grades for this assignment, one based on the written memoir and one based on the presentation.

Review the Perfect World Assignment. Students will also be presenting, in groups, this assignment. Review the Effective Collaborator Rubric for Perfect World Group Project Evaluation rubric.
Characteristics of a Memoir

- Focus on a brief period of time or series of related events
- Narrative structure, including many of the usual elements of storytelling such as setting, plot development, imagery, conflict, characterization, foreshadowing and flashback, and irony and symbolism
- The writer's contemplation of the meaning of these events in retrospective
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- Explores an event or series of related events that remain lodged in memory
- Describes the events and then shows, either directly or indirectly, why they are significant or in short, why you continue to remember them
- Is focused in time; doesn't cover a great span of years (that would be an autobiography)
- Centers on a problem or focuses on a conflict and its resolution and on the understanding of why and how the resolution is significant in your life
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MEMOIR PRESENTATIONS PEER RATING SCALE

Please rate each category on a scale from 1-10 where 1 is the lowest score possible, and 10 is the highest score possible.

Peer #1 Name __________________________

_____ Presenter grabs the audience's attention as soon as you take the "stage"
_____ Presenter stands tall and straight; does not "sway" back and forth
_____ Presenter's volume is loud enough to hear Memoir clearly
_____ Presenter varies tone of voice to hold listeners' interest
_____ Presenter's pronunciation is clear
_____ Presenter's delivery is sincere
_____ Presenter effectively incorporates gestures to make important points
_____ Presenter makes eye contact with audience
_____ Presenter controls nervousness so that it is not noticeable to audience

Peer #2 Name __________________________

_____ Presenter grabs the audience's attention as soon as you take the "stage"
_____ Presenter stands tall and straight; does not "sway" back and forth
_____ Presenter's volume is loud enough to hear Memoir clearly
_____ Presenter varies tone of voice to hold listeners' interest
_____ Presenter's pronunciation is clear
_____ Presenter's delivery is sincere
_____ Presenter effectively incorporates gestures to make important points
_____ Presenter makes eye contact with audience
_____ Presenter controls nervousness so that it is not noticeable to audience
The Effective Collaborator Rubric for Perfect World Group Project Evaluation

This rubric is used to evaluate student performance in their teams.

<table>
<thead>
<tr>
<th>Contribution to Group's Tasks and Completion of Personal Tasks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Chooses not to participate</td>
<td>· Participates inconsistently in group</td>
<td>· Participates in group</td>
<td>· Participates actively</td>
<td>· Participates actively</td>
</tr>
<tr>
<td>· Shows no concern for goals</td>
<td>· Shows some concern for goals</td>
<td>· Shows concern for goals</td>
<td>· Models caring about goals</td>
<td></td>
</tr>
<tr>
<td>· Impedes goal setting process</td>
<td>· Participates sporadically in goal setting</td>
<td>· Participates in goal setting</td>
<td>· Helps direct the group in setting goals</td>
<td></td>
</tr>
<tr>
<td>· Impedes group from meeting goals</td>
<td>· Participates sometimes in meeting goals</td>
<td>· Participates in meeting goals</td>
<td>· Helps direct group in meeting goals</td>
<td></td>
</tr>
<tr>
<td>· Does not complete assigned task</td>
<td>· Completes assigned tasks</td>
<td>· Completes assigned tasks</td>
<td>· Thoroughly completes assigned tasks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Skills and Active Listening</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Discourages sharing</td>
<td>· Shares ideas occasionally when encouraged</td>
<td>· Shares ideas when encouraged</td>
<td>· Shares many ideas related to the goals</td>
<td></td>
</tr>
<tr>
<td>· Does not participate in group discussions</td>
<td>· Allows sharing by most group members</td>
<td>· Allows sharing by all group members</td>
<td>· Encourages all group members to share their ideas</td>
<td></td>
</tr>
<tr>
<td>· Does not listen to others</td>
<td>· Listens to others sometimes</td>
<td>· Listens to others consistently</td>
<td>· Listens attentively to others</td>
<td></td>
</tr>
<tr>
<td>· Not considerate of others' feelings and ideas</td>
<td>· Considers other people's feelings and ideas sometimes</td>
<td>· Considers other people's feelings and ideas</td>
<td>· Empathetic to other people's feelings and ideas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution to Group's Evaluation, Problem-solving and Cohesion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Discourages evaluation of how well the group is working</td>
<td>· Participates marginally in group evaluation</td>
<td>· Participates in group evaluation</td>
<td>· Encourages group to evaluate how well they are working together</td>
<td></td>
</tr>
<tr>
<td>· Chooses not to participate in problem-solving</td>
<td>· Offers suggestions occasionally to solve problems</td>
<td>· Offers suggestions to solve problems</td>
<td>· Involves the whole group in problem-solving</td>
<td></td>
</tr>
<tr>
<td>· Promotes fragmentation of group</td>
<td>· Demonstrates effort sometimes to help the group work together</td>
<td>· Demonstrates effort to help the group work together</td>
<td>· Actively participates in helping the group work together better</td>
<td></td>
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Unit Novel – Day 14
90 - Minute Literacy Block

Warm Up (5 minutes)
• Journal Writing: Define what a perfect class would be like. What would happen in the class of your dreams? What would the class be like if you were in charge?

MINI LESSONS – whole group

Writing (30 minutes)
• Elements of Writing, pages 136 – 143.

SMALL GROUP (45 minutes)

Independent/ Buddy/ Listening
Struggling
Your Perfect World assignment. In groups of four, students will design a system for running the world.

Teacher Led/ Guided Reading
Instructional
Peer editing of Memoir, teacher conference on Memoir.

Learning Stations
Independent
Your Perfect World assignment. In groups of four, students will design a system for running the world.

WHOLE GROUP

Wrap Up (10 minutes)
• Perfect World presentations.

Homework: Write final copy of memoir.

Teacher Notes:
Lesson: The Giver

ESSENTIAL QUESTION
How can writing about personal events help me to better understand similar events written about in literature?

Time
30 minutes

Materials
Elements of Writing, pages 136 – 143.

Lesson
Follow the teaching directions in the Elements of Writing TE under “Teaching the Lesson” on pages 136 – 137.

Follow the teaching directions in the Elements of Writing TE under “Teaching the Lesson” on pages 138 – 139.

Follow the teaching directions in the Elements of Writing TE under “Teaching the Lesson” on page 141.

Review Guidelines for Evaluating and Revising and Symbols for Revising and Proofreading. Students will be using these in their small group work.

Review the transparency of “Characteristics of a Memoir” and go through each characteristic.

Remind students that they will be presenting their Memoir to the class. Review and distribute Rubric for Writing Memoir and the Presentation of a Memoir. Tell the students that they will receive two grades for this assignment, one based on the written memoir and one based on the presentation.

If necessary, review the Perfect World Assignment. Students will also be presenting, in groups, this assignment. Review the Effective Collaborator Rubric for Perfect World Group Project Evaluation rubric.
## GUIDELINES FOR EVALUATING AND REVISIGN

### EVALUATION GUIDE

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>REVISION TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Is the writing interesting?</td>
<td>Add examples, an anecdote (brief story), dialogue, and details. Cut repeated or</td>
</tr>
<tr>
<td></td>
<td>boring details.</td>
</tr>
<tr>
<td>2 Does the writing achieve its purpose?</td>
<td>Add explanations, examples, or details to achieve the purpose.</td>
</tr>
<tr>
<td>3 Are there enough details?</td>
<td>Add details, facts, or examples to support the main idea.</td>
</tr>
<tr>
<td>4 Are there unrelated ideas that distract the reader?</td>
<td>Cut the unrelated ideas.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td></td>
</tr>
<tr>
<td>5 Are ideas and details arranged in an effective order?</td>
<td>Reorder ideas and details to make the meaning clear.</td>
</tr>
<tr>
<td>6 Are the connections between ideas and sentences clear? (See pages 71–73.)</td>
<td>Add transitional words to link ideas: <em>because, for example,</em> and so on.</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td></td>
</tr>
<tr>
<td>7 Is the meaning clear?</td>
<td>Replace unclear wording. Use precise, easy-to-understand words.</td>
</tr>
<tr>
<td>8 Does the language fit the audience and purpose?</td>
<td>Replace slang and contractions to create a formal tone. Replace formal words with</td>
</tr>
<tr>
<td></td>
<td>less formal ones to create an informal tone.</td>
</tr>
<tr>
<td>9 Do sentences read smoothly?</td>
<td>Reorder words to vary sentence beginnings. <em>Reword</em> to vary sentence structure.</td>
</tr>
</tbody>
</table>

---

**Chapter 1: Writing and Thinking**

HRW material copyrighted under notice appearing earlier in this work.
## Symbols for Revising and Proofreading

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>EXAMPLE</th>
<th>MEANING OF SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>☝️</td>
<td>at Waukesha lake</td>
<td>Capitalize a lowercase letter.</td>
</tr>
<tr>
<td>/</td>
<td>a gift for my uncle</td>
<td>Lowercase a capital letter.</td>
</tr>
<tr>
<td>∧</td>
<td>fifty cents</td>
<td>Insert a missing word, letter, or punctuation mark.</td>
</tr>
<tr>
<td>√</td>
<td>our</td>
<td>Replace something.</td>
</tr>
<tr>
<td>✓</td>
<td>by their house</td>
<td></td>
</tr>
<tr>
<td>🤔</td>
<td>What day is it?</td>
<td>Leave out a word, letter, or punctuation mark.</td>
</tr>
<tr>
<td>♻️</td>
<td>received</td>
<td>Change the order of letters.</td>
</tr>
<tr>
<td>⌨️</td>
<td>The last step is</td>
<td>Begin a new paragraph.</td>
</tr>
<tr>
<td>🕰️</td>
<td>Please be patient</td>
<td>Add a period.</td>
</tr>
<tr>
<td>🆖️</td>
<td>Yes that’s right.</td>
<td>Add a comma.</td>
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</table>
Characteristics of a Memoir

- Focus on a brief period of time or series of related events
- Narrative structure, including many of the usual elements of storytelling such as setting, plot development, imagery, conflict, characterization, foreshadowing and flashback, and irony and symbolism
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**Unit Novel – Day 15**  
90 - Minute Literacy Block

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<tr>
<th><strong>Warm Up</strong> (5 minutes)</th>
<th>• Journal Writing: What do you think are the world’s worst problems? What are the causes? Can you think of any solutions?</th>
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**MINI LESSONS – whole group**

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<th>Writing (30 minutes)</th>
<th>• Oral presentations of memoirs.</th>
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**SMALL GROUP**  
(45 minutes)

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<th>Learning Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit Assessment</td>
<td></td>
</tr>
</tbody>
</table>

**WHOLE GROUP**

<table>
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<tr>
<th>Wrap Up (10 minutes)</th>
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</thead>
</table>

**Homework:** Teacher determined.

**Teacher Notes:**
NAME: ________________________________ DATE: __________________

**English 8**
The Giver, by Lois Lowry
Final Assessment

**NOTE:** Students may use the text to find the answers.

**Part I: Multiple-Choice Reading Check (25 points)**

*Put the correct letter IN THE BLANK. Do NOT circle any answers!*  
*If you make a mistake, CROSS IT OUT and write a new letter. Do NOT write a letter on top of a letter.*

1. In his Ceremony, what does Jonas’s Assignment turn out to be?  
   A. He will be the new Giver  
   B. He will be the new Receiver  
   C. He does not receive an assignment  
   D. He will be an Elder

2. Which of these is something Jonas has seen or experienced before he meets the Giver?  
   A. snow  
   B. hills  
   C. color  
   D. war

3. Jonas receives rules he takes home from his Ceremony. Which of these is NOT one of his new rules?  
   A. He can lie  
   B. He isn’t allowed to get any pain medication for anything that happens during training  
   C. He will no longer share feelings every evening with his family  
   D. He will no longer be required to tell his dreams in the morning

4. At the beginning of the novel, Jonas has a volunteer job at:  
   A. the Nurturing Center  
   B. the House of the Old  
   C. the Recreation Center  
   D. his school

5. Which one of these things is NOT shown in The Community in the novel?  
   A. people who kill other people  
   B. people who break the rules and receive punishments  
   C. people who carry guns  
   D. kids who play war games

6. The first memory of pain Jonas receives is:  
   A. a broken bone  
   B. a skinned knee  
   C. a sunburn  
   D. a sharp cut

7. What was the department that relocated so often in the Community that people could never find it?  
   A. Bicycle Repair  
   B. Street Cleaning  
   C. Building Maintenance  
   D. Recreation Department

8. What did Jonas take from the recreation area?  
   A. a ball  
   B. a tomato  
   C. a cherry  
   D. an apple

9. Jonas is told not to reveal any of the things he is learning in his training to his friends or others.  
   A. So, he maintains a strict privacy about it  
   B. But, he hints about things to Asher and the others  
   C. However, he writes down his experiences in a private journal  
   D. Nevertheless, he tells his little sister about what he’s learned, knowing she won’t tell anyone else

10. “Stirrings” are:  
    A. signs of revolution among members of the Community  
    B. sexual thoughts and dreams  
    C. drinks teenagers have to start taking in the Community  
    D. what the Elders call the lies they have told the Community to keep them in line
GRADE 8:Q2
Cleveland Literacy System

Novel: The Giver by Lois Lowry

NAME: ________________________________ DATE: ____________________________

11. Jonas has the special ability of “seeing beyond”. What was The Giver’s special ability?
   A. seeing beyond  B. hearing beyond  C. feeling beyond  D. tasting beyond

12. At the very beginning of the book, in Chapter One, Jonas is “apprehensive” about something. What does it turn out to be?  A. a plane flying over the Community  B. dreams he has been having  C. Gabriel in the Nurturing Center  D. his upcoming Assignment

13. What is the first lie Jonas tells his parents?  A. That he went to school, when he didn’t  B. that he understood not to say the word “love”  C. that he had no dream the night before  D. that he was going for a bike ride early in the morning

14. The very first memory the Giver transmits to Jonas is:  A. sledding down a hill  B. painful  C. of a family at Christmas time  D. of wartime

15. Something Jonas took without permission:  A. pills  B. an apple  C. a book  D. a photograph

16. When Jonas receives the memories, he is:  A. standing  B. sitting  C. kneeling  D. lying down

17. Jonas’s friend Asher becomes:  A. demoted back to his 12th year  B. released  C. a worker in the Recreation Department  D. an Elder

18. In this Community, if one of your children accidentally dies:  A. you are punished and released, since you were not a fit parent  B. that child’s name will be given to some other child born later  C. that child’s name will never be used again  D. Both A and C

19. Who was Rosemary?  A. a girl Jonas had a crush on, before he started taking pills  B. a girl who was Jonas’s twin, who had been released when Jonas was born  C. Jonas’s mother  D. the Giver’s daughter

20. The Chief Elder is elected every ten years. The Chief Elder during this novel is:  A. someone Jonas doesn’t like to admit he doesn’t really like  B. a man Jonas is a little frightened of when he has seen him  C. a woman  D. the Giver himself

21. What is Father’s nickname for Jonas’s sister?  A. Lily-billy  B. Hippo  C. Miss Lily  D. Little Lily

22. Who said this: “You suggested…that perhaps she wasn't brave enough? I don't know about bravery: what it is, what it means. I do know that I sat here numb with horror. Wretched with helplessness.”  A. Jonas  B. Father  C. Asher  D. The Giver

23. What was Gabriel’s comfort object?  A. a giraffe  B. an elephant  C. a crocodile  D. a hippo

24. What part of Jonas and the Giver’s plan near the end of the book does not happen?  A. Jonas leaves the Community  B. Jonas is presumed dead because his bike is found near the river  C. Jonas “kidnaps” Gabriel from the Community  D. the Giver does not leave the Community

25. The author of The Giver is:  A. Lois Lowry  B. Lois Lane  C. Flowery Lowry  D. R. L. Stine
Part II: Short Answer Questions

1. Describe the setting (time, place, social/environmental factors) of the novel. Is the setting important or could it be happening anywhere, at any time?

2. What is the initial conflict/problem faced by the main character?

3. What is the message, or main theme, of the book?

4. What is the climax of the novel?

5. Describe the character development of the main character. How has he changed over the course of the novel and what has caused this change?
Part III: Essay Questions
Pick THREE from the list to answer. Answer questions on your own paper.

Remember to answer all parts of the question.
Remember to write about the book. This is a test of your reading and thinking about the book.

Choice 1  Is the world in *The Giver* one where everyone is equal? Is it a world where everyone is the same? Is there a difference? Explain your answers with examples from the book.

Choice 2  Why does the Community have Release? What are the positive results for the Community of Release? Are there any negative results for the Community of Release? Remember to discuss examples from the book.

Choice 3  You are trying to convince people from our world to come and live in the Community of *The Giver*. What are the things about that society that you would mention to get people to see it as a better alternative for living than our world is?

Choice 4  The family in this book may not be very emotional and loving. What is their relationship? What systems have been set up to make sure that relationship works? What are the positive things about that relationship? What are the negatives, to you?

Choice 5  According to this book, what are the reasons we should value our own memories, and learn as much about the past as possible? Remember, discuss the novel when you answer.

Choice 6  These things are usually considered to be negative: pain, hate, jealousy. Describe, using examples from this book, how those things can be considered positive.
Part I: Multiple-Choice Reading Check (25 points)

B_1. In his Ceremony, what does Jonas’s Assignment turn out to be? A. He will be the new Giver B. He will be the new Receiver C. He does not receive an assignment D. He will be an Elder

C_2. Which of these is something Jonas has seen or experienced before he meets the Giver? A. snow B. hills C. color D. war

C_3. Jonas receives rules he takes home from his Ceremony. Which of these is NOT one of his new rules? A. He can lie B. He isn’t allowed to get any pain medication for anything that happens during training C. He will no longer share feelings every evening with his family D. He will no longer be required to tell his dreams in the morning

B_4. At the beginning of the novel, Jonas has a volunteer job at: A. the Nurturing Center B. the House of the Old C. the Recreation Center D. his school

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ANSWER KEY

_ A _ 14. The very first memory the Giver transmits to Jonas is: A. sledding down a hill  B. painful  
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_ B _ 15. Something Jonas took without permission: A. pills  B. an apple  C. a book  D. a photograph

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                he has seen him  C. a woman  D. the Giver himself

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                A. Jonas leaves the Community  B. Jonas is presumed dead because his bike is found near the  
                river  C. Jonas “kidnaps” Gabriel from the Community  D. the Giver does not leave the  
                Community

_ A _ 25. The author of The Giver is: A. Lois Lowry  B. Lois Lane  C. Flowery Lowry  D. R. L. Stine
Choice 1  Is the world in *The Giver* one where everyone is equal? Is it a world where everyone is the same? Is there a difference? Explain your answers with examples from the book.

<table>
<thead>
<tr>
<th>Equal?</th>
<th>The same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All jobs are not equally respected. (Ex.: Mother tells Lily Birthmothers are not respected; the job of Receiver obviously carries more honor than others)</td>
<td>In the Ceremonies, everyone gets the same things at the same age and time (haircuts, calculators, bikes, clothing, comfort objects, names, parents, birthdays)</td>
</tr>
<tr>
<td>No jealousy or competition in the community, a sign of equality</td>
<td>No hills, no weather, surroundings are always the same</td>
</tr>
<tr>
<td>No rich or poor, no poverty in the Community—Everyone is paid the same (nothing, since there is no money)</td>
<td>Routines every day are the same (dream sharing, feeling sharing, etc.) for every person</td>
</tr>
<tr>
<td>The rules and laws apply equally to everyone</td>
<td>Every house is the same, with the same furniture, etc.</td>
</tr>
<tr>
<td>Apologies and politeness are extended to all, of all ages</td>
<td>Release of everyone who is different, unhealthy, old, or who disagrees means everyone is basically the same</td>
</tr>
<tr>
<td>Jonas does get special privileges, showing maybe everyone is not equal</td>
<td>The term <em>Sameness</em> for their social philosophy (using that word helped your points automatically)</td>
</tr>
<tr>
<td>There is equality of men and women (the Chief Elder is a woman; Jonas’s mother is a judge)</td>
<td></td>
</tr>
</tbody>
</table>

What's the difference between Equality and being The Same?

Many answers are possible. Examples: Equality means treating everyone the same; but each individual can still be different. Sameness as a philosophy does not respect individuals. Sameness tries to make everyone equal, and in many ways it does. But it ruins individuality.

Choice 2  Why does the Community have Release? What are the positive results for the Community of Release? Are there any negative results for the Community of Release? Remember to discuss examples from the book.

*Why do they have Release?* To make sure the Community runs smoothly, to make sure everyone stays the same, to make sure no one is different. Sameness depends on it. That is why they Release anyone who is old, ill, “different,” a rule-breaker, or “imperfect”. So the Community can function more easily. Also, to keep the population at a steady point and not have overpopulation.

*Benefits to the Community*—There are no “special needs” to deal with (examples, the really sick, the really old, the mentally ill, no need for prisons, etc.). There is only a healthy, working-age population. The Community has only people who agree with its rules, and no one else. Society runs like clockwork! Plus, since they don’t know what Release really is, the system is based on a love of the Community (not wanting to leave it), and not fear of death. No overpopulation.
**ANSWER KEY**

*Drawbacks to the Community*—It leads to a bland and dull Sameness to people. Diverse people make society richer and more interesting. Most importantly, all life has value, and it is immoral to kill people who are blameless for their “crime” of being different (like twins, or low birth weight babies). At least the word “murder” instead of “killing” would indicate this point. Also, the leaders have to lie to the Community about what Release is.

**Choice 3** You are trying to convince people from our world to come and live in the Community of *The Giver*. What are the things about that society that you would mention to get people to see it as a better alternative for living than our world is?

- No war
- No starvation
- No hatred
- No jealousy
- No bad weather
- No natural disasters
- No child abuse
- No impoliteness
- No pollution
- No advanced and complicated technology
- No disease...
  - There is no job stress—all those decisions are made for you.
  - No competition for jobs—all those decisions are made for you.
  - No clothing or fashion concerns—all those decisions are made for you.
  - No need to know any history or information from the past—you live only in the present.
  - It’s safe for your children.
  - No economic worries—all taken care of automatically.
  - No worry about old age or a slow and painful death.
  - There is equality of men and women.
  - Food delivered right to your door!
  
  [Possibly advantages, but possibly not:
  - No history to learn or memorize
  - No bad memories to deal with]

**Choice 4** The family in this book may not be very emotional and loving. What is their relationship? What systems have been set up to make sure that relationship works? What are the positive things about that relationship? What are the negatives, to you?

*The family relationship:*
Mutual respect, no fighting among family members, certainly no abuse. There is politeness at almost all times. They listen to one another. The parents are patient with their children, and try to teach them correctly at all times. The personalities of the parents are well matched, and they are also as well matched as possible to the personalities of their children.

*The systems:*
Dream-telling and feeling-sharing encourage closeness, intimacy, and sharing. There are automatic apologies to ensure politeness. There is a strict rule against lying to encourage honesty. They have dinner together every evening to encourage closeness. The matching of husbands and wives is done only after close study of interests, strengths, and weaknesses. Children are assigned to families, only when the family is ready and assessed. Families are kept small, so there is only so much to deal with in any one family. No family has money worries. All children are kept free from pain, at no cost.
ANSWER KEY

Positives:
No abuse or neglect of children, no fighting or quarrels, no divorce when there are children, no financial pressures, expectations and rules for everyone are clear, no disrespect or impoliteness, no risk of physical pain

Negatives:
No real love! That is the main one. Respect and logic do not replace love.
No choices of partners for couples, none of the nice and unexpected pleasures of family life, not very much humor, plus there is dishonesty required (as Jonas’s father lies to him, for example, about Release)

Choice 5 According to this book, what are the reasons we should value our own memories, and learn as much about the past as possible? Remember, discuss the novel when you answer.

Some possible main points to mention:

- The people in the book are ignorant, and therefore easy to control. (They are lied to, for example, about Release and the true nature of other things.) The warning for the reader is to know as much as possible, not be ignorant, so you cannot be so easily controlled. This is an important point!
- Memories help you to avoid making the same mistakes twice. (As an example, The Giver tells the Elders that they should not increase the number of children per family unit; this is because he remembers overpopulation problems of the past.)
- Yes, memories can be painful...but only with them can we have (or even know about) great joy. (Jonas experiences this with memories of pain—like war—as well as of love—like the memory about the family at Christmas. Sharing pleasant memories with Gabriel help him to survive, showing their value to people.)
- Learning about the past makes us aware of how we arrived at where we are. This is like knowing more about how things work in life. This makes us better able to deal with life, and things that happen in life.
- History makes us learn about our options and choices when we face something in life. (In The Giver, they do not have those choices or options, because they are ignorant of them.)
- Our family history can teach us about people we actually know, and help us to deal with them better. For example, if we know about how our parents grew up, we can know them better. The society of The Giver takes all of that away by “breeding” people and assigning them to “units”.
- Life is less boring, because memories can make everyone unique.

Choice 6 These things are usually considered to be negative: pain, hate, jealousy. Describe, using examples from this book, how those things can be considered positive.

Generally:
Deep emotions allow for love and joy, as well as pain and hate. They go together, and you can’t have one without the other.

Pain:
Can teach us what NOT to do, and can help us to do better.
example—Jonas experiences sunburn, and a broken leg, and war

Can make us stronger, physically and mentally.
example—Jonas gets pain medication for every little ache; this is what we call babying a person; pain can “toughen you up”
ANSWER KEY

**Hate:**
A deep emotion; it is necessary to feel hate if you want to feel love, or the other deep emotions
example—Jonas's war memory, set against the memory of the family at Christmas; he feels both, and
decides deep emotions are good, even if some are bad

Deep emotions make us participate in LIFE, they make us human
example—in The Giver, people are logical and polite, but they are cogs in society’s machine; because
they do not feel deeply, they cannot make human connections, just have societal interactions

Some things may be worth hating, and defeating
example—the lies they are told in the Community about Release, how Sameness might lead to murder of
innocent people

**Jealousy:**
Competition can lead to improvement and making oneself better

Looking at others can help us to value ourselves, and be critical of ourselves in a good way
example—Compare to The Giver, where they all wear the same clothes, have the same haircut, etc. True,
there is no jealousy, but there is no desire to improve oneself individually, either.

Jealousy is closely related to a desire to succeed, and improve