

Character Based Literacy Program

Independent Study Lesson Plan

The Giver, Introduction



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.

Summary

- This is a complicated book that often requires a second look at the text to figure out what is really going on.
- The Rhetorical Devices Scavenger Hunt is a great tool for helping you develop effective arguments to use in convincing persuasive essays. It's referred to throughout the lesson plan.
- 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. You could draw scenes from Jonas's life on a background, which would progressively become more colorful and more interesting.

Character Based Literacy Program

Independent Study Lesson Plan

The Giver, Week 1



PREPARE

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.

What does the name Gabriel mean? What does your name mean?

What is the AARP? What are some issues that affect older Americans today? How are older Americans treated in our society?

Define puberty and adolescence. What are typical reactions to these times in a person's life?

Word Wall Here are vocabulary words to add to the Word Wall.

community (1)	released (2)	inconveniencing (3)	apprehensive (4)	assigned (8)
fascinated (12)	acquired (12)	receiver (14)	aptitude (15)	chastise (20)
dangling (23)	humiliation (23)	dwelling (25)	incident (25)	renewal (25)
invariably (26)	hasten (27)	accomplishments (27)	disgrace (28)	serene (28)
reluctantly (34)	necessary (36)	tidied (36)	reassuring (37)	pleasurable (39)

READ

Read Read the selection.

Read p. 1-39

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Dictionary

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.	

- Some possible new words/phrases: Newchild, Family Unit, Assignment, Recreation Time, Comfort Object.
- Some possible new words/phrases: Birthmother, Elevens, Birthing Center, chastisement.

Assignment's Chart

Create a chart of Assignments mentioned in the novel. Discuss the kind of skill level and education that might be needed for each.

- Some possibilities: Nurturer, Namer, Elder, Receiver, Laborer, Doctor, Engineer, Law and Justice, Birthmother, Planning Committee, Instructor of Elevens, Food Production, and Caretaker.

Names

Create a list of names used in the novel. Look up their meanings.

EXPLORE

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

KWL Chart

Begin a KWL chart about Jonas and his community. Update it as you read.

Advertisement

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.

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.

Open Mind Portrait

Create an Open Mind Portrait for Jonas. 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?

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 head shot 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 head shot 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

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

Venn Diagram

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.

Discussion

Key Questions, p. 1-11

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?

Key Questions, p. 12-19

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?

Key Questions, p. 20-25

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?

Key Questions, p. 26-33

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?

Key Questions, p. 34-39

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?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 2

"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 released from the community was a final decision, a terrible punishment, and overwhelming statement of failure " (p. 2).

Writing Task

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."

Key Paragraph, p. 14

“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, as far as he knew; 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” (p. 14).

Writing Task

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 outcomes. You may use the one above, or alter it to make it your own.

Key Paragraph, p. 20

“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” (p. 20).

Writing Task

“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.

Key Paragraph, p. 31

“‘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’” (p. 31).

Writing Task

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.

Key Paragraph, p. 39

"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" (p. 39).

Writing Task

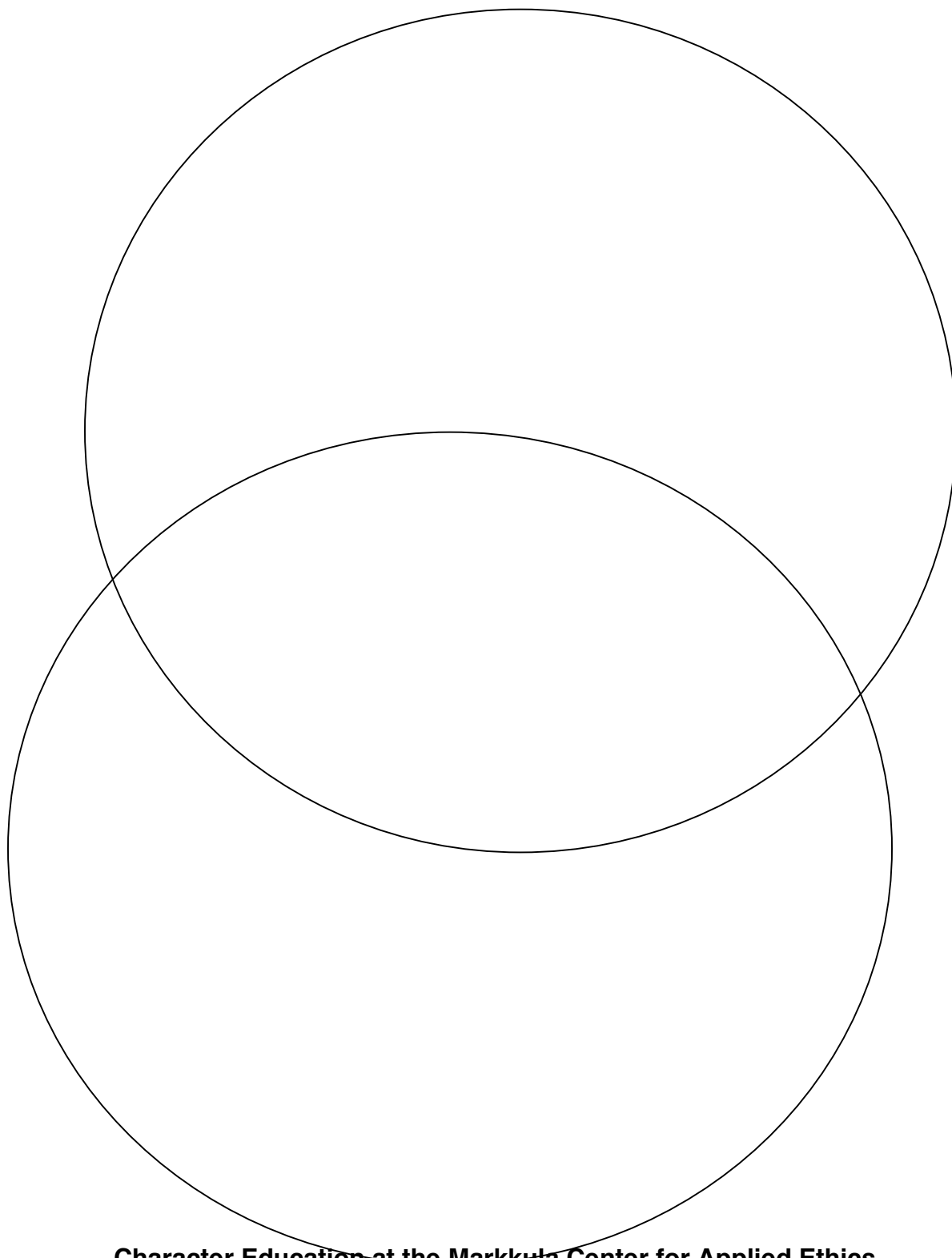
It is becoming apparent that Jonas's community controls everything in people's lives, even their emotions. Can a person grow and gain knowledge without feelings? Can a person become a person of integrity without feelings or emotions?

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.

Name _____
Date _____

6g6 Venn Diagram Chart



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?

Character Based Literacy Program

Independent Study Lesson Plan

The Giver, Week 2



PREPARE

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?

Jonas's society is based on several Marxist ideas. What is Marxism?

There are very few books in Jonas's community. Throughout history, societies have banned books to level control over people. What are some books that are currently banned in certain schools in the US? Why are they banned?

Word Wall Here are vocabulary words to add to the Word Wall.

inadequate (42)	replacement (44)	discarded (46)	meticulously (48)	conclude (49)
exasperated (50)	standardize (52)	designated (53)	acquisition (54)	precision (55)
solemnly (66)	honored (66)	exempted (68)	excruciating (70)	empowered (71)
automatically (73)	discomfort (73)	diminish (76)	gestured (76)	exhilarating (78)
vibrant (59)	astonishment (60)	unease (61)	wisdom (63)	capacity (63)

READ

Read Read the selection.

Read p. 40-79

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Job List

Add to your list of jobs in Jonas's community. Some things to add might be Pilot, Engineer, night crew, Fish Hatchery Attendant, Doctor, Engineer, Law and Justice, Instructor of Threes, Instructor of Sixes, Recreation Director, Receiver, Receiver of Memory.

List of Ceremonies

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

Dictionary

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

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

KWL Chart

Update a KWL chart about Jonas and his community.

Beginning-Middle-End Chart

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 are 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.

Plot Profile Chart

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.

Open Mind Portrait

Add new thoughts to and continue an Open Mind Portrait for Jonas.

Setting Chart

Complete a Setting Chart for the Community.

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.

Rhetorical Devices Scavenger Hunt

This week, you will begin a rhetorical devices scavenger hunt that will lead to the final writing project. You will fill in the boxes on the scavenger hunt with different kinds of

evidence from the novel, linked to your writing tasks. Earlier, you wrote a thesis statement for an essay that argues that the majority of people in the community either have or lack Integrity. Write that thesis statement at the top of the blank Scavenger Hunt.

Discussion

Key Questions, p. 40-49

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?

Key Questions, p. 50-58

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?

Key Questions, p. 59-64

1. What is the difference between Assignment and Selection?
2. What is the Receiver of Memory?
3. Why might the Receiver of Memory 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?

Key Questions, p. 65-71

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?

Key Questions, p. 72-79

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?

EXTEND

Write Write a short product from today’s prompt to connect to the unit theme.

Key Paragraph, p. 48

“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” (p. 48).

Writing Task

Jonas’s community is so careful in making sure everyone lives 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?

Key Paragraph, p. 51

“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” (p. 51).

Writing Task

Our definition of Integrity states that *Integrity requires that the 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.

Key Paragraph, p. 62

“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’” (p. 62).

Writing Task

Our definition of Integrity states: *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.*

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

Key Paragraph, p. 71

“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?*” (p. 71.)

Writing Task

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?

Key Paragraph, p. 77

“The man sighed, 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’” (p. 77.)

Writing Task

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?

2g6 Beginning-Middle-End Chart

Name _____
Date _____

Beginning	Middle	End

Name _____
Date _____

5.3g6 Plot Profile Chart

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

Setting Chart

Name _____

Where	When
Time	Weather

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

Character Based Literacy Program

Independent Study Lesson Plan

The Giver, Week 3



PREPARE

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

How do human beings perceive color?

"The needs of the many outweigh the needs of the few." Where does this quote come from? Do you agree with it?

Word Wall Here are vocabulary words to add to the Word Wall.

sensations (80)	mound (81)	overwhelmed (82)	obsolete (84)	comforting (85)
soundly (88)	perceived (92)	confirm (92)	consciousness (93)	glimpse (93)
certainty (98)	startlingly (100)	corpse (100)	rarely (103)	bitterly (105)
agony (110)	burdened (113)	whimpering (113)	identical (114)	confess (117)
stench (120)	gleaming (122)	solitude (122)	concept (125)	meaningless (127)

READ

Read Read the selection.

Read p. 80-129

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Dictionary

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, Childless Adults, Elsewhere, relief-of-pain, and pain. Talk about the differences in how we see words and how Jonas and his family see words like *family*, *love*, *grandparents*, *individual*.

Job List

Add to your list of community jobs. Today you could add The Giver or genetic scientist, Delivery Crews, Landscape Workers, and Gardening Crew.

EXPLORE

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

KWL Chart

Update a KWL chart about Jonas and his community.

Open Mind Portrait

Add new thoughts to your Open Mind Portrait of Jonas. Create a new Open Mind Portrait for The Giver.

Rhetorical Devices Scavenger Hunt

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.

Character Interaction Chart

Complete a 5g6 Character Interaction Chart for Jonas, his Father, and Gabriel.

Character Profile Chart

Complete Character Profile Chart for Jonas.

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.

Discussion

Key Questions, p. 80-87

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?

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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?

Key Questions, p. 88-96

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 do you think Jonas will learn next?

Key Questions, p. 97-107

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?

Key Questions, p. 108-117

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?

Key Questions, p. 118-129

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?"

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 83-84

"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’” (p. 83-84).

Writing Task

What did people in the community believe was the logical response to their environment? Do you believe they behaved logically? **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?

Key Paragraph, p. 95

“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’” (p. 95).

Writing Task

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 they have limited access to the world?

Key Paragraph, p. 105

“‘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’” (p. 105).

Writing Task

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?

Key Passage, p. 113

“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’” (p. 113.)

Writing Task

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?

Key Passage, p. 125-126

“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” (p. 125-126).

Writing Task

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?

4g6 Character Profile Chart

Name _____

The diagram is a central vertical rectangle labeled "Character". To its left and right are two identical structures. Each structure consists of a central vertical rectangle labeled "Trait 1" (left) or "Trait 2" (right). To the left of each "Trait" rectangle are two smaller rectangles, one labeled "example 1" and one labeled "example 2". To the right of each "Trait" rectangle are two smaller rectangles, one labeled "example 1" and one labeled "example 2". The "Trait" rectangles are connected to the "Character" rectangle by diagonal lines. The "example 1" and "example 2" rectangles are connected to the "Trait" rectangles by diagonal lines.

example 1

Trait 1

example 1

example 2

example 2

Character

Trait 2

example 1

example 2

example 1

Trait 3

example 1

example 2

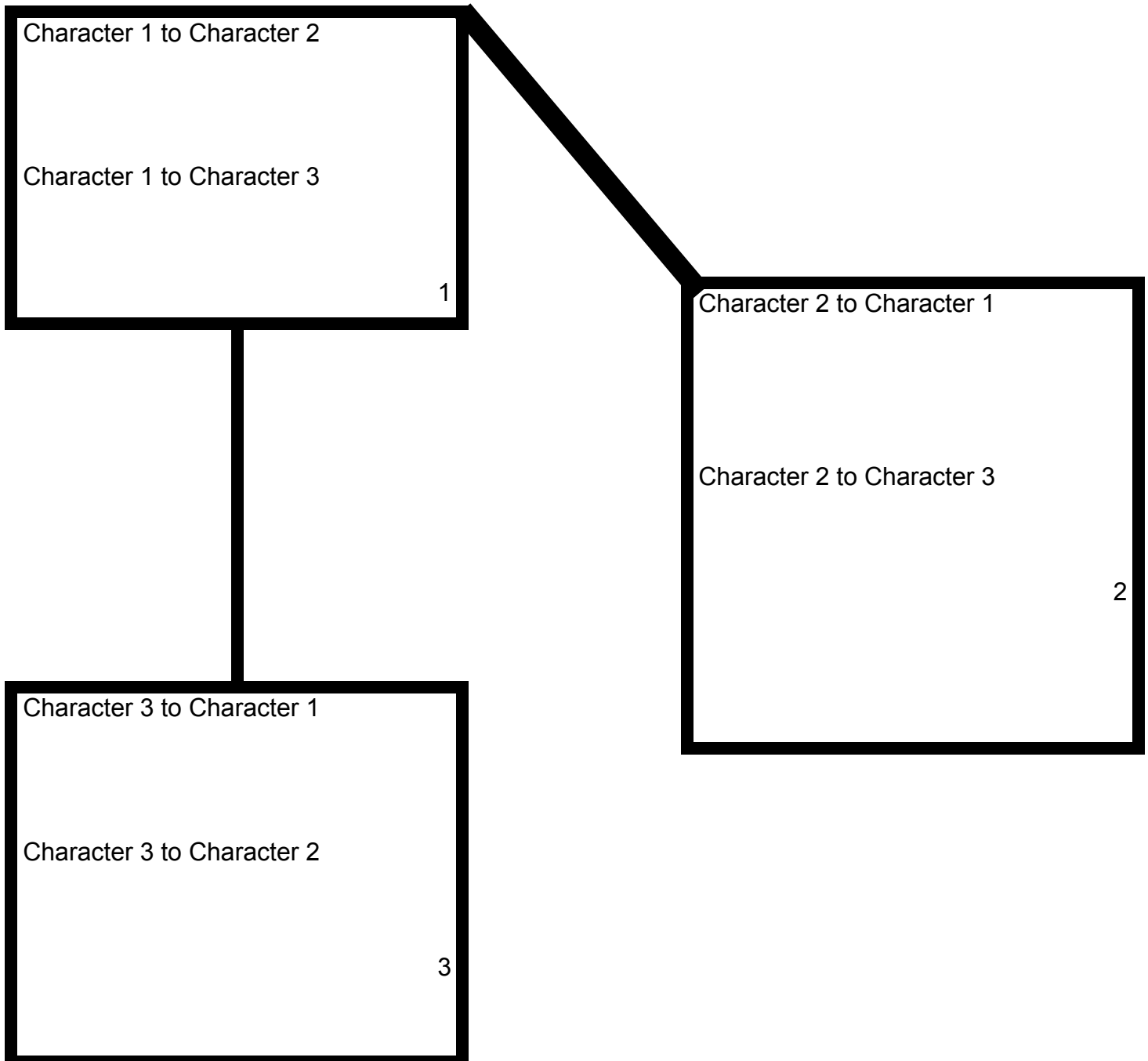
example 2

Trait 4

example 1

example 2

Name _____



Character Based Literacy Program

Independent Study Lesson Plan

The Giver, Week 4



PREPARE

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. Should children be allowed to play with toy weapons? Please elaborate on your opinion.

What is Euthanasia? Why is it controversial?

Which US states still use the Death Penalty?

What is thermal imaging technology? How is it used?

Word Wall Here are vocabulary words to add to the Word Wall.

surged (133)	irritated (134)	expertise (134)	cruel (134)	loss (135)
despite (141)	transfer (142)	insisted (143)	duty (144)	amused (148)
seldom (146)	confusing (146)	wincing (149)	chute (150)	emerge (151)
notify (152)	emphatically (157)	errand (158)	frequently (160)	occasional (161)
condemned (165)	relied (166)	outlying (166)	alert (169)	shrubby (171)

READ

Read Read the selection.

Read p. 130-173

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Dictionary

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."

Job List

Add Storyteller and Path-Maintenance to the list of jobs in the community.

EXPLORE

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

KWL Chart

Update a KWL chart about Jonas and his community.

Open Mind Portrait

Add new thoughts to your Open Mind Portraits of Jonas and The Giver.

Rhetorical Devices Scavenger Hunt

Find a quote and an example of a law from this week'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.

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.

Character Interaction Chart

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?

Cube

Cube the parts of your persuasive essay.

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.

1. 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.
2. 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 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

1. 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. Any side of the cube can be used to write a paragraph.

Suitcase Bookmark

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.

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 packing a suitcase. 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

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

Postcard

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.

Materials:

- Card Stock Note Cards to make your post card
- Markers, crayons, pens, colored pencils or pencils
- Pictures, graphics, photographs, cartoons, or drawings
- Construction paper, scissors and glue sticks if desired

Discussion

Key Questions, p. 130-138

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?

Key Questions, p. 139-145

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)?

Key Questions, p. 146-151

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?

Key Questions, p. 152-162

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?

Key Questions, p. 163-173

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?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 135

"Jonas trudged to the bench beside the Storehouse and sat down, overwhelmed with feelings of loss. His childhood, his friendships, 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" (p. 135).

Writing Task

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?

Key Paragraph, p. 143

"'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'" (p. 143).

Writing Task

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 whether **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?

Key Paragraph, p. 151

“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” (p. 151).

Writing Task

Write a paragraph that answers the following question: Did Rosemary have 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?

Key Paragraph, p. 154

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

Writing Task

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?

Key Paragraph, p. 165 & 171

“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” (p. 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” (p. 171.)

Writing Task

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?**

Name _____

5g6 Character Interaction Chart

The diagram consists of three rectangular boxes connected by lines. Box 1 is at the top left, Box 2 is at the top right, and Box 3 is at the bottom left. A diagonal line connects the top-right corner of Box 1 to the top-left corner of Box 2. A vertical line connects the bottom-left corner of Box 1 to the top-left corner of Box 3.

Box 1 (Top Left):

- Character 1 to Character 2
- Character 1 to Character 3
- 1

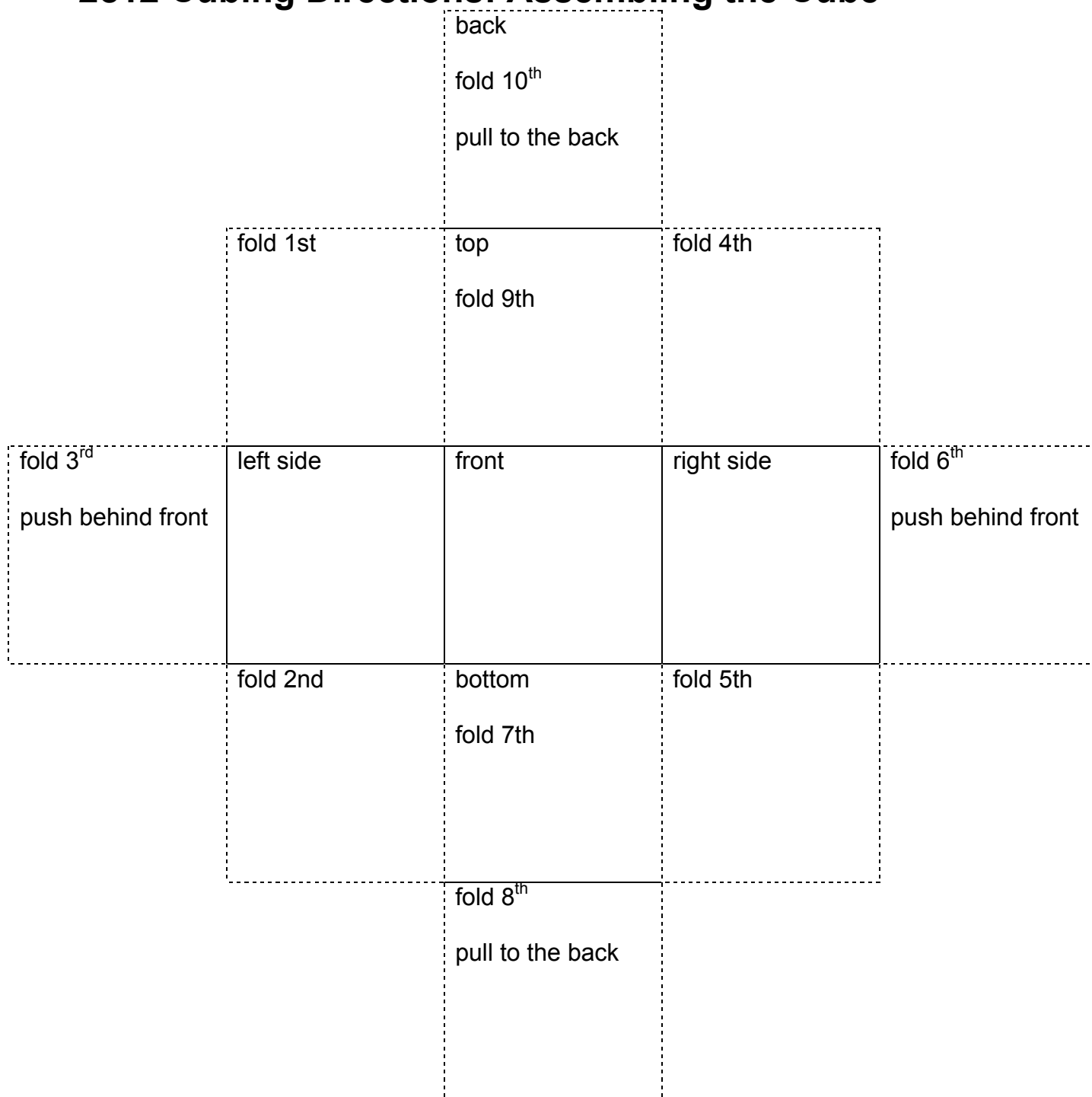
Box 2 (Top Right):

- Character 2 to Character 1
- Character 2 to Character 3
- 2

Box 3 (Bottom Left):

- Character 3 to Character 1
- Character 3 to Character 2
- 3

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?		

Character Based Literacy Program

Independent Study Lesson Plan

The Giver, Week 5



PREPARE

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.

*Part of today's reading is **optional**. The optional part is Lois Lowry's Newbery Award Acceptance Speech from June 1994. The text can be found by following the link under background knowledge.*

Lois Lowry described some of her thoughts about *The Giver* in her Newbery Award Acceptance Speech. 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/index.php?Itemid=200&id=81&option=com_content&view=article#newbery-acceptance-speech-the-giver-june,-1994 .

Word Wall Here are vocabulary words to add to the Word Wall.

perception (174)	yearning (176)	trudged (176)	summit (177)	incision (178)
superficial (1)	enclave (2)	awry (3)	deluded (5)	interpretation (7)

READ

Read Read the selection.

Read p. 174-179 (*The Giver* – **NOT optional**)

Read 1-9 (Lowry's Newbery Award Acceptance Speech – optional)

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Prediction

Decide whether Jonas and Gabriel lived or died.

Questions

Come up with a list of questions that you would ask the author if you had the opportunity to meet her.

EXPLORE

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

KWL Chart

Update a KWL chart about Jonas and his community. What did you learn from Lowry's commentary?

Open Mind Portrait

Complete an Open Mind Portrait for the author. What might she have been thinking when planning and writing *The Giver*.

Discussion

Key Questions, p. 174-179 (*The Giver*)

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?

Key Questions, p. 1-9 (Lowry's Newbery Award Acceptance Speech)

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?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 178-179

"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).

Writing Task

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?

Key Paragraph, p. 9

“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” (p. 9).

Character Based Literacy Program
Independent Study Lesson Plan
***The Giver*, Final Writing Task**



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.

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.