

Character Based Literacy Program Lesson Plan

The Giver, Introduction



Outcomes for the Novel

Introduction to *The Giver* by Lois Lowry

- 🚲 This is a complicated book that teachers will want to be sure to pre-read. It often takes a double take of the text to figure out what is really going on.
- 🚲 The lesson plans are written for 22 days, with the thought that the last 3 days of week five might be spent revising and perfecting a final draft of the writing product, an informative/explanatory essay explaining why Jonas possess integrity.
- 🚲 Day 22 is an **optional** reading. Students will read and discuss Lois Lowry's Newberry Award Acceptance Speech from June 1994. The text can be found by following the link under background knowledge.
- 🚲 The Rhetorical Devices Scavenger Hunt is a great tool for helping students develop effective essays. It is referred to throughout the lesson plan. (In high school next year, students will use this tool again during the Justice Requires Restraint unit when they read *Night*.)
- 🚲 Word Wall Idea: At the beginning of the book, write the words on black-and-white apples. As the book progresses and Jonas begins to "see beyond," start to make some of the apples red. By the end of the book, the apples can be in a variety of apple colors.
- 🚲 Timeline Idea: Bicycles are the primary means of transportation in Jonas's community. Each "day" of the book could be written on a different bicycle. Students could draw scenes from Jonas's life on a background, which would progressively become more colorful and more interesting.
- 🚲 At the end of the lesson plan is a table that charts possible activities by day. This is how the lesson plan writer will keep track of what's going on in her class each day!
- 🚲 In addition the movie version of "The Giver" is in production as of Summer of 2013. You may want to check the internet for updates.

Extend the reading to the student's lives or to the world.

Here is a link to CNN Everyday Heroes. There are 10 people listed here who decided to act with integrity and make the world a better place. You could conduct a short study of one person every other day. The videos are short and to the point.

<http://www.cnn.com/SPECIALS/cnn.heroes/index.html>

Character Based Literacy Program Lesson Plan

The Giver, Day 1



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

- Information on the author <http://www.loislowry.com/bio.html>
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2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

community-1	released-2	inconveniencing-3	apprehensive-4	assigned-8
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 1-10

Setting	Characters	Pages
November, On the way home	Jonas	1-4
1 year ago in the community	Jonas, citizens	1-3
Around the dinner table at Jonas's House	Jonas, his parents, his little sister Lily	5-10

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Create an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Some examples are shown below.

Word	Jonas's community	Modern English Synonym
Release	Exiled, Fired	
Usage	How people speak. Something young kids learn.	
Nurturer	A Job.	

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Begin a KWL chart about Jonas and his community. This could be a whole class or individual activity.

Name _____ Date _____

KWL Chart about Jonas's Community

K What do you know?	W What do you want to know?	L What have you learned?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the general mood of the story as it begins?
2. What have we learned about day-to-day in Jonas's community?
3. Is Jonas a "typical" 11-year-old? Why or why not?
4. What do you think "Release" means?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Needless to say he will be released, the voice had said, followed by silence. There was an ironic tone to that final message, as if the Speaker found it amusing; and Jonas had smiled a little, though he knew what a grim statement it had been. For a contributing citizen to be release from the community was a final decision, a terrible punishment, and overwhelming statement of failure.(2)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

What does this paragraph tell you about Jonas's community? Does it seem like a place of tolerance? Does it appear to be a place where people are allowed to make mistakes and possibly learn from their mistakes?

"Integrity moves me to try difficult and new things."

Do you think it would be difficult to try difficult and new things if you lived in Jonas's community? **Write a paragraph explaining why or why not.**

When answering the question above, consider the following:

- What do mistakes teach us?
- Is it possible to learn and grow without making mistakes?
- Why is it important to recognize our mistakes and furthermore share our learning and experience from them with others?
- Think about this quote "Honest people learn from their mistakes."

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Integrity Requires Wholeness

We are people of integrity: women and men of principle. Integrity looks like valuing the mind, body and spirit in others and myself. Integrity means valuing all gifts and differences as part of the whole and including everyone. It means thinking things through and considering consequences to self and others. Core values guide and are evident in thought, speech and action.

Character Based Literacy Program Lesson Plan

The Giver, Day 2



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

fascinated-12	acquired-12	receiver-14	aptitude-15	chastise-20
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READ

3. Review Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 11-19

Setting	Characters	Pages
Jonas's House	Jonas, his parents, his little sister Lily	11-19

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your dictionary of Jonas's community. Some possible new words/phrases: Newchild, Family Unit, Assignment, Recreation Time, Comfort Object.
- Create a chart of Assignments mentioned in the novel. Discuss the kind of skill level and education might be needed for each. Some possibilities: Nurturer, Namer, Elder, Receiver, Laborer, Doctor, Engineer, Law and Justice.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Jonas lives in an utopian society. Create an advertisement for a property in a "dream" society of your own. Consider what the community would look like, what activities would be available, who would live there, and what kind of government it would have. Instructions are on the next page.

Advertisement for Future Dream Property

Materials:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.

2. Make a list of the details in the reading such as weather location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad

1. Write the ad if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals. Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What rules are considered important in Jonas's community? Which are unimportant?
2. In a society governed by rules, is it OK for some to be broken?
3. How do people get their jobs in their community?
4. What is the conflict in the story?

9. Analyze Analyze the key paragraph.

Key Paragraph

Rules were very hard to change. Sometimes, if it was a very important rule – unlike the one governing the age for bicycles – it would have to go, eventually, to The Receiver for a decision. The Receiver was the most important Elder. Jonas had never even seen him that he knew of; someone in a position of such importance lived and worked alone. But the committee would never bother The Receiver with a question about bicycles; they would simply fret and argue about it themselves for years, until the citizens forgot that it had ever gone to them for study (14).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Our definition of Integrity states that *Integrity moves me to do difficult and new things, not just easy and accustomed things.*

Write a paragraph explaining the thesis statement "Those who never take risks never grow, and cannot have integrity."

When answering the question above, consider the following:

- Use an example from the novel to emphasize this idea.
- Hint: how do the rules governing the community illustrate a lack of risk-taking and keep the society from growing and changing?
- You may also explain examples from your own experiences. When did you take a risk that allowed you to grow in a positive way? What was the risk? Explain why you took it?
- Be sure to explain and describe the out comes. You may use the one above, or alter it to make it your own.

11. Close Close by extending today's lesson to life and the world.

In today's reading we learn about the community's "rights of passage" for different ages. Have you ever thought about our rights of passage in our society? Can you name a few rights of passage?

- 5 you enter school
- 13 you become a teenager
- 16 you can legally drive a car
- 18 you are an adult you can vote
- Graduation from high school and 8th grade
- 21 legal age to drink
- Graduation from college
- Weddings

Character Based Literacy Program Lesson Plan

The Giver, Day 3



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.) Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).
- b.) Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- b.) Spell correctly.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- The name Gabriel means “angel-warrior”
- For information on the meanings of names, see <http://www.behindthename.com/> or <http://www.babynamesworld.com/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

dangling-23	humiliation-23	dwelling-25	incident-25	renewal-25
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 20-25

Setting	Characters	Pages
Jonas's House	Jonas, his parents, Lily, Gabriel	20-22
Recreation Center, last month	Jonas, Asher	23-25

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your dictionary of Jonas's community. Some possible new words/phrases: Birthmother, Elevens, Birthing Center, and chastisement.
- Create a list of names used in the novel. Look up their meanings. Discuss why the author uses those names in the story.
- Add to the chart of Assignments mentioned in the novel. Discuss the kind of skill level and education might be needed for each. Some possibilities: Birthmother, Laborer.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Create an Open Mind Portrait for Jonas.

Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag

- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.

8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What kinds of jobs are valued in the society?
2. Is this society like any you have studied in history?
3. Would you say any characters in the story have integrity?
4. What do you think “changed” about Jonas’s apples?

9. Analyze Analyze the key paragraph.

Key Paragraph

Almost every citizen in the community had dark eyes. His parents did, and Lily did, and so did all of his group members and friends. But there were a few exceptions: Jonas himself, and a female Five who he had noticed had the different, lighter eyes. No one mentioned such things; it was not a rule, but was considered rude to call attention to things that were unsettling or different about individuals. Lily, he decided, would have to learn that soon, or she would be called in for chastisement because of her insensitive chatter (20).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

“Integrity moves me to do difficult and new things, not just easy and accustomed things.”

Write a paragraph explaining the extent to which Jonas’s society values and is accepting of diversity.

When explaining the statement above, consider the following:

- What does the society admire and appreciate about individuals?
- What kinds of things do they ignore or downplay about individuals?
- Overall, do you think diversity or uniformity is more important to this community? Why?
- Be sure to include great examples from the text in your body sentences.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world

Does Uniformity have a place in our society?

Have students brainstorm situations within our society where individuals dress alike and follow a set of rules. i.e. sports teams, military, law enforcement, and priests.

- What is the purpose in uniformity in these situations?
- Do individuals show integrity by following the rules of uniformity in these situations? Why or why not?
- Can uniformity be a good thing or a helpful thing? Why?

Some possible answers:

Uniforms help us identify people and the service they provide i.e. police, nurse, priest.

When teams wear uniforms it helps unite them and it allows them identify team members during a game. It also enables fans to follow their teams every move while competing.

Character Based Literacy Program Lesson Plan

The Giver, Day 4



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- For current information on issues that affect older Americans, visit the AARP website at <http://www.aarp.org/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

invariably–26	hasten–27	accomplishments–27	disgrace–28	serene–8
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 26-33

Setting	Characters	Pages
Outside	Jonas	26-28
House of the Old	Jonas, Fiona, Asher, Larissa	28-33

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline
- Jonas asks Larissa questions about Release, but she cannot tell him what happens when people go through the door to be Released. Children are not allowed to attend the Release ceremonies.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your list of Assignments. There are several mentioned today, such as the Planning Committee, Instructor of Elevens, Food Production, and Caretaker.
- Add to your dictionary of the community.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Complete an Open Mind Portrait for Larissa. What does an Old person in the community think about young people like Jonas? What is important to her near the end of her life?
- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why are children in the community required to do volunteer hours?
2. Why does Jonas enjoy volunteer hours so much?
3. Are volunteer hours a valuable experience for young people?
4. How are the Old treated in Jonas's community? In ours?
5. What is release?
6. How is Lowry developing her characters? What do you still want to know about them?

9. Analyze Analyze the key paragraph.

Key Paragraph

'Well, they tried to make her life sound meaningful. And of course, she added primly, 'all lives *are* meaningful; I don't mean that they aren't. But *Edna*. My goodness. She was a Birthmother, and then she worked in Food Production for years, until she came here. She never even had a family unit' (31).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Larissa is explaining to Jonas they always tell about the old person's life before they "release" them. Some of the lives are very boring and unimportant so they try to make the sound meaningful.

Do you believe that anyone's life is unimportant?

Our definition of Integrity states that "Integrity requires that the way I live my life is *whole entire, undivided, sound, coherent and principled* "

Do you have to do something big, important, or exciting to live with integrity?

Write a paragraph explaining this quote: "It is not as important to do great things as it is to do little things with great love"

- Use examples from your own life and the lives of your friends and relatives.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world
Class meeting on Volunteerism

Does anyone know a person within his or her family or community who takes time to do volunteer work?

- **What do they do and how does it help others?**
- **How did you become aware of their volunteer work?**
- **Have you ever thought of doing some volunteer work?**

- Do you believe helping others or volunteering is important to living a life of integrity?

Find out who said:

“It is not as important to do great things as it is to do little things with great love”

- Why do you think a person might say this?
- Who do you think they said it to?

Here is a hint:

<http://www.motherteresa.org/>

Character Based Literacy Program Lesson Plan

The Giver, Day 5



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- Define puberty and adolescence. What are typical reactions to these times in a person's life?
- http://kidshealth.org/kid/grow/body_stuff/puberty.html
- <http://www.nlm.nih.gov/medlineplus/puberty.html>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

reluctantly-34	necessary-36	tidied-36	reassuring-37	pleasureable-39
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 34-39

Setting	Characters	Pages
Jonas's House	Jonas, Mother, Father, Lily, Gabe	34-39

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your list of Assignments.
- Add to your dictionary of the community.

EXPLORE

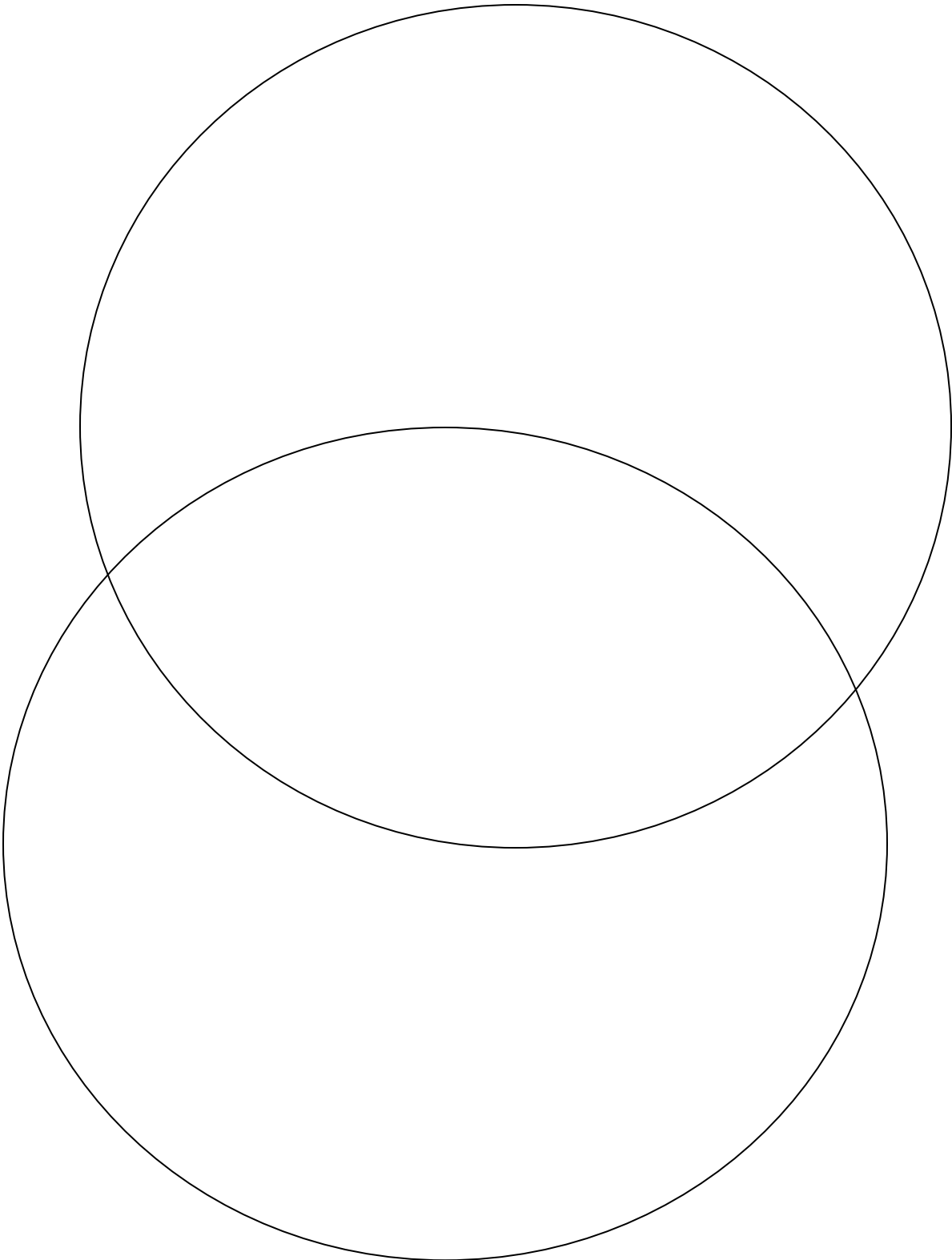
7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Complete a Venn Diagram comparing Jonas and Asher. Although they are best friends, their personalities are quite different. Include some predictions on what kinds of Assignments Jonas and Asher might receive.

Name _____
Date _____

6g6 Venn Diagram Chart



8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What are Stirrings?
2. How does the community respond to the Stirrings? Why?
3. How are the rules regarding nakedness related to the rules about the Stirrings?
4. What does this new information about the community tell us about the relationships between families and people in the community? (For example, what do we now know about Jonas's parents?)
5. How do most teens in our world deal with the time Jonas's mother refers to as "the Stirrings."
6. Which method of handling this time in adolescence do you think is better?

9. Analyze Analyze the key paragraph.

Key Paragraph

Pedaling rapidly down the path, Jonas felt oddly proud to have joined those who took the pills. For a moment, though, he remembered the dream again. The dream had felt pleasurable. Though the feelings were confused, he thought that he had liked the feelings that his mother had called Stirrings. He remembered that upon waking, he had wanted to feel the Stirrings again (39).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

It is becoming apparent that Jonas's community controls everything in people's lives, even their emotions. Can a person grow and gain knowledge without feelings? Can a person become a person of integrity without feelings or emotions?

Write an informative paragraph in which you explain that without feelings and memories, knowledge is useless, and people without feelings and memories cannot have integrity.

When answering the question above, consider the following:

- Why are memories an important part of who we are?
- Can we learn without memories?
- What memories are the people in Jonas's community missing?
- Hint: think of their knowledge of animals, of the Old, of the Stirrings, of motherhood, etc.
- You may use examples from your own experience. How do your memories help you to be a person of integrity?
- Remember to use all that you've learned about writing persuasive paragraphs.

11. Close Close by extending today's lesson to life and the world.

Class Meeting

Students could discuss their memories with regard to life lessons or wonderful/happy memories of birthdays or other life events.

Possible questions:

- Can anyone share a memory in which they learned an important life lesson?
- Can anyone share a memory of an awesome/happy/great event in his or her life or the life of someone they know well?
- Can anyone share a funny life experience, which may have happened to them or someone close to them?
- Why are memories important?

There is a disease that is striking more and more Americans every year called Alzheimer's. It is a disease where people lose their memory. Here is some information on this disease:

Alzheimer's is a type of dementia that causes problems with memory, thinking and behavior. Symptoms usually develop slowly and get worse over time, becoming severe enough to interfere with daily tasks.

Alzheimer's is the most common form of dementia, a general term for memory loss and other intellectual abilities serious enough to interfere with daily life. Alzheimer's disease accounts for 50 to 80 percent of dementia cases.

Alzheimer's is not a normal part of aging, although the greatest known risk factor is increasing age, and the majority of people with Alzheimer's are 65 and older. But Alzheimer's is not just a disease of old age. Up to 5 percent of people with the disease have early onset Alzheimer's (also known as younger-onset), which often appears when someone is in their 40s or 50s.

Alzheimer's worsens over time. Alzheimer's is a progressive disease, where dementia symptoms gradually worsen over a number of years. In its early stages, memory loss is mild, but with late-stage Alzheimer's, individuals lose the ability to carry on a conversation and respond to their environment. Alzheimer's is the sixth leading cause of death in the United States. Those with Alzheimer's live an average of eight years after their symptoms become noticeable to others, but survival can range from four to 20 years, depending on age and other health conditions.

Alzheimer's has no current cure, but treatments for symptoms are available and research continues. Although current Alzheimer's treatments cannot stop Alzheimer's from progressing, they can temporarily slow the worsening of dementia symptoms and improve quality of life for those with Alzheimer's and their caregivers. Today, there is a worldwide effort under way to find better ways to treat the disease, delay its onset, and prevent it from developing.

Quick Facts

6th

Alzheimer's disease is the sixth leading cause of death in the United States.

5 million

More than 5 million Americans are living with the disease.



1 in 3 seniors dies with Alzheimer's or another dementia.

216 billion

In 2012, 15.4 million caregivers provided more than 17.5 billion hours of unpaid care valued at \$216 billion.



Nearly 15% of caregivers for people with Alzheimer's or another dementia are long-distance caregivers.



In 2013, Alzheimer's will cost the nation \$203 billion. This number is expected to rise to \$1.2 trillion by 2050.

Character Based Literacy Program Lesson Plan

The Giver, Day 6



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- Discuss the importance of coming-of-age rituals in many cultures. For more information, see <http://www.religioustolerance.org/wicpuber.htm>.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

Inadequate-42	replacement-44	discarded-46	meticulously-48	conclude-49
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 40-49

Setting	Characters	Pages
Jonas's House	Mother, Lily, Jonas	40-41
Auditorium	Jonas, Father, Mother, Lily, Asher, the entire Community	41-49

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

- Add to your list of jobs in Jonas's community. Some things to add might be Pilot, Engineer, and night crew.
- Create a list of Ceremonies. What happens at each stage in a child's life?

Age	Activities, Responsibilities and Gifts
One	• Name instead of a number • Move in with a family unit
Two	
Three	• Dream Telling begins
Four	• Jackets button in the back
Five	• Jackets button in the back
Six	• Jackets button in the back
Seven	• Front-button jacket
Eight	• Begin doing volunteer hours • Clothing has pockets and smaller buttons
Nine	• Discard hair ribbons • Receive bicycles
Ten	• Males and females have their hair cut
Eleven	• Females receive new undergarments • Boys have longer trousers with special pockets
Twelve	• Assigned to a permanent job • Begin training for an adult career • Stop doing volunteer and recreation hours

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the purpose of the yearly Ceremonies? What value do they hold for the community?
2. Are these ceremonies valid rites of passage?
3. Why does the author draw out the ceremonies for a whole chapter?
4. Why do you think she devotes so much time to describing each ceremony?
5. What literary purpose does this serve?
6. What assignment do you think Jonas will receive?

9. Analyze Analyze the key paragraph.

Key Paragraph

“No,” Asher admitted reluctantly. “But you can. It says so in the rules. If you don’t fit in, you can apply for Elsewhere and be released. My mother says that once, about ten years ago, someone applied and was gone the next day.” Then he chuckled. “She told me that because I was driving her crazy. She threatened to apply for Elsewhere.”

“She was joking.”

“I know. But it was true, what she said, that someone did that once. She said that it was really true. Here today and gone tomorrow. Never seen again. Not even a Ceremony of Release.”

Jonas shrugged. It didn’t worry him. How could someone not fit in? The community was so meticulously ordered, the choices so carefully made.(48)

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Jonas’s community is so careful in making sure everyone live is without much diversity or change. There are very specific rules at each stage in life. Can a person live a life of integrity with such constraints?

“Integrity moves me to do difficult and new things, not just easy and accustomed things.”

Write a paragraph or two explaining how it is possible or impossible to live a life of integrity while adhering to the rules of Jonas’ community.

- Does one need to have choices in life to gain integrity?
- Does one need to have choices to prove integrity?
- Can you learn without ever taking a misstep or making a mistake?

11. Close Close by extending today's lesson to life and the world.

Class Meeting:

Quote

Strong people make as many mistakes as weak people. Difference is that strong people admit their mistakes, laugh at them, and learn from them. That is how they become strong.

Is it ever okay to make a mistake?

Have you every learned from a mistake?

What would your life be like if you were never allowed to a make a mistake?

Character Based Literacy Program Lesson Plan

The Giver, Day 7



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- How do we choose careers in our society? Check the following links for ideas and suggestions on how to choose a career.
 - http://careerplanning.about.com/cs/choosingacareer/a/cp_process.htm
 - <http://www.rileyguide.com/careers.html>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

exasperated-50	standardize-52	designated-53	acquisition-54	precision-55
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 50-58

Setting	Characters	Pages
The Auditorium	Jonas, Asher, Chief Elder, the entire community	50-58

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add new jobs to your list of community jobs. Possible additions today are: Fish Hatchery Attendant, Doctor, Engineer, Law and Justice, Instructor of Threes, Instructor of Sixes, Recreation Director.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Fill out a Beginning-Middle End Chart for the novel this far. Assume that the book had ended today. Instructions and a copy of the chart follow.
 1. Decide what the most important events in the story are. You may want to jot down a list.
 2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

2g6 Beginning-Middle-End Chart

Name _____

Date _____

Beginning	Middle	End

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Jonas feel when he is skipped during the assignments?
2. Why is it inconceivable that the Chief Elder made a mistake?
3. Why is the community so nervous?
4. What do you think is going to happen to Jonas?

9. Analyze Analyze the key paragraph.

Key Paragraph

Fiona, Eighteen, was on his left; on his other side sat Twenty, a male named Pierre whom Jonas didn't like much. Pierre was very serious, not much fun, and a worrier and tattletale, too. 'Have you checked the rules, Jonas?' Pierre was always whispering solemnly. 'I'm not sure that's within the rules.' Usually it was some foolish thing that no one cared about – opening his tunic if it was a day with a breeze; taking a brief try on a friend's bicycle, just to experience the different feel of it (51).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Our definition of Integrity states that *Integrity requires that they way I live my life is whole, entire, undivided, sound, coherent, and principled.*

In Jonas's society, any act that makes you different from others may be against the law. **Write a paragraph explaining that it takes great courage and integrity to be true to yourself.**

When answering the question above, consider the following:

- Use examples from the text.
- Who in the novel thus far has courage and integrity? Who doesn't?
- Why does it take courage to be yourself?
- Use examples from your own life, if you would like.

11. Close Close by extending today's lesson to life and the world.

This could be a great time to study a famous Shakespeare quote:

"To thine own self be true."

Who said this? The phrase is spoken by Polonius in Hamlet. It means "Do not deceive yourself". To deceive yourself (kid yourself, lie to yourself) is sometimes easier than deceiving other

What does it mean?

Answer It means to be true to yourself. Live your life for yourself and do not let others try to influence you to do things you don't want to do.

Have you ever been untrue to yourself? What were the consequences of that choice?

Character Based Literacy Program Lesson Plan

The Giver, Day 8



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

“From each according to his ability, to each according to his need” is a popular theme of Marxism.

Jonas’s society is based on several Marxist ideas.

For more discussion of Marxism, you might visit some of the following sites:

- <http://www.marxists.org/subject/students/index.htm>,
- <http://www.allaboutphilosophy.org/what-is-marxism-faq.htm>,
- <http://www.philosophypages.com/ph/marx.htm>.

Be careful when reviewing these – as with most political issues, Marxism is controversial, and every site has its own agenda.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

vibrant–59	astonishment–60	unease–61	wisdom–63	capacity–63
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 59-64

Setting	Characters	Pages
December, in the auditorium, at the Ceremony of Twelve	Jonas, the Chief Elder, the Receiver of Memory, citizens	59-64

RESPOND

5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add new jobs to your list of community jobs. Possible additions today are: Receiver.
- Add to your ongoing dictionary of Jonas’s community. Write the word, how it’s used in modern English, and, as you find out, what it actually means in his community. Today, you might add selected and integrity.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Complete a Plot Profile Chart for the novel so far. Instructions and a blank copy follow;
 1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
 2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
 3. Connect the marks in the boxes to form a graph.
 4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

3g6 Plot Profile Chart

Name _____

Date _____

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	10

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the difference between Assignment and Selection?
2. What is the Receiver of Memory?
3. Why might the job require physical pain and bravery?
4. What do you think is the "Capacity to See Beyond?"
5. What conflict can you anticipate developing in the story?
6. Why is Jonas frightened?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Jonas was identified as a possible Receiver many years ago. We have observed him meticulously. There were no dreams of uncertainty."

"He has shown all the qualities that a Receiver must have." With her hand still firmly on his shoulder, the Chief Elder listed the qualities.

"*Intelligence*," she said. "We are all aware that Jonas has been a top student throughout his school days."

"*Integrity*," she said next. "Jonas has, like all of us, committed minor transgressions." She smiled at him. "We expect that. We hoped, also, that he would present himself promptly for chastisement, and he has always done so" (62).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Our definition of Integrity states:

Integrity requires that they way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Write a paragraph in the form of a letter explaining our definition of Integrity to Jonas's community.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Extend the reading to the student's lives or to the world

Class Meeting

Jonas knows that his life is about to change forever and he is very concerned by this. Why don't people like change? Change is one of the guarantees in our lives Life will always change.

Discuss why you believe most folks just don't like change and what skills a person could use to deal with changes in life.

7 Tips for How to Deal with Change

Ready for more joy and a greater sense of well being and fulfillment? Follow the tips below.

1. **Simply notice** that you are in the midst of change and that change is a part of you. This might seem like a no-brainer, but it takes some practice to become aware of change instead of subconsciously denying it. Don't try to run and hide. If you have a journal, write about changes you notice.

2. **Face your feelings** about the change, especially when the change is imposed and beyond your control. Get past "Why me?" "But I don't want to!" and "It isn't fair!" Figure out what your fears or worries are. That takes work. You don't have to be a victim, even when you are not in control of the change. Write about your feelings.

3. **Figure out when to accept and when to reject the change.** Have you heard the serenity prayer? (Go ahead and click the link if you need to refresh your memory. The link will open in a new page so this page will still be here when you are done.) Reflect on what you are accepting, what you are rejecting, and what you are doing something about. You will be amazed at how effective your choices are.

4. **Adopt an attitude of anticipation, and be grateful.** Welcome change as an opportunity. Find the benefit somewhere in the change. There is always a benefit and an opportunity. Start by keeping a written record for 3 days. Every day, note 3 things, large or small, that you are grateful for. You will notice a more powerful attitude of anticipation growing (hey! that might be a nice change!).

5. **Choose your thoughts and attitudes about each change.** Negative thoughts block your creativity and problem-solving abilities. Positive thoughts build bridges to possibilities and opportunities. Keep a record of the choices you make in your thoughts and attitudes.

6. **Learn to relax (more).** Deep breathing works for many people. Exercise helps most of us to relax. Choose the way that works best for you. Relaxation allows you to deal well with change.

7. **Set smart goals** so you can consciously guide the change. Smart goal setting helps you decide how to make the change happen and to recognize your successes. Write out your goals and your plans to meet them. See this additional page for more on smart goal setting. The link opens in a new page so you can get right back here easily because there's more about dealing with change.

There's one more really important tip....

Communicate with supportive people who can help you deal with stress.

Character Based Literacy Program Lesson Plan

The Giver, Day 9



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.) Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).

RL9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

- b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- This is a good day to focus on the Integrity definition. Jonas is certainly being asked “to do difficult and new things” as the book moves forward!

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

solemnly-66	honored-66	exempted-68	excruciating-70	empowered-71
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 65-71

Setting	Characters	Pages
Outside in the Community	Jonas, Asher	65-66
At home with his family	Jonas, Lily, his parents	66-67
Jonas's sleepingroom	Jonas	67-71

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add to and continue an Open Mind Portrait for Jonas.
- Complete a Setting Chart for the Community. Instructions are on the following pages.

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.

3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Setting Chart**Name** _____

Where	When
Time	Weather

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Jonas treated differently now that he is the Receiver-in-training?
2. How do Jonas's parents feel about his Selection?
3. Why do the rules upset Jonas so much?
4. What does the Receiver of Memory do?

9. Analyze Analyze the key paragraph.

Key Paragraph

He had never, within his memory, been tempted to lie. Asher did not lie. Lily did not lie. His parents did not lie. No one did. Unless...

Now Jonas had a thought that he had never had before. This new thought was frightening. What if *others* – *adults* – had, upon becoming Twelves, received in *their* instructions the same terrifying sentence?

What if they had all been instructed: *You may lie?*(71.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jonas is terrified by some of his instructions. **Write a paragraph explaining how his reaction to his new rules shows his integrity.**

When answering the question above, consider the following:

- What rule bothers Jonas the most?
- Why are the rules so different from what he is used to?
- What kind of life does this mean for Jonas, and how is he preparing himself to deal with his future?

11. Close Close by extending today's lesson to life and the world.

Sometimes integrity requires "breaking the rules".

One such individual was Jackie Robinson. Here is a website dedicated to this hero.

<http://www.jackierobinson.com/>

Discuss with the class how and why he broke the rules?

Did Jackie Robinson live his life in the following manner?

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

The movie "42 " would be a great addition to these lessons.

Character Based Literacy Program Lesson Plan

The Giver, Day 10



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

There are very few books in Jonas's community. Throughout history, societies have banned books to level control over people.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

automatically-73	discomfort-73	diminish-76	gestured-76	exhilarating-78
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 72-79

Setting	Characters	Pages
Outside the House of the Old	Jonas, Fiona	72
the Annex	the Attendant, Jonas, the Receiver of Memory	72-79

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

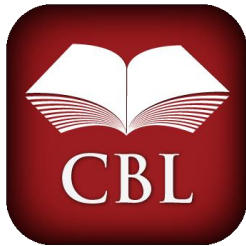
- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community.
- Add to your list of jobs in the community. Today, you can add Receiver of Memory.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portrait of Jonas.
- Today, you will begin a rhetorical devices scavenger hunt that will lead to the final writing project. Each day, they will fill in a new box on the scavenger hunt with different kinds of evidence from the novel, linked to their daily writing tasks. Today, they will write that thesis statement at the top of the blank Scavenger Hunt.

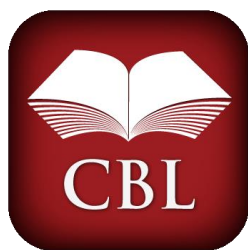


Name _____
Date _____

Rhetorical Devices Scavenger Hunt [W2.4 #2-9]

Thesis Statement: One clean, clear, concise, precise statement.

Evidence A fact, statistic, result of research or result of data gathering that supports your thesis. Evidence is evident: more than one person can observe it.	Anecdote A story or short account of a humorous or interesting incident that supports your thesis. The story might or might not be true, but it must be interesting and make your point.	Quotation Something someone said or wrote that supports your thesis. Who said or wrote the quotation might or might not matter, but it must be well said and make your point.
Commonly Accepted Belief Common sense, or what almost everybody knows or believes, that supports your thesis. It may be the truth, or may just pass as truth: history, geography, culture, religion, economics, politics, or commonly accepted beliefs.	Expert Opinion An opinion from someone or some group that supports your thesis, and is from someone who would know a lot about it and be believable. This means he, she or they have the knowledge, training, or experience to have credibility in the area of your thesis.	Law A statement from code, law or an opinion from case law that supports your thesis. It must be directly relevant and from a legislature or court with jurisdiction in the area where it applied. [both the region and the topic].
Appeal to Logic A statement or question that makes sense, or follows from previous information to support your thesis. It must follow the rules of logic and not be a logical fallacy.	Appeal to Emotion A statement or question that provokes one or more emotions and results in the reader or listener being more receptive to your thesis.	Agreements A statement that constitutes agreement between persons or within a larger group, professional association, or other body, and supports your thesis.



Name _____
Date _____

Rhetorical Devices Scavenger Hunt [W2.4 #2-9]

Thesis Statement:

Evidence	Anecdote	Quotation
Commonly Accepted Belief	Expert Opinion	Law
Appeal to Logic	Appeal to Emotion	Agreements

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the mood of this chapter?
2. What does Jonas finally learn?
3. What is missing from Jonas's community?
4. How is the community completely different from our society?
5. What do you think will happen to Jonas next?

9. Analyze Analyze the key paragraph.

Key Paragraph

The man signed, seeming to put his thoughts in order. Then he spoke again. "Simply stated," he said, "although it's not really simple at all, my job is to transmit to you all the memories I have within me. Memories of the past" (77.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In Jonas's world, people do not remember the world as it used to be. They have no memories of things like animals, puberty, or snow.

Write a paragraph explaining why is it important for the community to have one person who remembers all of these things?

When answering the question above, consider the following:

- What might happen if *no one* remembered?
- Why doesn't *everyone* have these memories?
- Why does the old Receiver have so many books?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Class Meeting:

Define the word, "hero."

Hero *noun (plural heroes)*

- **1a** person, typically a man, who is admired or idealized for courage, outstanding achievements, or noble qualities:

Now ask the class to expand on this definition of a hero.
Ask for examples.

Do you know anyone who you would call a hero? Please share why you believe this person is a hero.

Have you heard of anyone who is a hero? Please tell why this person is considered a hero.

You could ask your students to share:

Share a memory of a hero from your life or just a hero you know about but have never had the chance to meet.

Character Based Literacy Program Lesson Plan

The Giver, Day 11



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.) Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

Jonas's climate is dramatically different from ours. At some point, his society must have experienced a dramatic climate change, like global warming.

For some sites on historical climate change and global warming:

- <http://www.epa.gov/climatechange/>
- <http://epa.gov/climatechange/kids/index.html>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

sensations-80	mound-81	overwhelmed-82	obsolete-84	comforting-85
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 80-87

Setting	Characters	Pages
On a hill in snowy weather	Jonas	80-82
the Annex	Jonas, the old man	82-84
Outside in the sun	Jonas	84-85
the Annex	Jonas, the old man	85-86
Outside in the sun	Jonas	86
the Annex	Jonas, The Giver	86-87

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Today you might add climate control and Sameness.
- Add to your list of community jobs. Today you could add The Giver.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portrait of Jonas.
- Find an example of an appeal to logic in the story to fill in that box on your Rhetorical Devices Scavenger hunt. You will be expanding this appeal to logic in your writing assignment today.
- Complete Character Profile Chart for Jonas. Instructions are below:

Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

4g6 Character Profile Chart

Name _____

The diagram is a character profile chart. It features a central vertical rectangle labeled "Character". To the left of this central rectangle are two trapezoidal shapes, labeled "Trait 1" (top) and "Trait 3" (bottom). To the right of the central rectangle are two trapezoidal shapes, labeled "Trait 2" (top) and "Trait 4" (bottom). Each of these four trapezoidal shapes is connected to two rectangular boxes. For "Trait 1", the boxes are labeled "example 1" (top) and "example 2" (bottom). For "Trait 2", the boxes are labeled "example 1" (top) and "example 2" (bottom). For "Trait 3", the boxes are labeled "example 1" (top) and "example 2" (bottom). For "Trait 4", the boxes are labeled "example 1" (top) and "example 2" (bottom). All boxes and lines are outlined in thick black.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What new things does Jonas experience?
2. When we learn what's missing from the community (snow, sun, hills), what do we learn about what the community values?
3. Why is it necessary for someone in the community to have memories of things like snow and sunshine?
4. What other kinds of memories will Jonas be given?
5. The Giver alludes to his previous failure training a successor... what kind of memories might he have transmitted that led to the failure?
6. What do you think will be the central conflict in the story?

9. Analyze Analyze the key paragraph.

Key Passage

"He was free to enjoy the breathless glee that overwhelmed him: the speed, the clear cold air, the total silence, the feeling of balance and excitement and peace."

"But what happened to those things? Snow, and the rest of it?"

"Climate control. Snow made growing food difficult, limited the agricultural periods. And unpredictable weather made transportation almost impossible at times. It wasn't a practical thing, so it became obsolete when we went to Sameness" (83-84.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

What did people in the community believe was the logical response to their environment? Do you believe they behaved logically? Why or why not?

Write a paragraph explaining why or why not. When answering the question above, consider the following:

- Is it important for people to interact with their environment? Why or why not?
- What are the benefits of having fun in varied outdoor settings?
- Does this allow us to connect to others' lives?
- How does this help us to take risks?
- How do these activities help us to move toward our definition of Integrity?
-

Integrity moves me to do difficult and new things, not just easy and accustomed things

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Class question:

Do you have a favorite outdoor space? Where is it? What do you do there?

In today's reading we discovered that the community decided to do away with snow? Have you ever thought about the real world effects of ending cold weather? Here are some things to think about:

Global Warming

The current cycle of global warming is changing the rhythms of climate that all living things have come to rely upon. What will we do to slow this warming? How will we cope with the changes we've already set into motion? While we struggle to figure it all out, the face of the Earth as we know it—coasts, forests, farms, and snowcapped mountains—hangs in the balance.

The planet is warming, from North Pole to South Pole, and everywhere in between. Globally, the mercury is already up more than 1 degree Fahrenheit (0.8 degree Celsius), and even more in sensitive polar regions. And the effects of rising temperatures aren't waiting for some far-flung future. They're happening right now. Signs are appearing all over, and some of them are surprising. The heat is not only melting glaciers and sea ice, it's also shifting precipitation patterns and setting animals on the move.

Some impacts from increasing temperatures are already happening.

- Ice is melting worldwide, especially at the Earth's poles. This includes mountain glaciers, ice sheets covering West Antarctica and Greenland, and Arctic sea ice.
- Researcher Bill Fraser has tracked the decline of the Adélie penguins on Antarctica, where their numbers have fallen from 32,000 breeding pairs to 11,000 in 30 years.
- Sea level rise became faster over the last century.
- Some butterflies, foxes, and alpine plants have moved farther north or to higher, cooler areas.
- Precipitation (rain and snowfall) has increased across the globe, on average.
- Spruce bark beetles have boomed in Alaska thanks to 20 years of warm summers. The insects have chewed up 4 million acres of spruce trees.

Other effects could happen later this century, if warming continues.

- Sea levels are expected to rise between 7 and 23 inches (18 and 59 centimeters) by the end of the century, and continued melting at the poles could add between 4 and 8 inches (10 to 20 centimeters).
- Hurricanes and other storms are likely to become stronger.
- Species that depend on one another may become out of sync. For example, plants could bloom earlier than their pollinating insects become active.
- Floods and droughts will become more common. Rainfall in Ethiopia, where droughts are already common, could decline by 10 percent over the next 50 years.

- Less fresh water will be available. If the Quelccaya ice cap in Peru continues to melt at its current rate, it will be gone by 2100, leaving thousands of people who rely on it for drinking water and electricity without a source of either.
- Some diseases will spread, such as malaria carried by mosquitoes.
- Ecosystems will change—some species will move farther north or become more successful; others won't be able to move and could become extinct. Wildlife research scientist Martyn Obbard has found that since the mid-1980s, with less ice on which to live and fish for food, polar bears have gotten considerably skinnier. Polar bear biologist Ian Stirling has found a similar pattern in Hudson Bay. He fears that if sea ice disappears, the polar bears will as well.

Character Based Literacy Program Lesson Plan

The Giver, Day 12



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

How do human beings perceive color?

- http://www.health24.com/medical/Condition_centres/777-792-810-1688,17718.asp

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

soundly-88	perceived-92	confirm-92	consciousness-93	glimpse-93
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 88-96

Setting	Characters	Pages
Jonas's House	Jonas, his mother, his father, Gabriel	88
School	Jonas and his classmates	89
On the way to the Annex	Jonas and Fiona	89-91
The Annex	Jonas and The Giver	91-93
On the sled in the snow	Jonas	93
The Annex	The Giver	93-96

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Today you could expand on Sameness.
- **Add new jobs to your list of community jobs. Possible additions today are: genetic scientist.**

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portrait of Jonas.
- Find an example of an anecdote in the story to fill in that box on your Rhetorical Devices Scavenger hunt. You will be expanding this anecdote in your writing assignment today.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does the community use the same methods of care for small children that they use for the Old?
2. Everyone is taught to have great respect for the Old, but are the Old treated with real respect?
3. Why did the community do away with color?
4. Did it surprise you that people in the community do not see color?
5. What will Jonas learn next?

9. Analyze Analyze the key paragraph.

Key Paragraph

The Giver shrugged. "Our people made that choice, the choice to go to Sameness. Before my time, before the previous time, back and back and back. We relinquished color when we relinquished sunshine and did away with differences." He thought for a moment. "We gained control of many things. But we had to let go of others."

"We shouldn't have!" Jonas said fiercely.

The Giver looked startled at the certainty of Jonas's reaction. Then he smiled wryly. "You've come very quickly to that conclusion," he said. "It took me many years. Maybe your wisdom will come much more quickly than mine" (95.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

It appears that Jonas Community has given up much to gain control of many things.

- Do you believe this has been a wise choice for this community?
- Do you agree with Jonas? Why or why not?

Write a paragraph explaining your why you agree or disagree with Jonas. Remember, "Integrity requires wholeness." Can a person be whole when they have no choices and their lives are controlled limited access to the world?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world
 The Giver transmits the memory of a rainbow to Jonas in today's reading. Do you know why a rainbow occurs?
 What do you think you would need to make a rainbow?

A rainbow is caused when the light outside passes through the tiny drops of water in the atmosphere. The light is reflected through the water and comes out as a part of the color spectrum. You can find more information here:

<http://www.wisegeek.com/why-do-rainbows-form.htm>

Character Based Literacy Program Lesson Plan

The Giver, Day 13



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- b.) Spell correctly.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

Elephant poaching (careful, some are graphic):

- <http://news.nationalgeographic.com/news/2006/08/photogalleries/elephants-massacre/photo4.html>
- <http://www.pbs.org/wnet/nature/elephants/poaching.html>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

certainty-98	startlingly-100	corpse-100	rarely-103	bitterly-105
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 97-107

Setting	Characters	Pages
the Annex	Jonas, The Giver	97-99
Outside, near the Hall of Records	Jonas, Asher	99
African landscape	Jonas, poachers, elephants	99-101
Jonas's house	Lily, Jonas	101
the Annex	Jonas, The Giver	101-107

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Today, you might add Childless Adults.
- Add to your list of jobs in the community. Today: Delivery Crews, Landscape Workers, and Gardening Crew.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Find an example of an expert opinion in the story to fill in that box on your Rhetorical Devices Scavenger hunt. You will be expanding this expert opinion in your writing assignment today.
- Add new thoughts to your Open Mind Portrait of Jonas.
- Create a new Open Mind Portrait for The Giver.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why are memories important?
2. Why is it necessary to have a Receiver of Memory in the Community?
3. Is The Giver correct, when he says that everything is meaningless without memory?
4. How does Jonas feel about his future?
5. What do you think is the primary conflict in this novel?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Oh, your instructors are well trained. They know their scientific facts. Everyone is well trained for his job.

"It's just that... without memories it's all meaningless. They gave that burden to me. And to the previous Receiver. And the one before him" (105).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Giver states, "It's just that.... without memories it is all meaningless. Write a paragraph or two explaining why the Giver says this to Jonas. Make sure you answer the following questions in your writing.

- What is he referring to?
- Why do you think he states this?
- What has led The Giver to believe this?
- Is Jonas beginning to believe this also?
- Without memories, can people be Whole?
- Who would The Giver say *does* have Integrity?
- Who would Jonas say has integrity?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Sometimes when we share memories we can help one another. Here is an example of this:

Choose Taryn Davis from the Past Years heroes list in 2011.(She is a top 10 CNN hero) Watch her 2 minute video and see how the sharing of members have impacted others' lives.

<http://www.cnn.com/SPECIALS/cnn.heroes/index.html>

Character Based Literacy Program Lesson Plan

The Giver, Day 14



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

“The needs of the many outweigh the needs of the few.” Where does this quote come from? The answer may be surprising to teachers.

- [http://wiki.answers.com/Q/What philosopher said the needs of the many outweigh the needs of the few](http://wiki.answers.com/Q/What_philosopher_said_the_needs_of_the_many_outweigh_the_needs_of_the_few)

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

agony-110	burdened-113	whimpering-113	identical-114	confess-117
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 108-117

Setting	Characters	Pages
The hill in the snow	Jonas	108-109
The Annex	The Giver, Jonas	109
Jonas's House	Jonas, his family	109-110
The Annex	The Giver, Jonas	110-113
Jonas's House	Jonas, his Parents, Gabriel, Lily	113-115
Jonas's bedroom	Jonas, Gabriel	115-117

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Today, you could add Elsewhere, relief-of-pain, and pain.

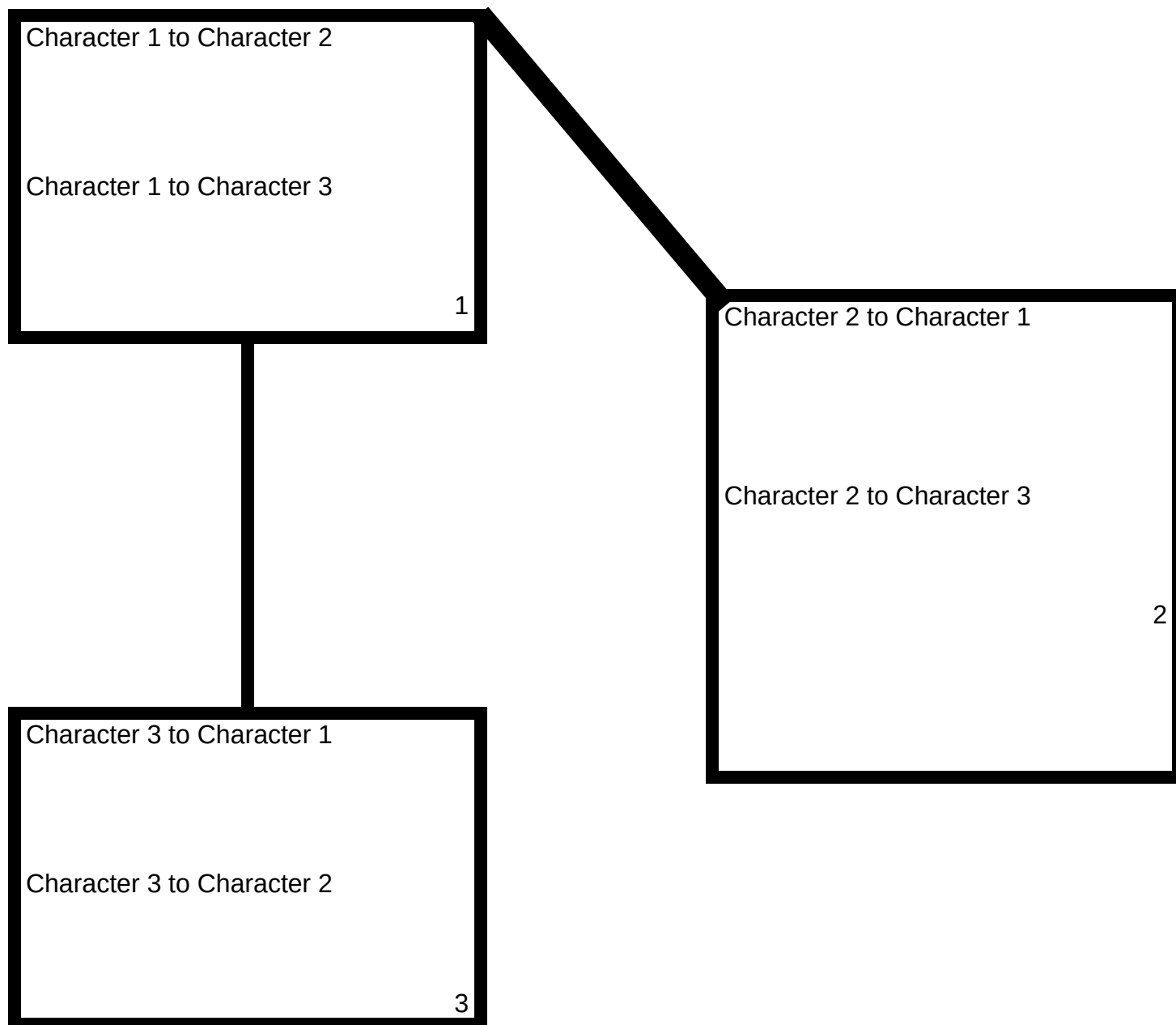
EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.
- Find an example of an appeal to emotion in the story to fill in that box on your Rhetorical Devices Scavenger hunt. You will be expanding on this appeal in your writing assignment today.
- Complete a 5g6 Character Interaction chart for Jonas, his Father, and Gabriel.

Name _____

5g6 Character Interaction Chart

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is pain a necessary component of Jonas's training?
2. Why is it important for the Committee of Elders to have access to memories of pain, suffering, and warfare?
3. Why is it hard to change long-established customs?
4. What role does the child Gabriel play in the story?
5. Why might Gabriel be released?
6. What is the central conflict of this story?

9. Analyze Analyze the key paragraph.

Key Passage

"But why can't *everyone* have the memories? I think it would seem a little easier if the memories were shared. You and I wouldn't have to bear so much by ourselves, if everybody took a part."

The Giver sighed. "You're right," he said. "But then everyone would be burdened and pained. They don't want that. And that's the real reason The Receiver is so vital to them, and so honored. They selected me – and you – to lift that burden from themselves" (113.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jonas sees the system of one person bearing all the pain as inherently unfair. Why is this so? Do you think it is wrong for a society to place the burden of pain on only one or two people?

Write an informative paragraph to explain why you believe this is fair or unfair.

- Who does this system benefit?
- Who does the system hurt?
- Are the needs of the many more important than the needs of the few?
- Can a society that behaves this way have integrity?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world
Breaking the rules in order to help someone.

In today's reading Jonas breaks the rules concerning memory giving when he gives Gabriel a memory, which helps him sleep.

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

How do Jonas actions fit or not fit with our definition of Integrity?

Character Based Literacy Program Lesson Plan

The Giver, Day 15



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

The battle Jonas experiences could be one of many, but there are hints that it is the Civil War. For descriptions of battlefield conditions, see

<http://www.sonofthesouth.net/leefoundation/civil-war-medicine.htm>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

stench-120	gleaming-122	solitude-122	concept-125	meaningless-127
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 118-129

Setting	Characters	Pages
The Annex	Jonas, The Giver	118
A battlefield	Jonas, other soldiers	118-120
The Annex	Jonas, The Giver	120-122
A family's home at Christmas	Jonas, a family with grandparents	122-123
The Annex	Jonas, The Giver	123-126
Jonas's House	Jonas, His parents	126-127
Jonas's room	Jonas, Gabe	127-129

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline
-

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Today, talk about the differences in how we see words and how Jonas and his family see words like *family*, *love*, *grandparents*, *individual*.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.

- Think of an example of a commonly accepted belief about family in your community to fill in that box on your Rhetorical Devices Scavenger hunt. You will be expanding this commonly accepted belief in your writing assignment today.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is war the most painful memory for Jonas and The Giver?
2. What qualities of integrity does Jonas show by returning to the Annex after his painful experience of war?
3. What clues in the text tell you which war Jonas experiences?
4. Are Jonas's parents correct in their assessment of the word "love?"

9. Analyze Analyze the key paragraph.

Key Passage

Jonas blurted out what he was feeling. "I was thinking that... well, I can see that it wasn't a very practical way to live, with the Old right there in the same place, where maybe they wouldn't be well taken care of, the way they are now, and that we have a better-arranged way of doing things. But anyway, I was thinking, I mean feeling, actually, that it was kind of nice, then. And that I wish we could be that way, and that you could be my grandparent. The family in the memory seemed a little more –" He faltered, not able to find the word he wanted.

"A little more complete," The Giver suggested (125-6.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In many societies elders are respected for their knowledge and wisdom of life. In some societies it is very common for elders live with their families until they die. The usual family unit includes grandparents.

In the United States this is no longer the most common practice. Most of our elders go and live in rest homes when they can no longer care for themselves or live by themselves. What have we lost as a society by this practice of sending our elders away to an institution to live out their last few years of life?

Write a paragraph or two explaining the importance of family and what you believe could be gained by the practice of respecting and learning from our most elderly citizens. What could be gained by making sure elderly people live with their families during their last few years of life? Consider the following questions:

- What is a family? Why is family important?
- Are grandparents important? Why or why not?
- Why don't we treat older people with respect in our society? Why do we worship youth?

- How do strong families influence one another? How could an elder be helpful in influencing all members of a family?
- What is the difference between families in your community and families in Jonas's community?
- Do you think families are important in developing a sense of integrity?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Class question:

Do you have a favorite elder from your family?

Why is this person your favorite?

Have you learned anything from them?

Do you think elders can contribute to our society in a positive manner? How?

Do you think our society treats our elders with kindness and respect? Why or why not?

If you were in control of our society how would you create a positive, respectful, kind, and helpful role for our elders?

Do you realize that many of our elders live way below the poverty rate?

How can we have a society of integrity here in the US when we have so many elders in need?

Character Based Literacy Program Lesson Plan

The Giver, Day 16



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a.) Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account or the same period as a means of understanding how authors of fiction use or alter history”).
- b.) Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

War games are a part of many children’s lives. For Jonas, such games on new meaning in this chapter.

Should children be allowed to play with toy weapons? It’s a controversial issue.

- <http://www.bridges4kids.org/PBS/articles/PhillyInq1-23-05.htm>
- <http://newsbusters.org/blogs/bob-owens/2008/02/20/medias-latest-manufactured-gun-controversy>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

surged–133	irritated–134	expertise–134	cruel–134	loss-135
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 130-138

Setting	Characters	Pages
Outside in the community, November	Jonas, Asher, Fiona, other students	130-135
Jonas's house	Jonas, Lily, Jonas's parents, Gabriel	135-138

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Today, you could talk about the word "holiday."
- Add Storyteller to the list of jobs in the community.

EXPLORE

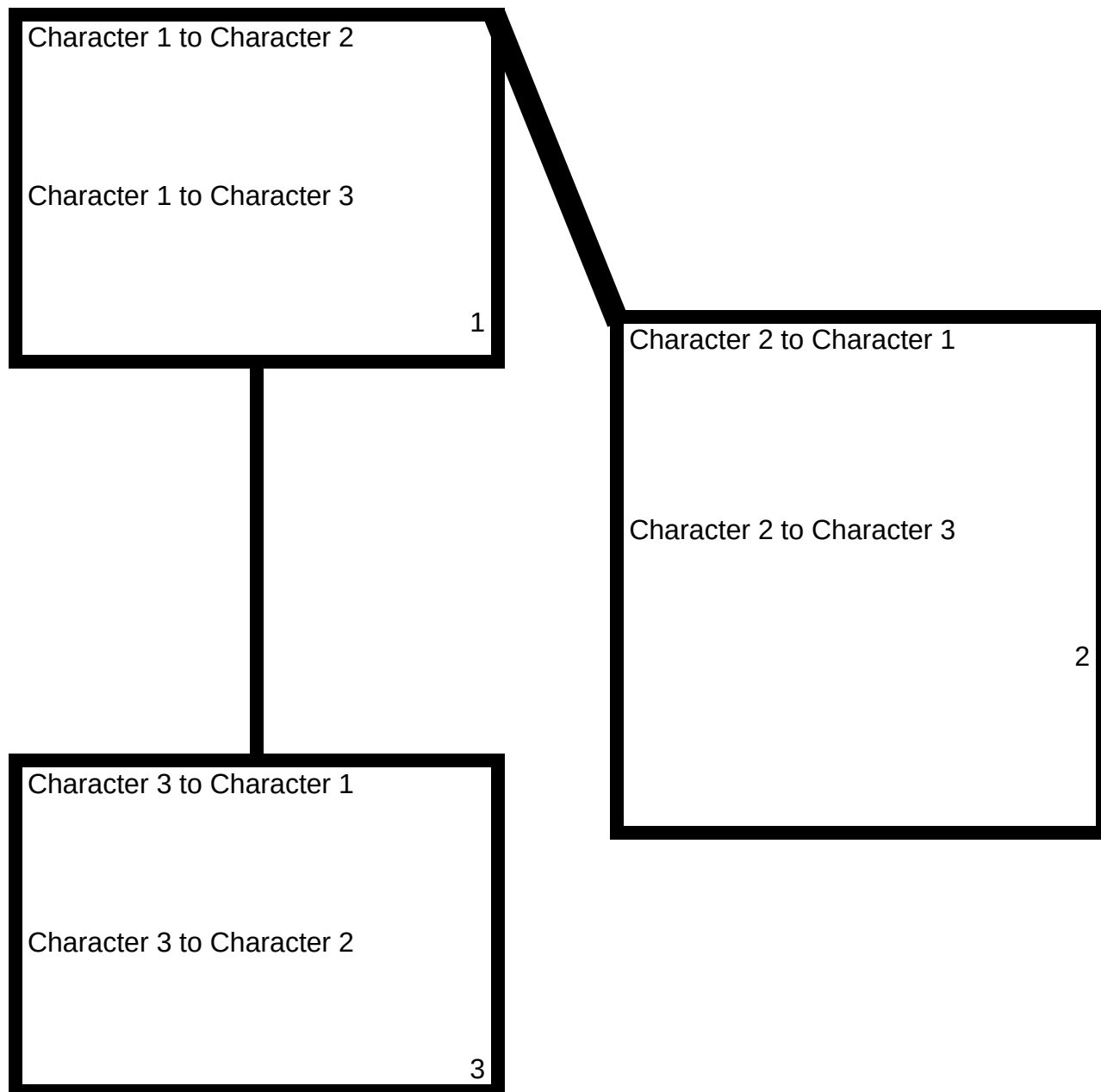
7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.
- Find a quote from today's reading that supports your thesis about Integrity and fill in that box on your Rhetorical Devices Scavenger hunt. You will be expanding this commonly accepted belief in your writing assignment today.
- Complete a 5g6 Character Interaction chart for Jonas, The Giver, and Asher. How are the three related to each other, even in ways they don't recognize?

Name _____

5g6 Character Interaction Chart



8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Jonas mean by “depth of feeling?”
2. How are Jonas’s relationships with his groupmates changing?
3. Why would children in the community be taught games of war?
4. Where do people go when they are Released to Elsewhere?

9. Analyze Analyze the key paragraph.

Key Paragraph

Jonas trudged to the bench beside the Storehouse and sat down, overwhelmed with feelings of loss. His childhood, his friendships, and his carefree sense of security – all of these things seemed to be slipping away. With his new, heightened feelings, he was overwhelmed by sadness at the way the others had laughed and shouted, playing at war. But he knew that they could not understand why, without the memories. He felt such love for Asher and for Fiona. But they could not feel it back, without the memories. And he could not give them those. Jonas knew with certainty that he could change nothing (135.)

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Jonas has come to a point where he feels like life has no purpose. After having “seen beyond,” he can’t share his experiences or himself with other members of his family.

Using a quote from the story, write a paragraph explaining how Jonas would define Integrity at this moment.

- Would he say that his community has Integrity?
- Why or why not?
- What would Jonas say people must have in order to have Integrity?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world
In our reading today Lilly becomes a storyteller. It may sound like a very frivolous career in our world today. However, storytelling has been our primary source of learning throughout the ages. Our ancestors sat in circles around fires and told story to educate the community and preserve their history. In fact, storytelling is still a primary vehicle for relating information in our homes and in major universities.

- With these thought in mind, who has been the major storyteller in your life? What have you learned from this person?
- Have you played the role of storyteller in anyone else’s life? Who? What have you taught this person?

Character Based Literacy Program Lesson Plan

The Giver, Day 17



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

despite-141	transfer-142	insisted-143	duty-144	amused-148
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 139-145

Setting	Characters	Pages
The Annex	Jonas, The Giver	139-145

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.
- Today, find a piece of evidence from the text that supports your thesis about Integrity in Jonas's community. Add it to your Rhetorical Devices Scavenger Hunt.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Who was Rosemary and what happened to her?
2. Jonas doesn't think Rosemary was brave enough to be the Receiver... was she?
3. How is true bravery defined?
4. Why is it so painful for The Giver to talk about Rosemary?
5. At the end of the chapter, what do you think The Giver means when he says "It's an interesting concept" (145)?

9. Analyze

Analyze the key paragraph.

Key Paragraph

"But it's against the rules! The Receiver-in-training can't apply for rel-"
 "It's in your rules, Jonas. But it wasn't in hers. She asked for release, and they had to give it to her. I never saw her again" (143.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Despite any faults it may have, the people in Jonas's community strictly follow and enforce the rules. Even though Rosemary's release had disastrous results for the community, the Chief Elder followed the rules and released Rosemary when she asked.

Write a paragraph that thoroughly explains why **following the rules is *always* the right thing to do?** Consider the following:

- Why do homes, classrooms, schools, cities, counties, states, countries, etc have rules and laws?
- What is the purpose of law and rules?
- What can a society gain by following the rules?
- Is it ever acceptable to break the rules? Why?
- What would our community be like without rules?
- What would Jonas's society be like without rules?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Class Meeting

Materials needed:

- Post-it notes
- A door to Jonas's room made out of paper.(students can be assigned to do this)

Have you ever followed anyone who has failed? In today's reading Jonas asks what happened to the receiver before him. He finds out that she failed and was sent away or chose to be sent away.

How do you think this makes Jonas feel?

Have you ever been in a similar situation, but you still had to continue with the task before you?

How did you keep on going?

Did you say anything to encourage yourself?

Did anyone else encourage you to continue? What did they do or say?

What was the outcome of your experience?

What did you learn?

What would you say to Jonas to help/encourage him right now?

Have students write quick encouragement notes on post-its to Jonas. Put them on a board or ask a student or two to make a large paper door to Jonas's bedroom and stick the student's note on the door.

Character Based Literacy Program Lesson Plan

The Giver, Day 18



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

Definition: *Euthanasia* – Putting someone to death painlessly.

- <http://www.euthanasia.com/>
- <http://www.religioustolerance.org/euthanas.htm>

Death Penalty

- <http://www.deathpenaltyinfo.org/>

- <http://www.amnestyusa.org/our-priorities/death-penalty/page.do?id=1011005&n1=3&n2=28>
- <http://www.prodeathpenalty.com/>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

seldom–146	confusing–146	wincing–149	chute–150	emerge-151
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 146-151

Setting	Characters	Pages
The Annex	Jonas, The Giver, Jonas's father, the identical twin newborns	146-151

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add Release to your ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community. Some examples are shown below.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.
- From today's reading, find an example of a law in Jonas's community that supports your thesis, and fill in the Law box on your Rhetorical Devices Scavenger Hunt.
- Cube the parts of your persuasive essay. Instructions on cubing are on the following pages.

Analytic Cubing

Materials:

- desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- cubing format 1c2 for cutting and folding directions
- pencils, pens, crayons, markers
- scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

Decide what you want to study: a concept or idea, an event, something you've read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.

1. Choose the cubing form that matches what you have selected to study: a concept or idea [1c12 or 3c12], an event [4c12], something you've read [5c12], a thesis you want to make the case for [6c12], a topic or idea [7c12], a place [8c12], some event or period in history [9c12], a person [10c12], an action [11c12], or how something works or why it might not work [12c12]. The entire list of cubing forms is:

1c12 Cubing 5 Questions About Anything
 2c12 Cubing Directions: Assembling the Cube
 3c12 Cubing 6 Questions About Anything
 4c12 Cubing Who, What, When, Where, Why
 5c12 Cubing the Structure of a Text
 6c12 Cubing a Persuasive Essay
 7c12 Cubing a Topic or Idea
 8c12 Cubing Geography
 9c12 Cubing History
 10c12 Cubing Biography
 11c12 Cubing an Action
 12c12 Cubing a Technical Report

Step Two: Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

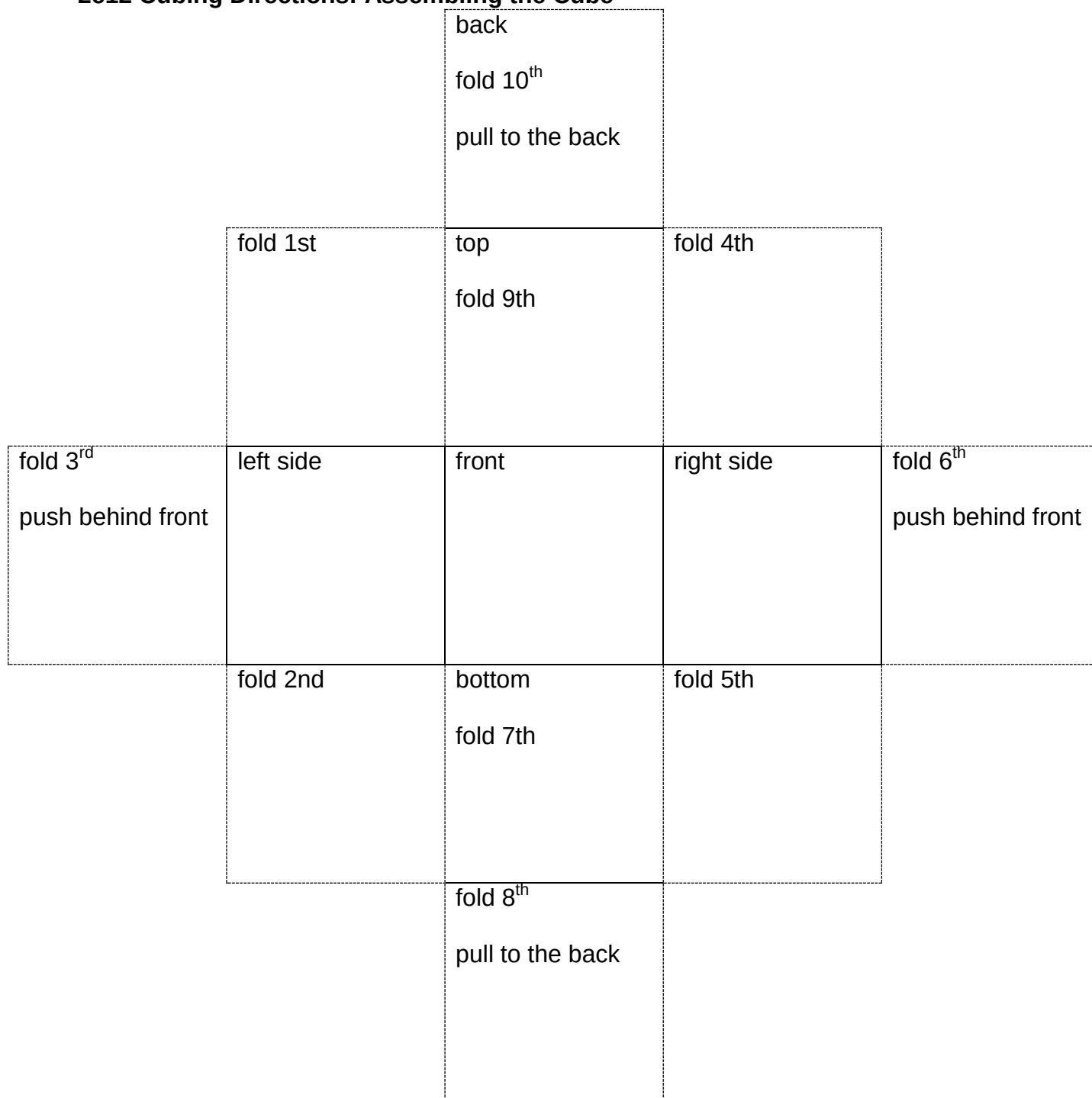
Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

4. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information.
5. Any side of the cube can be used to write a paragraph.

2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.

6c12 Cubing a Persuasive Essay

		Thesis		
		Who cares?		
	Argument 1	Argument 2	Argument 3	
		So What?		

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Release?
2. Why does the community Release people (the Old, rule violators, Newchildren, etc)?
3. How will Jonas respond to this new knowledge?

9. Analyze Analyze the key paragraph.

Key Paragraph

“You suggested, Jonas, 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. And I listened as Rosemary told them that she would prefer to inject herself” (151.)

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Write an informative paragraph explaining why **Rosemary had Integrity?** Think of the following as you answer:

- Was she brave?
- Did she do the right thing?
- Did Rosemary violate any laws of the community?
- Can a community whose laws allow such a thing to happen be a place of Integrity?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world

Character Based Literacy Program Lesson Plan

The Giver, Day 19



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

In a sense, Jonas's father is "just following orders."

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

notify-152	emphatically-157	errand-158	frequently-160	occasional-161
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 1520-162

Setting	Characters	Pages
The Annex	Jonas, The Giver	152-157
Jonas's House	Jonas, his parents	157
The Annex	Jonas, The Giver	158-162

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to your list of jobs. Today, you could add Path-Maintenance.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.
- Fill in the last box, the agreement box, on your Rhetorical Devices Scavenger Hunt. Think of a person who would agree with your thesis. It could be a person from real life (a parent, teacher, etc.) or a person from the novel (Jonas, The Giver, the Chief Elder, etc.) Fill in the box with what that person would say about the integrity of Jonas's community.
- Make a suitcase bookmark for Jonas. What will he need when he leaves the community? Instructions on how to make a suitcase bookmark are on the next page.

Bookmark: Suitcase Bookmark

Materials:

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to moving around from place to place for the next years. What are the most important things you have? What

are the things you would always want to have with you? Everything you take has to fit in one suitcase.

2. Make a list of the things you would take.

Comment: *This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.*

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

3. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.
4. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

8. Bridge to a language building activity

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What plan do Jonas and The Giver develop for returning the memories to the community?
2. What are the possible pitfalls of the plan?
3. When does Jonas plan to leave?
4. Why does The Giver choose to stay in the community?
5. How will Jonas survive outside the community?
6. Who was Rosemary?

9. Analyze Analyze the key paragraph.

Key Paragraph

“The worst part of holding the memories is not the pain. It’s the loneliness of it. Memories need to be shared (154.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Do you agree with The Giver's statement above? Write an informative paragraph, which explains why is it so important that we share memories?

Then, think of a memory you would not want to lose. **Write a paragraph describing that memory in detail.** Include the following:

- Why is that memory important to you?
- Why is it important that you not forget it?
- What can you, or other people, learn from that memory?
- What have you done to share that memory with others?
- How does this memory contribute to **your** integrity?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Class Meeting

Escape:

Here are some famous escapes to share with students!

History's Great Escapes

- By Lexi Krock
- Posted 11.16.04
- NOVA

Mary, Queen of Scots (Scotland)

When Mary, Queen of Scots arrived in Scotland in 1561 from France, where she had been raised in exile, she expected eventually to assume the throne that was her birthright. But in 1567, during a rebellion of Scottish nobles, she was imprisoned in remote Lochleven Castle. Though Mary begged in letters to Queen Elizabeth and the Queen of France for help in getting free, she was unable to interest anyone in her cause. Before long, she began plotting her escape.

In her first attempt in March 1568, Mary disguised herself as a laundress and tried to escape from the castle by boat. But when the boatmen she attempted to hire noticed her pristine hands and beautiful face, her identity was revealed and her plan foiled (though remarkably, she did manage to return to her cell without the castle's guards learning of her ploy). Determined to succeed, Mary fled the prison again on May 2, 1568. With the help of an orphan she befriended at the castle, she was able to get out of the castle, across by boat to the mainland, and successfully away on a horse stolen from her captors' stables.

The Tower of London is now a museum. [Enlarge](#) Photo credit: © Royalty-Free/Corbis

Tower of London (England)

The Tower of London has served as a royal palace, arsenal, royal mint, menagerie, and public records office. But its best-known role, which lasted for 850 years, was as a dark, dank, and bone-numbingly cold political prison. Dozens of accused spies, traitors, and prisoners of war imprisoned therein made bids for freedom over the centuries, and a lucky and wily few succeeded.

In 1597, a Jesuit priest named John Gerard made a hair-raising escape. After hacking away at the stones around the door to his cell, Gerard sneaked past the guards in the corridors one night and reached a high wall overlooking the moat. Down below, a boat he had arranged through a sympathetic prison warden waited in the darkness. The boatmen tossed him a rope, which Gerard tied to a nearby cannon. When he received a signal that his accomplices had tied off the other end of the rope across the moat, Gerard slid down the rope to freedom. He was never recaptured.

The Earl of Nithsdale, who was jailed in the Tower in 1715 for his role in the Jacobite Rebellion, made a less physically demanding exit. During a visit by his wife and her three ladies-in-waiting, Nithsdale donned the clothes of one of the ladies-in-waiting, a Mrs. Mills, and simply walked out with the other three. (Mrs. Mills, now wearing another set of clothes she had brought with her, left separately before the alarm was raised.) Safely away from the Tower, Nithsdale bribed a boatman to carry him and his wife out of the country; they eventually settled in Rome.

The final escape in the Tower of London's reign as a prison revealed security so lax it is perhaps best that the Tower soon thereafter became a British national monument and museum. A British soldier taken into custody during World War I for writing phony checks became bored one night, even though he was allowed as many visitors to his cell as he wanted. Leaving his unlocked cell, he made his way past the guards by nonchalantly strolling past them wrapped in an overcoat. They took him to be just another visitor, and he headed out for some nighttime fun in central London. Curiously, he returned to the Tower later that night and attempted to reimprison himself.

Venice's picturesque Bridge of Sighs connects the Palazzo Ducale (left) and the erstwhile Leads prison. [Enlarge](#) Photo credit: © Dennis Degnan/Corbis

Giacomo Casanova (Italy)

In 1755, Giacomo Casanova was sentenced to five years in Venice's famously forbidding prison, "the Leads," for repeatedly committing adultery. A determined escape artist in both marriage and prison, Casanova began plotting his exit not long after he arrived at the Leads, which was named for the lead that coated its walls and roof. As he later put it, "It has always been my opinion that when a man sets himself determinedly to do something and thinks of nought but his design, he must succeed despite all the difficulties in his path...."

Casanova found an iron rod in the prison yard and fashioned it into a digging tool. For several months, he secretly worked on a tunnel that would take him out of his cell. His hopes were dashed, however, when he was suddenly forced to move to another cell. Realizing the guards would carefully watch him in his new cell, Casanova gave his iron tool, which he had managed

to retain, to the prisoner in the next cell, a monk named Balbi, and begged him to dig one tunnel joining their cells and another between the monk's cell and the outside. Balbi agreed, and when he had completed the tunnels, both prisoners crawled out of Balbi's cell and managed to escape from the Leads using the iron tool to force open doors and gates in their way. Once they arrived in central Venice, Balbi and Casanova split up. The police searched for them everywhere to no avail.

Henry "Box" Brown (North Carolina)

Escape stories abound about runaway slaves, many of whom used the Underground Railroad to reach the freedom of the North. Less common are stories about slaves who successfully escaped on their own. One of the most audacious escapes was that of Henry Brown, who was born as a slave in 1816. After his owner suddenly sold Brown's wife and children to a new owner in another state, Brown made an agonizing solo escape to freedom on March 19, 1849.

Brown had a sympathetic carpenter build a box three feet long and two feet wide. After writing "right side up with care" on the outside of the box, two friends mailed the box, with Brown squeezed inside of it, from North Carolina to the Pennsylvania Anti-Slavery Society in Philadelphia. The journey lasted over 27 hours. Brown had water and ventilation holes, but for several hours, despite the box's label, he remained upside down. He made it, however, and later became an active member in Philadelphia's abolitionist community.

William F. Cody (Colorado)

Popularly known as Buffalo Bill, William F. Cody was a buffalo hunter, U.S. Army Scout, and Indian fighter who helped create the myth of the Wild West with his traveling variety show, the melodramatic "Wild West Congress of Rough Riders of the World." Known for his accurate marksmanship, courage, endurance, and brutal fights with Indians, Cody made one of the most fearless escapes in American history.

In the early 1860s, Indians captured Cody near Fort Larned, Colorado. Knowing that his captors' supply of meat was low, Cody convinced them to let him lead them to a nearby herd of cattle he knew of. Though a large group surrounded him as they traveled, Cody, who was allowed to ride in front, eventually broke free and urged his mule into a brisk canter. For six miles, the Indians pursued Cody, who never had more than a half-mile lead. Though the Indians shot arrows at him and tried to knock him off his mule, Cody prevailed, eventually slipping unnoticed into a Fort Larned bar and escaping.

The Great Escape (Germany)

Nazi authorities took great pains to guard against the escape of their prisoners during World War II at both their horrifying civilian concentration camps and at prisons for captured members of the Allied forces. At one of the largest prisons for Allied airmen, Stalag Luft III, the Germans planted seismographs in the ground every 33 feet so that they could detect the sounds of tunneling. They also raised the prison huts off the ground on stilts so that they could observe suspicious digging activity and built a huge trench around the entire prison to form yet another barrier between the prisoners and freedom. Despite all these measures, Stalag Luft III saw one of the biggest mass escapes of all time.

The Germans set the stage for a massive getaway when they chose to put nearly 10,000 strong, militarily trained men in Stalag Luft III together. Free to move about the prison, these

men had nothing better to do than put their collective brainpower and might towards an escape plan. Among the inmates in 1944 were scores of talented miners, carpenters, engineers, even physicists and geologists, all of whom were willing to help execute an escape.

The Escape Committee was run by a South African airman named Roger Bushell, who devised a plan in 1943 to dig three tunnels, "Tom," "Dick," and "Harry." Fully 30 feet deep, each tunnel would lie beyond the reach of the listening devices (see [The Nazi Prison Escape Tunnel](#)). As they dug, the prisoners removed tunnel dirt by trolley, concealed it in the legs of their pants, and later dumped it inconspicuously around the prison grounds. Groups of prisoners took turns guarding the tunnels from the watchful eyes of the Germans and covering for "missing" prisoners when they were underground.

On the 24th of March, 1944, 76 men were able to escape through Harry. Unfortunately, only three of them reached safety (see [Escaping a Nazi Prison Camp](#)). Fifteen were captured and returned to the prison. Eight were sent to a concentration camp (though they ultimately survived the war). The remaining 50, Bushell among them, were rounded up and shot on orders from Hitler himself, who was embarrassed and infuriated by the mass escape. Hoping to deter any further prison breaks, Hitler ordered the ashes of the 50 murdered men scattered at Stalag Luft III by other prisoners.

Dalai Lama XIV (Tibet)

When they gained control of China in 1949, the Communists under Mao Tse Tung vowed to erase religion in China and regain economic and political power of the country's so-called "autonomous regions." Tibet, with its rich natural resources and friendly, pious inhabitants, became an immediate target. In 1959, as Communist armies stormed the Tibetan capital of Lhasa, the Dalai Lama, Tibet's spiritual and political leader, decided he had to try to escape from his homeland in hopes that he could lead his people from a safer perch in exile.

While huge crowds of Tibetans swarmed around the Dalai Lama's summer palace in an attempt to protect him from advancing troops, the Dalai Lama disguised himself in work clothes and crept unnoticed through the crowds and out of the city. "For the first time I was truly afraid," he wrote later, "for if I was caught all would be lost." When he reached the Kyichu River outside the city, he boarded a waiting boat and took it safely across. Eventually, the Dalai Lama, his brother, and a few loyal servants crossed through the Himalayas over the 16,000-foot Che La Pass and into the safety of India, where he has lived ever since.

Character Based Literacy Program Lesson Plan

The Giver, Day 20



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.) Establish and maintain a formal style.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented..

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

Background on thermal imaging technology:

- <http://www.cctv-information.co.uk/cgi-bin/index.cgi?url=http://www.cctv-information.co.uk/isg/thermal.html>
- <http://www.howstuffworks.com/nightvision.htm>

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

condemned-165	relied-166	outlying-166	alert-169	shrubbery-171
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 163-173

Setting	Characters	Pages
On the way out of the community, at night	Jonas	163-164
Jonas's house	Jonas, his parents, Gabriel, Lily	164-165
Outside the community	Jonas, Gabriel	165-173

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Add to an ongoing dictionary of Jonas's community. Write the word, how it's used in modern English, and, as you find out, what it actually means in his community.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity.
- Add new thoughts to your Open Mind Portraits of Jonas and The Giver.
- Post Card Activity – Pretending you are Jonas, write a postcard to The Giver. Tell him how you're doing on your journey, and draw a great picture to show him your new environment. Instructions on post card activities are on the following page.

Post Card Activity

Materials:

- Card Stock Note Cards to make your post card
- Markers, crayons, pens, colored pencils or pencils
- Pictures, graphics, photographs, cartons, or drawings

- Construction paper, scissors and glue sticks if desired

Directions:

A. You are one of the characters in the story. On the back of your postcard write to another character about an event, situation, problem, or person you are dealing with. Include at least 5 sentences, using correct grammar and spelling and giving examples and details.

B. Leave a place for the address of the person to whom you are sending the card and a place for the stamp. You may cut out the one on the reverse side or create your own. The cost of mailing a 5X8 post card is now 39 cents.

C. Add graphics on the front, and write an appropriate caption.

Step 1: Put the name of the character you are going to be.

Step 2: Put the name of the character to who you are going to write.

Step 3: Jot down several ideas (incidences and people) you want to write about.

Step 4: Jot down several ideas for graphics you could use for the front.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Jonas have to leave the community?
2. What challenges does he face on the way?
3. How will Jonas and Gabriel survive?

9. Analyze Analyze the key paragraph.

Key Paragraphs

Jonas reached the opposite side of the river, stopped briefly, and looked back. The community where his entire life had been lived lay behind him now, sleeping. At dawn, the orderly, disciplined life he had always known would

continue again, without him. The life where nothing was ever unexpected. Or inconvenient. Or unusual. The life without color, pain, or past (165.)

All of it was new to him. After a life of Sameness and predictability, he was awed by the surprises that lay beyond each curve of the road. He slowed the bike again and again to look with wonder at wildflowers, to enjoy the throaty warble of a new bird nearby, or merely to watch the way wind shifted the leaves in the trees. During his twelve years in the community, he had never felt such simple moments of exquisite happiness (171.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As Jonas enters a life that is more whole, he becomes happy. Write a paragraph explaining why **a person's happiness is connected to or reliant upon a person's Integrity?**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

How would you protect your self and a loved one if you were out in a bad rainstorm or snowstorm?

What items should you take if you ever go hiking or backpacking in the forest or wilderness areas?

Here is a list of what one might need:

SURVIVAL KITS

The environment is the key to the types of items you will need in your survival kit. How much equipment you put in your kit depends on how you will carry the kit. A kit carried on your body will have to be smaller than one carried in a vehicle. Always layer your survival kit, keeping the most important items on your body. For example, your map and compass should always be on your body. Carry less important items on your load-bearing equipment. Place bulky items in the rucksack.

In preparing your survival kit, select items you can use for more than one purpose. If you have two items that will serve the same function, pick the one you can use for another function. Do not duplicate items, as this increases your kit's size and weight.

Your survival kit need not be elaborate. You need only functional items that will meet your needs and a case to hold the items. For the case, you might want to use a Band-Aid box, a first aid case, an ammunition pouch, or another suitable case. This case should be--

- Water repellent or waterproof.
- Easy to carry or attach to your body.
- Suitable to accept varisized components.

- Durable.

In your survival kit, you should have--

- First aid items.
- Water purification tablets or drops.
- Fire starting equipment.
- Signaling items.
- Food procurement items.
- Shelter items.

Some examples of these items are--

- Lighter, metal match, waterproof matches.
- Snare wire.
- Signaling mirror.
- Wrist compass.
- Fish and snare line.
- Fishhooks.
- Candle.
- Small hand lens.
- Oxytetracycline tablets (diarrhea or infection).
- Water purification tablets.
- Solar blanket.
- Surgical blades.
- Butterfly sutures.
- Chap Stick.
- Needle and thread.
- Knife.

Include a weapon only if the situation so dictates. Read about and practice the survival techniques in this manual. Consider your unit's mission and the environment in which your unit will operate. Then prepare your survival kit.



Character Based Literacy Program Lesson Plan

The Giver, Day 21

Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

- Lois Lowry described some of her thoughts about *The Giver* in her [Newbery Award Acceptance Speech](http://www.loislowry.com/pdf/Newbery_Award.pdf). She gives many of her reasons for writing the book, and she also mentions some theories young readers had about the ending. http://www.loislowry.com/pdf/Newbery_Award.pdf

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

perception-174	yearning-176	trudged-176	summit-177	incision-178
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 174-179

Setting	Characters	Pages
A snowy mountain	Jonas, Gabriel	174-179

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Take a poll of the class, deciding whether Jonas and Gabriel lived or died.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

- Update a KWL chart about Jonas and his community. This could be a whole class or individual activity. What did you learn from Lowry's commentary?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. As Jonas is trudging up the hill, what is happening to Jonas and Gabriel?
2. What happens to the boys at the end of the story?
3. What is the mood of book?
4. Does Jonas show integrity at the end of his journey?

9. Analyze Analyze the key paragraph.

Key Paragraph

Downward, downward, faster and faster. Suddenly he was aware with certainty and joy that below, ahead, they were waiting for him; and that they were waiting, too, for the baby. For the first time, he heard something that he knew to be music. He heard people singing (178-79.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write 2 or 3 paragraph explaining what you think happened to Jonas and Gabe?

- What information from the book can you quote to support your answer?
- What would you have done?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

This book won the Newbury Medal.

The Newbery Medal was named for eighteenth-century British bookseller John Newbery. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the author of the most distinguished contribution to American literature for children.

Here are some other books that have earned this medal. Have you read any of them?

Newbery Medal Winners, 1922 - Present

2013: *The One and Only Ivan* by Katherine Applegate (HarperCollins Children's Books)

2012: *Dead End in Norvelt* by Jack Gantos (Farrar Straus Giroux)

2011: *Moon over Manifest* by Clare Vanderpool (Delacorte Press, an imprint of Random House Children's Books)

2010: *When You Reach Me* by Rebecca Stead (Wendy Lamb Books, an imprint of Random House Children's Books)

2009: *The Graveyard Book* by Neil Gaiman, illus. by Dave McKean (HarperCollins)

2008: *Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz (Candlewick)

2007: *The Higher Power of Lucky* by Susan Patron, illus. by Matt Phelan (Simon & Schuster/Richard Jackson)

2006: *Criss Cross* by Lynne Rae Perkins (Greenwillow Books/HarperCollins)

2005: *Kira-Kira* by Cynthia Kadohata (Atheneum Books for Young Readers/Simon & Schuster)

2004: *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread* by Kate DiCamillo (Candlewick Press)

2003: *Crispin: The Cross of Lead* by Avi (Hyperion Books for Children)

2002: *A Single Shard* by Linda Sue Park (Clarion Books/Houghton Mifflin)

2001: *A Year Down Yonder* by Richard Peck (Dial)

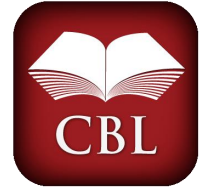
2000: *Bud, Not Buddy* by Christopher Paul Curtis (Delacorte)

- 1999: ***Holes*** by Louis Sachar (Frances Foster)
- 1998: ***Out of the Dust*** by Karen Hesse (Scholastic)
- 1997: ***The View from Saturday*** by E.L. Konigsburg (Jean Karl/Atheneum)
- 1996: ***The Midwife's Apprentice*** by Karen Cushman (Clarion)
- 1995: ***Walk Two Moons*** by Sharon Creech (HarperCollins)
- 1994: ***The Giver*** by Lois Lowry(Houghton)
- 1993: ***Missing May*** by Cynthia Rylant (Jackson/Orchard)
- 1992: ***Shiloh*** by Phyllis Reynolds Naylor (Atheneum)
- 1991: ***Maniac Magee*** by Jerry Spinelli (Little, Brown)
- 1990: ***Number the Stars*** by Lois Lowry (Houghton)
- 1989: ***Joyful Noise: Poems for Two Voices*** by Paul Fleischman (Harper)
- 1988: ***Lincoln: A Photobiography*** by Russell Freedman (Clarion)
- 1987: ***The Whipping Boy*** by Sid Fleischman (Greenwillow)
- 1986: ***Sarah, Plain and Tall*** by Patricia MacLachlan (Harper)
- 1985: ***The Hero and the Crown*** by Robin McKinley (Greenwillow)
- 1984: ***Dear Mr. Henshaw*** by Beverly Cleary (Morrow)
- 1983: ***Dacey's Song*** by Cynthia Voigt (Atheneum)
- 1982: ***A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers*** by Nancy Willard (Harcourt)
- 1981: ***Jacob Have I Loved*** by Katherine Paterson (Crowell)
- 1980: ***A Gathering of Days: A New England Girl's Journal, 1830-1832*** by Joan W. Blos (Scribner)
- 1979: ***The Westing Game*** by Ellen Raskin (Dutton)
- 1978: ***Bridge to Terabithia*** by Katherine Paterson (Crowell)
- 1977: ***Roll of Thunder, Hear My Cry*** by Mildred D. Taylor (Dial)
- 1976: ***The Grey King*** by Susan Cooper (McElderry/Atheneum)
- 1975: ***M. C. Higgins, the Great*** by Virginia Hamilton (Macmillan)
- 1974: ***The Slave Dancer*** by Paula Fox (Bradbury)
- 1973: ***Julie of the Wolves*** by Jean Craighead George (Harper)
- 1972: ***Mrs. Frisby and the Rats of NIMH*** by Robert C. O'Brien (Atheneum)
- 1971: ***Summer of the Swans*** by Betsy Byars (Viking)
- 1970: ***Souder*** by William H. Armstrong (Harper)
- 1969: ***The High King*** by Lloyd Alexander (Holt)
- 1968: ***From the Mixed-Up Files of Mrs. Basil E. Frankweiler*** by E.L. Konigsburg (Atheneum)
- 1967: ***Up a Road Slowly*** by Irene Hunt (Follett)
- 1966: ***I, Juan de Pareja*** by Elizabeth Borton de Trevino (Farrar)
- 1965: ***Shadow of a Bull*** by Maia Wojciechowska (Atheneum)
- 1964: ***It's Like This, Cat*** by Emily Neville (Harper)
- 1963: ***A Wrinkle in Time*** by Madeleine L'Engle (Farrar)
- 1962: ***The Bronze Bow*** by Elizabeth George Speare (Houghton)
- 1961: ***Island of the Blue Dolphins*** by Scott O'Dell (Houghton)
- 1960: ***Onion John*** by Joseph Krumgold (Crowell)
- 1959: ***The Witch of Blackbird Pond*** by Elizabeth George Speare (Houghton)
- 1958: ***Rifles for Watie*** by Harold Keith (Crowell)
- 1957: ***Miracles on Maple Hill*** by Virginia Sorensen (Harcourt)

- 1956: ***Carry On, Mr. Bowditch*** by Jean Lee Latham (Houghton)
- 1955: ***The Wheel on the School*** by Meindert DeJong (Harper)
- 1954: ***...And Now Miguel*** by Joseph Krumgold (Crowell)
- 1953: ***Secret of the Andes*** by Ann Nolan Clark (Viking)
- 1952: ***Ginger Pye*** by Eleanor Estes (Harcourt)
- 1951: ***Amos Fortune, Free Man*** by Elizabeth Yates (Dutton)
- 1950: ***The Door in the Wall*** by Marguerite de Angeli (Doubleday)
- 1949: ***King of the Wind*** by Marguerite Henry (Rand McNally)
- 1948: ***The Twenty-One Balloons*** by William Pène du Bois (Viking)
- 1947: ***Miss Hickory*** by Carolyn Sherwin Bailey (Viking)
- 1946: ***Strawberry Girl*** by Lois Lenski (Lippincott)
- 1945: ***Rabbit Hill*** by Robert Lawson (Viking)
- 1944: ***Johnny Tremain*** by Esther Forbes (Houghton)
- 1943: ***Adam of the Road*** by Elizabeth Janet Gray (Viking)
- 1942: ***The Matchlock Gun*** by Walter Edmonds (Dodd)
- 1941: ***Call It Courage*** by Armstrong Sperry (Macmillan)
- 1940: ***Daniel Boone*** by James Daugherty (Viking)
- 1939: ***Thimble Summer*** by Elizabeth Enright (Rinehart)
- 1938: ***The White Stag*** by Kate Seredy (Viking)
- 1937: ***Roller Skates*** by Ruth Sawyer (Viking)
- 1936: ***Caddie Woodlawn*** by Carol Ryrie Brink (Macmillan)
- 1935: ***Dobry*** by Monica Shannon (Viking)
- 1934: ***Invincible Louisa: The Story of the Author of Little Women*** by Cornelia Meigs (Little, Brown)
- 1933: ***Young Fu of the Upper Yangtze*** by Elizabeth Lewis (Winston)
- 1932: ***Waterless Mountain*** by Laura Adams Armer (Longmans)
- 1931: ***The Cat Who Went to Heaven*** by Elizabeth Coatsworth (Macmillan)
- 1930: ***Hitty, Her First Hundred Years*** by Rachel Field (Macmillan)
- 1929: ***The Trumpeter of Krakow*** by Eric P. Kelly (Macmillan)
- 1928: ***Gay Neck, the Story of a Pigeon*** by Dhan Gopal Mukerji (Dutton)
- 1927: ***Smoky, the Cowhorse*** by Will James (Scribner)
- 1926: ***Shen of the Sea*** by Arthur Bowie Chrisman (Dutton)
- 1925: ***Tales from Silver Lands*** by Charles Finger (Doubleday)
- 1924: ***The Dark Frigate*** by Charles Hawes (Little, Brown)
- 1923: ***The Voyages of Doctor Dolittle*** by Hugh Lofting (Stokes)
- 1922: ***The Story of Mankind*** by Hendrik Willem van Loon (Liveright)

Character Based Literacy Program Lesson Plan

The Giver, Day 22



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a.) Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
- b.) Spell correctly.

SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

*Today is an **optional** reading. Students will read and discuss Lois Lowry's Newberry Award Acceptance Speech from June 1994. The text can be found by following the link under background knowledge.*

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things

http://www.loislowry.com/pdf/Newbery_Award.pdf

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

superficial-1	enclave-2	awry-3	deluded-5	interpretation-7
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Newbery Acceptance Speech p. 1-9

Setting	Characters	Pages
Newberry Award Ceremony	Lowry	1
Tokyo, Japan, 1948	Lowry and her family, Japanese citizens	1-3
College, 1945-1955	Lowry and her friends	3
Island in Maine, 1979	Lowry, Carl Nelson	3-4
Germany, 1989	Lowry, Her son, his German bride Margret	4
A nursing home	Lowry, her 90-year-old father	4
Newberry Awards 1991	Lowry, a woman in the audience, her daughter-in-law Margaret	5
Beacon Hill, Massachusetts	Lowry, her daughter	5-6
Jonas's Community	Jonas, Lowry	6
The Past	Lowry, Children who wrote to her about her books	6-7
Lowry's past	Lowry, people who influenced her	8
Lowry's present	Lowry, people who helped her, The Giver	8-9

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible project:

- Come up with a list of questions that students in the class would ask the author if they had the opportunity to meet her.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

- Complete an Open Mind Portrait for the author. What might she have been thinking when planning and writing *The Giver*.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What experiences in Lois Lowry's personal life are directly connected to the events in *The Giver*.
2. Why did she write the book?
3. What do you think she would hope you learn from it?
4. Does Lois Lowry have integrity? How do you know?

9. Analyze Analyze the key paragraph.

Key Paragraph

The man that I named The Giver passed along to the boy knowledge, history memories, color, pain, laughter, love, and truth. Every time you place a book in the hands of a child, you do the same thing.
It is very risky (9).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Final Writing Task

Write a five-paragraph essay explaining to your reader why the majority of people in Jonas's community lack integrity.

or

Write a five-paragraph essay explaining to your reader why you believe Jonas possess integrity.

- In either case, you may assume that your reader is familiar with Jonas and his story.
- Be sure to include a strong thesis statement.
- Use at least three rhetorical devices in you arguments.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world

Activities for *The Giver* by day

Day	Dictionary	Assignments	Names	Rhetorical Device Scavenger Hunt	Other Activities
1	release usage nurturer				KWL about the Community
2	Newchild Family Unit Assignment Recreation Time Comfort Object	Nurturer Namer Elder Receiver of Memory Laborer Doctor Engineer Law and Justice			KWL Advertisement for Utopia
3	Birthmother Elevens Birthing Center chastisement	Birthmother	Jonas Lily Asher Natasha		KWL Open Mind Portrait - Jonas
4		Planning Committee Instructor of Elevens Food Production Caretaker	Fiona Larissa Benjamin Roberto Edna		KWL OMP - Larissa
5	Stirrings		Gabriel		KWL Venn Diagram – Jonas and Asher
6	Loss Replacement Elsewhere Match	Pilot Engineer night crew Sanitation Laborer	Caleb		List of Ceremonies KWL

Day	Dictionary	Assignments	Names	Rhetorical Device Scavenger Hunt	Other Activities
7	discipline wand	Chief Elder Fish Hatchery Attendant Director of Recreation Caretaker of the Old Instructor of Threes Instructor of Sixes	Pierre Madeline Inger Isaac		KWL Beginning-Middle-End Chart
8	selected integrity				KWL Plot Profile Chart
9	sleepingroom Not-To-Be-Spoken				KWL OMP - Jonas Setting Chart
10		attendant		Introduce the Scavenger Hunt	KWL OMP – Jonas
11	climate control Sameness	The Giver		Appeal to Logic	KWL OMP - Jonas Character Profile Chart - Jonas
12	wisdom	genetic scientist		Anecdote	KWL OMP - Jonas
13	Childless Adults	Delivery Crews Landscape Workers Gardening Crew		Expert Opinion	KWL OMP – Jonas OMP – The Giver
14				Appeal to Emotion	KWL OMP – Jonas/ The Giver Character Interaction Chart – Jonas/Father/Gabriel
15	family love			Commonly Accepted	KWL OMP – Jonas/The

Day	Dictionary	Assignments	Names	Rhetorical Device Scavenger Hunt	Other Activities
	grandparents parents-of-the-parents individual			Belief	Giver
16	holiday Storehouse	storyteller	Tanya Jonathan	Quotation	KWL OMP – Jonas/The Giver Character Interaction Chart – Jonas/The Giver/Asher
17		Speaker	Rosemary	Evidence	KWL OMP – Jonas/The Giver
18	Hall of Closed Records Release			Law	KWL OMP – Jonas/The Giver Cube Persuasive Essay
19	Hearing-beyond	Path-Maintenance	Katharine	Agreements	KWL OMP – Jonas/The Giver Suitcase Bookmark
20					KWL OMP – Jonas/The Giver Postcard Activity
21					KWL OMP – Jonas/The Giver
22					KWL – Lois Lowry OMP – Lois Lowry