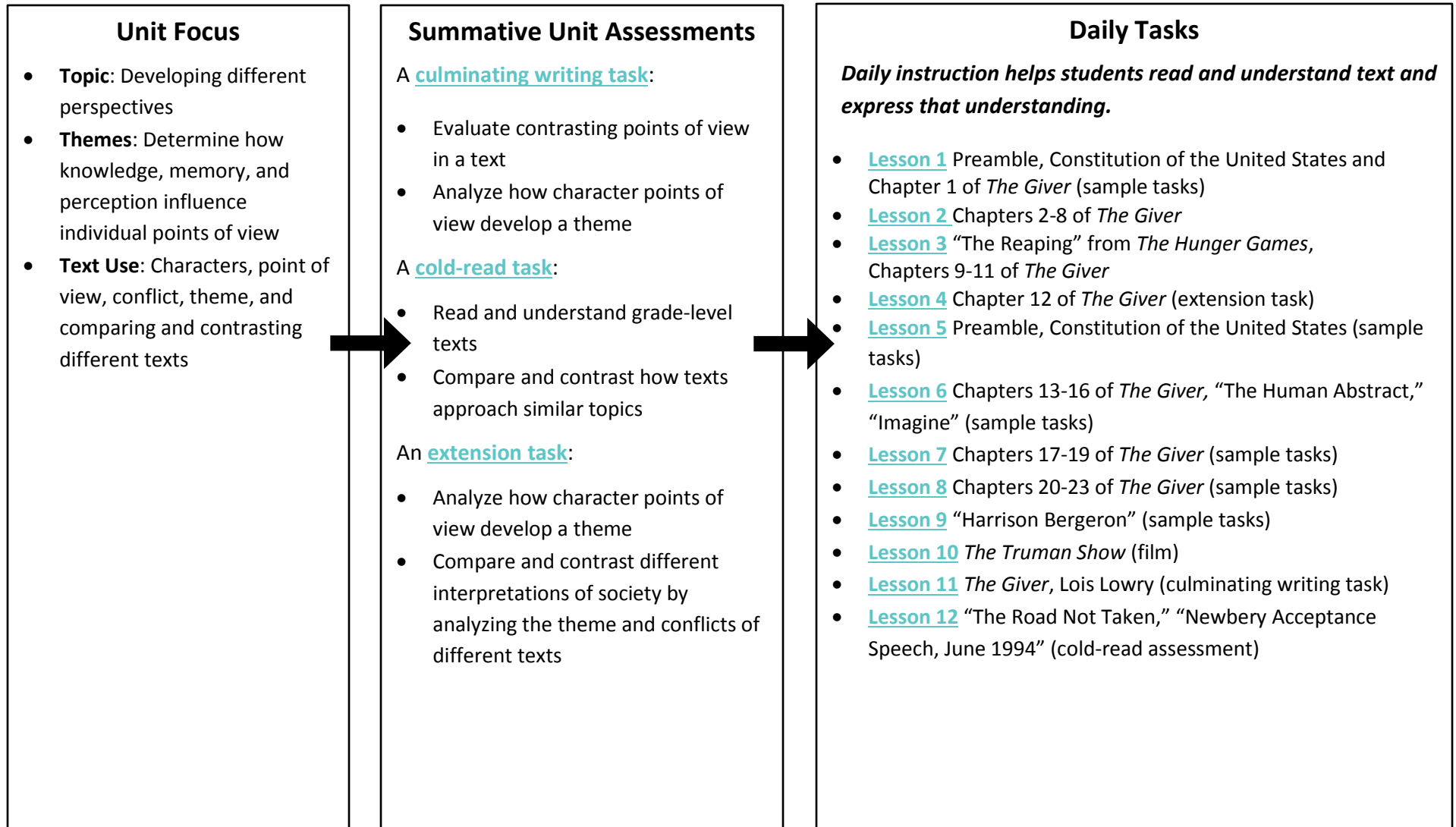


## UNIT: THE GIVER

<p><b>ANCHOR TEXT</b><sup>1</sup> <i>The Giver</i> by Lois Lowry (literary)</p> <p><b>RELATED TEXTS</b></p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"><li>• “The Reaping” from <i>The Hunger Games</i>, Suzanne Collins</li><li>• “<a href="#">The Human Abstract</a>,” William Blake (poem)</li><li>• “<a href="#">Harrison Bergeron</a>,” Kurt Vonnegut Jr.</li><li>• “<a href="#">The Road Not Taken</a>,” Robert Frost (poem)</li></ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"><li>• <a href="#">Preamble</a>, Constitution of the United States</li><li>• “<a href="#">Newbery Acceptance Speech, June 1994</a>,” Lois Lowry</li></ul> <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"><li>• Clip from <i>The Hunger Games</i>, Gary Ross (film)</li><li>• “<a href="#">Imagine</a>,” John Lennon (song and video)</li><li>• <i>The Truman Show</i>, Peter Weir (film)</li></ul> <p><b>TEXT NOTE:</b> <i>The Giver</i> contains sensitive scenes (in Chapter 19). Teachers should review it prior to reading with students and inform families that it is being used.</p>	<p><b>UNIT FOCUS</b></p> <p>Students consider how individual perspectives are shaped by knowledge and memory. Through the study of dystopian literature and related texts, students will explore common themes, characters, and contrasting points of view. Students will also compare various texts to evaluate whether perfection is worth a sacrifice.</p> <p><b>Text Use:</b> Characters, point of view, conflict, theme, and comparing and contrasting different texts</p> <p>Reading: <b>RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.9, RI.7.10</b></p> <p>Writing: <b>W.7.1a-e, W.7.2a-f, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10</b></p> <p>Speaking and Listening: <b>SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</b></p> <p>Language: <b>L.7.1a, L.7.2a-b, L.7.3a, L.7.4a-d, L.7.5a-c, L.7.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 116:</b> Text Set and Unit Focus</p> <p><b>Page 117:</b> <i>The Giver</i> Unit Overview</p> <p><b>Pages 118-121:</b> Sample Unit Assessment Tasks: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p><b>Page 122:</b> ELA Instructional Framework</p> <p><b>Pages 123-135:</b> Text Sequence and Use for Whole-Class Instruction</p>
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<sup>1</sup> A complete version of this unit is available as a Grade 7 Sample Unit Plan at <http://www.louisianabelieves.com/resources/library/year-long-scope-sequence>.

## The Giver Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>2</sup>

Analyze how Jonas’s point of view is different from the other characters in *The Giver* and why that is important. **(RL.7.6)** Write an essay that identifies Jonas’s point of view and analyzes how it is developed throughout the novel. Conclude the essay by identifying a theme of *The Giver* and explaining how Jonas’s unique point of view illustrates that theme. **(RL.7.2, RL.7.3, W.7.1a, W.7.10)** Provide reasons and relevant evidence, including direct quotations with page numbers, to support your claim logically and demonstrate an understanding of the text. **(RL.7.1, W.7.1b, W.7.9a)**

**Teacher Note:** *The completed writing should use grade appropriate words and phrases, as well as a variety of sentence patterns and language. (W.7.1c, d, e; L.7.3a, L.7.6) The writing should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.7.2a-b) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.7.4, W.7.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Developing different perspectives</li> <li>• <b>Themes:</b> Determine how knowledge, memory, and perception influence individual points of view</li> <li>• <b>Text Use:</b> Characters, point of view, conflict, theme, and comparing and contrasting different texts</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Evaluating contrasting points of view in a text</li> <li>• Analyzing how character points of view develop a theme</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a></li> <li>• <a href="#">Lesson 3</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (use this task)</li> </ul>

<sup>2</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

### COLD-READ TASK<sup>3</sup>

Read “[The Road Not Taken](#)” and Lois Lowry’s “[Newbery Acceptance Speech, June 1994](#)” independently and then answer a combination of multiple-choice and constructed-response questions<sup>4</sup> about these texts and in comparison to the other texts in the unit. Be sure to use evidence from the texts to support your answers.

Sample questions:

1. What does the speaker say about choice in “The Road Not Taken?” What lines of the poem reveal the speaker’s ideas about choice? Provide at least two details from the poem to support your response. (RL.7.1, RL.7.2, RL.7.10)
2. Compare the speaker’s beliefs about choice in “The Road Not Taken” to Jonas’s beliefs about choice in *The Giver*. Provide at least one detail from both texts to support your response. (RL.7.1, RL.7.2, RL.7.6, RL.7.10, W.7.9a)
3. Select one of the memories Lois Lowry shares in her acceptance speech. Summarize how the memory is portrayed in *The Giver*. Then explain how Lois Lowry uses and alters her memories to create a section of *The Giver*. Provide details from both texts to support your response. (RL.7.1, RL.7.2, RL.7.9, RI.7.1, RI.7.3, RI.7.10, W.7.9a-b)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Developing different perspectives</li><li>• <b>Themes:</b> Determine how knowledge, memory, and perception influence individual points of view</li><li>• <b>Text Use:</b> Characters, point of view, conflict, theme, and comparing and contrasting different texts</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Reading and understanding grade-level texts</li><li>• Comparing and contrasting how texts approach similar topics</li></ul>	<b>Which tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 5</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 6</a> (sample tasks included)</li><li>• <a href="#">Lesson 9</a> (sample tasks included)</li><li>• <a href="#">Lesson 12</a> (use this task)</li></ul>

<sup>3</sup> Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>4</sup> Ensure that students have access to the complete texts as they are testing.

## EXTENSION TASK<sup>5</sup>

Have students select a dystopian novel from a list of possible titles to read in addition to *The Giver*. Some possible texts are listed below. The texts are listed in order of complexity from least to greatest. *1984* is more appropriate for advanced readers. Similar to *The Giver*, the readability of some texts is below grades 6-8; however, the content of them is complex, which makes understanding the texts more difficult.

Possible texts:

- *Maze Runner*, James Dashner
- *Hunger Games*, Suzanne Collins
- *Unwind*, Neal Shusterman
- *Divergent*, Veronica Roth
- *Uglies*, Scott Westerfeld
- *Feed*, M. T. Anderson
- *1984*,<sup>6</sup> George Orwell ([Sample lesson/questions](#)<sup>7</sup>)

Set a schedule and goals for reading and keep track of reading in a [reading log or journal](#).<sup>8</sup> Respond in writing to teacher-provided text-dependent prompts or tasks (see Teacher Note below for instructional opportunities). If groups of students read the same novel, engage them in [literature circle](#)<sup>9</sup> discussions around a set of questions (either teacher- or student-created) about the shared text and in comparison to *The Giver*. (SL.7.1a-d, SL.7.6)

Have students write an essay that identifies the theme of their chosen novel. Then have students compare and contrast the theme of their novel with the theme of *The Giver*. Explain how the theme is developed in each text. Use evidence from the text to support claims. (RL.7.1; RL.7.2; W.7.1a-b, e; W.7.2a-b, f; W.7.9a; W.7.10)

Have students present the information to the class as a group in a multimedia presentation that presents the common theme, and then logically explains how it is developed similarly and differently in each text. (SL.7.4, SL.7.5, SL.7.6)

**Teacher Note:** *Help structure independent reading for students. When students read the same text, provide opportunities for them to collaborate in reading the texts. Be sure the choices for independent reading are within the grades 6-8 text complexity band or above for advanced readers and have appropriate content for individual students. (RL.7.10)*

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<sup>5</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

<sup>6</sup> <http://ebooks.adelaide.edu.au/o/orwell/george/o79n/>

<sup>7</sup> <http://www.achievethecore.org/file/491>

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/independent-reading>

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

The completed writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns, and language that expresses ideas precisely and concisely, maintaining a formal tone and recognizing redundancy. (W.7.1c, d; W.7.2c, e; L.7.3a; L.7.6) It should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.7.2a-b) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.7.4, W.7.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Developing different perspectives</li> <li>• <b>Themes:</b> Determine how knowledge, memory, and perception influence individual points of view</li> <li>• <b>Text Use:</b> Characters, point of view, conflict, theme, and comparing and contrasting different texts</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Analyzing how character points of view develop a theme</li> <li>• Comparing and contrasting different interpretations of society by analyzing the theme and conflicts of different texts</li> </ul>	<p><b>What tasks help students learn it?</b></p> <p><b>Read and understand the text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a> (begin use of this task)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a></li> <li>• <a href="#">Lesson 12</a> (complete this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>10</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports the language and comprehension development necessary for continual reading growth.

*This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>11</sup></p> <p>“<a href="#">Preamble</a>,” Constitution of the United States</p> <p>Chapter 1 of <i>The Giver</i></p>	<p><b>TEXT DESCRIPTION:</b> One-sentence introduction to the Constitution of the United States, which establishes the purpose for the document. Chapter 1 of <i>The Giver</i> introduces Jonas and his feelings of apprehension about an upcoming ceremony. Through the description of the setting, readers realize that there is something similar but also very different about Jonas’s community.</p> <p><b>TEXT FOCUS:</b> The Preamble provides opportunities to examine academic vocabulary and to explore how the structure of a sentence reflects its ideas. <b>(RI.7.3, RL.7.4, L.7.1a)</b> Chapter 1 of <i>The Giver</i> introduces the setting and key characters of the text. <b>(RL.7.3)</b> Focus students on closely reading the first section of Chapter 1, as it introduces the idea of precise language and the meaning and emotions we attach to words. <b>(RL.7.4, L.7.5c, L.7.6)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read, interpret, and summarize the Preamble. Read Chapter 1 aloud and define key terms and sentences. Students discuss and write responses to show understanding of the text.</p> <p><b>READ AND UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Read the Preamble aloud as students follow along with a printed copy.</li> <li>• Have them determine the meaning of unknown and multiple-meaning words using context clues. For example, have students highlight the verb in each phrase (i.e., <i>establish, insure, provide, promote, secure, ordain, and establish</i>). Then, with a partner, determine a meaning based on context and verify using a dictionary. <b>(L.7.4a, L.7.4d)</b> Have students evaluate the relationships of the words by identifying synonyms and antonyms to demonstrate understanding of the words and their use in the Preamble. <b>(L.7.5b)</b> Discuss the change in meaning that would result from substituting different verbs for those that are used. <b>(L.7.3a, L.7.6)</b></li> <li>• Have students work with a partner to determine the meaning of each clause of the Preamble and break it into two or more shorter sentences. Have them explain how each clause functions in the sentence (i.e., provides an additional reason, elaborates on an idea, makes connections between ideas, etc.). <b>(L.7.4a)</b> Then have the pairs rewrite the Preamble into their own words and answer the following questions: What is a goal of the Constitution? How does the Preamble establish that goal? <b>(RI.7.2, RI.7.3, L.7.1a)</b></li> <li>• Read aloud Chapter 1 of <i>The Giver</i> as students follow along. Stop after the first section of the chapter for students to discuss word choice. Focus students on words with similar definitions but different connotations (<i>frightened, distraught, distracted, nervous, apprehensive</i>). <b>(RL.7.4, L.7.5c, L.7.6)</b></li> </ul>

<sup>11</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• The word “release” is repeated multiple times throughout <i>The Giver</i>, but the meaning of it changes over the course of the text. The repetition and changes in meaning influence how students interpret the word. Have students begin to explore the use of this word by doing the following. <ul style="list-style-type: none"> <li>○ Identify multiple locations where the word “release” is used.</li> <li>○ Determine the meaning of the word at each point based on context clues.</li> <li>○ Compare and contrast the different definitions over the course of the text.</li> <li>○ Discuss why and how the author uses the different definitions throughout. <b>(RL.7.1, RL.7.4, L.7.4a)</b></li> <li>○ Have students return to these notes throughout the unit to identify new uses of “release.”</li> </ul> </li> <li>• Describe Jonas’s community after reading Chapter 1. <b>(RL.7.2)</b> In pairs, have students compare Jonas’s community to their own. Discuss why Jonas’s community is concerned with “word precision.” <b>(RL.7.3, RL.7.6)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have student pairs write a response to the following questions: How is Jonas’s community similar to our own? What is different? What is Lowry’s purpose for describing Jonas’s community as the setting of the novel? Cite evidence from the text to support your response. <b>(RL.7.1, RL.7.9, W.7.9a, W.7.10)</b></li> </ul>
<p><b>LESSON 2:</b></p> <p>Chapters 2-8 of <i>The Giver</i></p>	<p><b>TEXT DESCRIPTION:</b> These chapters provide students additional insight into the structure of Jonas’s community and the many rules that have been established to ensure sameness.</p> <p><b>TEXT FOCUS:</b> These chapters establish Jonas’s point of view, which at this point is not that different from others in his community. In these sections students should analyze how Jonas’s beliefs are shaped by the knowledge that he has at this point in the novel. Focus on the last pages of Chapter 3. Summarize the incident with the apple and use the <b>Notice and Note signpost “Memory Moment”</b><sup>12</sup> to analyze how the flashback connects to present events. <b>(RL.7.3)</b> Identify and explain the various references to “eyes” and “seeing” throughout Chapter 3. Students should consider what patterns or contrasts are developed. <b>(RL.7.1, RL.7.3, RL.7.4, RL.7.6)</b></p>
<p><b>LESSON 3:</b></p> <p>“The Reaping” from <i>The Hunger Games</i> (end of Chapter 1 and all of</p>	<p><b>TEXT DESCRIPTION:</b> <i>The Hunger Games</i> depicts Panem, a modern-day United States with a completely different social structure. This excerpt focuses on The Reaping, in which children of each district are selected as tributes for a fight-to-the death competition. Chapters 9-11 of <i>The Giver</i> explore Jonas’s selection.</p>

<sup>12</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Chapter 2; as needed, the passage about how names are entered), Suzanne Collins</p> <p>The corresponding film clip from <i>The Hunger Games</i>, Gary Ross</p> <p>Chapters 9-11 of <i>The Giver</i></p>	<p><b>TEXT FOCUS:</b> The excerpt and film clip from <i>The Hunger Games</i> help students consider how one person’s choices affect others. It also helps students consider the result of eliminating personal choice. The video should be used for comparison to evaluate the director’s choices after students have first read and engaged with the text. <b>(RL.7.7)</b> The video should also enhance student understanding gained through the text. In chapters 9-11 from <i>The Giver</i> students begin to see how Jonas’s point of view is changing from others in his community. As Jonas gains new knowledge about the community so do the readers. Students should identify the new knowledge he is gaining and the impact this knowledge is having on his perceptions and beliefs about his community, while his fellow community members remain unaware. <b>(RL.7.6)</b> As Jonas begins to question the actions of his community, help students do the same. Have students read the chapters from <i>The Giver</i> individually and create their own questions for group discussions. They may use <b>Notice and Note signposts</b><sup>13</sup> to guide them in targeting places in the text to develop questions. Students can then ask their questions during group or class discussion. <b>(SL.7.1a, c)</b> Focus on the second half of Chapter 9 and the second half of Chapter 11 of <i>The Giver</i>. Have students reread and analyze words and phrases to draw conclusions about characters and their actions and interactions. <b>(RL.7.1, RL.7.3, RL.7.4, RL.7.10)</b></p>
<p><b>LESSON 4:</b></p> <p>Chapter 12 of <i>The Giver</i></p> <p>Begin reading for the <a href="#">Extension Task</a></p>	<p><b>TEXT DESCRIPTION:</b> Chapter 12 of <i>The Giver</i> reveals a surprise about Jonas’s community. Young adult dystopian novels explore belief systems, morality, and follow a main character seeking “truth” while gaining independence. These types of questions and themes resonate with young adults who, in their own way, identify with the same struggles as the main character(s).</p> <p><b>TEXT FOCUS:</b> This chapter continues to build student understanding about how the perceptions of individuals are shaped by knowledge and memory. <b>(RL.7.1, RL.7.6, RL.7.10)</b> Each dystopian novel addresses themes and concepts similar to <i>The Giver</i>, creating opportunities for comparisons. <b>(RL.7.10)</b></p> <p><b>MODEL TASKS</b></p> <ul style="list-style-type: none"> <li>• <b>Note for Small-Group Reading:</b> If students struggle to understand <i>The Giver</i>, support them during small-group reading. Work with students to read additional texts to provide the necessary background knowledge or support comprehension of the anchor by working with students one-on-one. Do not provide a leveled version of the anchor. For example, after reading Chapter 12, a small group of students might read about the science behind seeing color and/or the meaning of colors in different cultures (i.e., the connotations of color) and color psychology. <b>(RL.7.10, RI.7.10)</b> This could build student knowledge and support them in answering key questions for Chapter 12: Why did Jonas’s society remove the ability to see color? <b>(RL.7.2, RL.7.3, L.7.5c)</b></li> </ul>

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>SAMPLE SUMMATIVE TASK:</b> <u>Extension Task</u>: Have students identify the books they will read independently for this task and set up a schedule and reading journal with them so that they finish by the end of the unit.</p>
<p><b>LESSON 5:</b></p> <p><u>Preamble</u>, Constitution of the United States</p>	<p><b>TEXT DESCRIPTION:</b> This is a rereading of the Preamble.</p> <p><b>TEXT FOCUS:</b> The Preamble provides opportunities for exploration of how societies and their belief systems are established, supported, and challenged. This helps students consider how all societies are based on a set of values and rules that at different points in time people question and fight against. In the foundation of a society, choices are made that affect its citizens. The founders of Jonas’s society choose to go to sameness and rid citizens of their choices, while in the United States the founders built a constitution to support choice. This review of the Preamble allows students to explore how a society builds on what it values and prepares them to consider ideas in later lessons: Should choice be allowed if people make choices that negatively affect others? Is experiencing colors, joy, and love worth also experiencing pain, war, and hate? Is perfection worth the sacrifice it takes to obtain it? <b>(SL.7.2)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students reread the Preamble. Students work in groups to research how the Preamble affects their lives today. Students present their findings to the class and discuss.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• In collaborative groups, have students conduct a short research project to consider how our society is supported or challenged by freedoms granted in the Preamble. <b>(W.7.7, SL.7.1b)</b> Take the following steps to complete this task: <ul style="list-style-type: none"> <li>○ Have students identify one of the freedoms the Preamble ensures for our society.</li> <li>○ Have students find a current event that supports or challenges this freedom. Provide students with packets of articles from the news that they can use. <b>(W.7.8)</b></li> <li>○ As part of the research, have students summarize the texts, determining the central ideas and each author’s point of view or purpose, and analyze the texts for how the authors distinguish their position and shape their presentation of ideas by emphasizing different evidence or advancing different interpretations of facts from the other author. Then generate additional, related questions for further possible research about the event. <b>(RI.7.1, RI.7.2, RI.7.6, RI.7.9, W.7.9b)</b></li> <li>○ Have students work in pairs to write a response to the following prompt “How is one of the freedoms granted by the Preamble supported or challenged in today’s society? How does your answer to the previous question reinforce or challenge your belief in that freedom?”</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• After pairs have write their short response, have them prepare a presentation. The presentation should emphasize important points, with descriptions, facts, examples, and quotations of others, and include multimedia components. <b>(W.7.10, SL.7.4, SL.7.5)</b> Follow a standard format for citation throughout the presentation and provide a works cited page or slide. <b>(W.7.8)</b></li> <li>• As groups present, prompt the audience to take notes on each group’s claim. In their notes students should use a graphic organizer that allows them to (1) identify the freedom provided for in the Preamble, (2) identify the evidence and examples that challenge or support in current events, (3) describe the group’s opinion about the events, and (4) determine if the group’s claims were well supported or if they need more evidence. <b>(SL.7.2, SL.7.3)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Groups should present using appropriate speech, style, and volume, while maintaining eye contact. At the end of the presentation, each group should lead a question-and-answer session about the presentation, allowing other students to ask questions about the presentation and use of evidence. <b>(SL.7.1c, SL.7.4, SL.7.6)</b></li> <li>• Following all the presentations, review the main ideas and discuss the values emphasized by the Preamble: <ul style="list-style-type: none"> <li>○ What choices were made by the “founding fathers” of the United States that affect citizens today?</li> <li>○ What decisions did Jonas’s community make that affect its members?</li> <li>○ How does a society build on what it values while ensuring that it stays true to its original beliefs?</li> <li>○ When a challenge arises, how does our society handle that challenge? How does Jonas’s society handle the challenge?</li> <li>○ What sacrifices are made in Jonas’s society that are not made in our society? How does knowing about our country’s foundational beliefs inform your understanding of <i>The Giver</i>? <b>(SL.7.1c, d; SL.7.2; SL.7.6)</b></li> </ul> </li> </ul>
<p><b>LESSON 6:</b></p> <p>Chapters 13-16 of <i>The Giver</i></p> <p>“<a href="#">The Human Abstract</a>,” William Blake</p> <p>“<a href="#">Imagine</a>,” John Lennon</p>	<p><b>TEXT DESCRIPTION:</b> Chapters 13-16 of <i>The Giver</i> continue to describe the sacrifices made to achieve perfection in Jonas’s community. In these chapters students learn more about Jonas’s changing point of view as he gains knowledge that the rest of his community does not have. Jonas begins to understand the pain that can result from increased awareness and choice. “The Human Abstract” discusses mercy, pity, peace, and love. The speaker argues that each virtue would not exist without its opposite, less desirable counterpart. “Imagine” considers what would happen in Lennon’s version of a perfect world.</p>

TEXT SEQUENCE	TEXT USE
	<p><b>TEXT FOCUS:</b> Chapters 13-16 are key to understanding Jonas’s changing point of view and the development of various themes in <i>The Giver</i>. The “Human Abstract” and “Imagine” address similar concepts expressed at this point in <i>The Giver</i> and provide a counterpoint to help students consider whether perfection is something a community can and should achieve.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read <i>The Giver</i> and analyze the impact of social rules on different characters. Students read/listen to the other texts. Students debate the goal of seeking perfection in <i>The Giver</i>.</p> <p><b>READ AND UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Define <i>utopia</i> and <i>dystopia</i> using Greek and Latin roots, and support understanding by determining their relationship. Verify the meaning of words by drawing on evidence from texts read in the unit. <b>(RL.7.1; L.7.4b, d; L.7.5b)</b></li> <li>• Have students read these chapters from <i>The Giver</i> individually or in pairs. Focus students on rereading the first part of Chapter 13, from “ ‘Do you advise them often?’ Jonas was a little frightened...” until the end of that section, and the second section of Chapter 16 for close, analytical reading to determine deep meaning. <b>(RL.7.10)</b></li> <li>• While reading Chapters 13-16 of <i>The Giver</i>, have students analyze how the structure of the characters’ community affects different characters in the story. Record the analysis on a graphic organizer or in notes. <b>(RL.7.1; W.7.9a)</b> For example: <ul style="list-style-type: none"> <li>○ What are the actions of each key character? What do their actions indicate about their understanding of the community? <b>(RL.7.6)</b></li> <li>○ How does each action affect Jonas? <b>(RL.7.3)</b></li> <li>○ What choices does Jonas make that he did not make before? What does this change mean? <b>(RL.7.3)</b></li> <li>○ What does Jonas realize? <b>(RL.7.6)</b></li> </ul> </li> <li>• Have students listen to “Imagine” as a class while they follow along with a printed copy of the lyrics. Despite some of the references, most students are likely to understand the meaning of “Imagine” during the first or second listening, especially in connection to reading <i>The Giver</i>.</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Have students read “The Human Abstract” independently. <b>(RL.7.10)</b></li> <li>• <b>Note for Small-Group Reading:</b> If any students struggle with reading fluency (rubric for assessing reading fluency available <a href="#">here</a><sup>14</sup>), the structure of “<a href="#">The Human Abstract</a>” is suitable for fluency work. Using <a href="#">oral-assisted reading techniques</a><sup>15</sup> (i.e., <a href="#">phrase-cued text lessons</a>,<sup>16</sup> reading while listening to a fluent reading of the same text by another reader [either live or recorded], paired reading in which both readers read the same text aloud, etc.) have students read the poem several times. Work to have students fluently read the poem aloud independently. As students closely read “The Human Abstract” have them use a poetry analysis strategy like <a href="#">TP-CASTT</a><sup>17</sup> to analyze and interpret the words, phrases, and syntax for their function in the poem and to determine meaning, such as tone and theme. <b>(RL.7.1; RL.7.2; RL.7.4; L.7.1a; L.7.4a, d; L.7.5a-c)</b> Have individual students partner up to share their individual analysis of “The Human Abstract.” <b>(SL.7.1a)</b> Pairs can then revise their analysis and/or locate additional evidence to support their claims about the meaning in the poem.</li> <li>• As a class, discuss the meaning of the poem.</li> <li>• Have students debate the following questions using a <a href="#">philosophical chairs debate</a>.<sup>18</sup> Have students form two student-led groups. Each group should form written opening arguments to the questions below that include supporting evidence. Their goal is to convince classmates to join their side. <b>(RL.7.1, SL.7.1a-b, W.7.9a, W.7.10)</b> During the debate, students will line up in two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence, and they will also pose questions. <b>(SL.7.1c, SL.7.4, SL.7.6)</b> As students make sense of and evaluate the claims of the “other side” they may modify their own views and “switch sides” by physically moving to the other line. <b>(SL.7.1d, SL.7.3)</b> <ul style="list-style-type: none"> <li>○ Is experiencing colors, joy, and love worth also experiencing pain, war, and hate?</li> <li>○ Why does the community in <i>The Giver</i> strive for perfection? Why do they believe this will be better for their citizens?</li> <li>○ Are the costs of reaching perfection (as presented in <i>The Giver</i>) worth living a perfect life? Is that kind of life “perfect”? <b>(RL.7.2)</b></li> </ul> </li> </ul>

<sup>14</sup> [http://www.timrasinski.com/presentations/multidimensional\\_fluency\\_rubric\\_4\\_factors.pdf](http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf)

<sup>15</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

<sup>16</sup> <http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons>

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write an individual response to the following question: How does “seeing” the text from Jonas’s point of view contribute to your understanding and opinion of his community? Cite textual evidence to support the response. (<b>RL.7.1, RL.7.3, RL.7.6, W.7.1a-e, W.7.4, W.7.9a, W.7.10</b>) Use the following process with students: <ul style="list-style-type: none"> <li>○ Students identify their writing task from the prompt provided.</li> <li>○ Students complete an evidence chart as a pre-writing activity. Remind students to use any relevant notes they compiled while reading and answering the text-dependent questions. An evidence chart has three columns: (1) Evidence: Quote or Paraphrase, (2) Page Number, (3) Elaboration/Explanation of How This Evidence Supports Ideas or Arguments. (<b>RI.7.1, W.7.1b, W.7.9b</b>)</li> <li>○ Once students have completed the evidence chart, prompt them to look back at the writing prompt to remind themselves what kind of response they are writing (i.e., expository, analytical, argumentative) and to think about the evidence they found. Have student pairs review each other’s evidence chart and offer feedback. (<b>W.7.5</b>) Have students develop a specific thesis statement.<sup>19</sup> This could be done independently, with a partner, small group, or the entire class. As needed, model for students how to create a thesis statement. (<b>W.7.1a</b>) Have students complete a first draft and share the written response with a partner, who reviews the writing with a student-developed rubric to evaluate whether the ideas are fully developed and supported with relevant evidence and logical reasoning. (<b>W.7.5</b>) Then have students complete a final draft. Depending on student writing ability, determine the necessary support during the writing process (i.e., providing an <a href="#">answer frame</a><sup>20</sup> to support them in organizing their writing, modeling, showing models of strong and weak student work and providing descriptive feedback, etc.).</li> </ul> </li> </ul>
<p><b>LESSON 7:</b></p> <p>Chapters 17-19 of <i>The Giver</i></p>	<p><b>TEXT DESCRIPTION:</b> Chapters 17-19 expose the meaning of <i>release</i> and the secret of the Giver’s failure with the previous Receiver of Memory. These chapters are shocking and heart-wrenching as the reader experiences the moment with Jonas and “sees” as he “sees.”</p> <p><b>TEXT FOCUS:</b> The process of exposing truth in these chapters invites students to question the values of Jonas’s community and the choices and sacrifices that were made. Students continue to analyze how perceptions are shaped and challenged by knowledge and memory.</p>

<sup>19</sup> Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml).

<sup>20</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Read these chapters as a group. Have students analyze the main event of the chapters by responding to key questions. Identify and support the theme of the novel as a class.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Read Chapters 17-19 aloud as students follow along with a printed copy. The material in these chapters can be sensitive. This allows the teacher to handle any questions or comments with maturity. Students can then reread the last pages of Chapter 18 and all of Chapter 19 for deep meaning either individually or in pairs.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students answer the following questions orally or in writing. <ul style="list-style-type: none"> <li>○ What does it mean in Chapter 18 that “memories are forever”? <b>(RL.7.1, RL.7.4)</b></li> <li>○ Why was it important for Jonas to watch the release in Chapter 19? <b>(RL.7.1, RL.7.2, RL.7.6)</b></li> <li>○ Verify the meaning of the word <i>release</i> based on Chapter 19. <b>(L.7.4d)</b> Using the graphic organizer or notes kept throughout the unit, review why the meaning of the word changes over the course of the text. Consider the context of the scene and Jonas’s point of view at the time. How do both affect your understanding of the current situation in the text? <b>(RL.7.4, L.7.4a, L.7.6)</b></li> </ul> </li> <li>• Work with students to identify a theme that is revealed in <i>The Giver</i>. Identify and explain how new knowledge Jonas gains about <i>release</i> reveals that theme. <b>(RL.7.1, RL.7.2, RL.7.4)</b> Model for students how to write a claim statement that states the theme and then have students identify three bulleted reasons and pieces of relevant supporting evidence. <b>(W.7.1b, W.7.9a, W.7.10)</b></li> </ul>
<p><b>LESSON 8:</b></p> <p>Chapters 20-23 of <i>The Giver</i></p>	<p><b><u>TEXT DESCRIPTION:</u></b> The end of the novel is ambiguous, reflecting a choice that the reader is able to make that Jonas’s community is not able to make.</p> <p><b><u>TEXT FOCUS:</u></b> Students develop their own theories about what happens at the end of the novel. These chapters prepare students for the Culminating Writing Task (i.e., locating and citing relevant evidence and closely reading and rereading a complex text to determine meaning). <b>(RL.7.1, RL.7.10)</b> Additionally, the idea of choice and memory presented in this ending mirror similar concepts in Lowry’s Newbery Acceptance speech in the Cold-Read Assessment.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students complete the novel. Students create theories about what happens at the end and share those, presenting their evidence, with the class. Students debate the ending and finish the lesson by rewriting a different ending to the novel.</p>



TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read these chapters independently. As students get to the last passage of the text, read the passage aloud as students follow along so that students have a shared reaction to the ambiguous ending (which tends to be frustrating as it feels unresolved).</li> <li>• Have students work independently or in pairs to read and reread the ending and create a written summary of the last pages of <i>The Giver</i>.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students work independently or in pairs to make meaning of the text by developing a theory about what happens at the end of the text and finding evidence to support that theory. <b>(RL.7.1, RL.7.3)</b> Think aloud, as needed, to model identifying a theory and locating evidence to support the theory.</li> <li>• Once students have created their theories, have them share aloud with the class. Record the theories and supporting evidence on a graphic organizer for the entire class.</li> <li>• Conduct a group discussion using <b>accountable talk</b><sup>21</sup> to present and discuss the various theories as a class. <b>(SL.7.1a)</b> As each theory is presented, students should record the ideas and supporting evidence on their graphic organizer, and evaluate the relevancy and sufficiency of the evidence. As students hear other theories and evidence that are convincing, they should explain how they refined or changed their own theory. <b>(RL.7.1, RL.7.10, W.7.9a, SL.7.1c-d, SL.7.2, SL.7.3)</b></li> <li>• As a class discuss the following: <ul style="list-style-type: none"> <li>○ How does Lois Lowry create <i>ambiguity</i> at the end of the novel?</li> <li>○ On page 175, it says, “Dimly, from a nearly forgotten perception as blurred as the substance itself, Jonas recalled what the whiteness was.” Is Jonas experiencing the snow or remembering the snow?</li> <li>○ How do earlier scenes in the novel make this moment <i>ambiguous</i>? <b>(RL.7.1, RL.7.3, RL.7.4, L.7.6)</b></li> <li>○ Why is the ending <i>ambiguous</i>? In other words, why might Lois Lowry choose not to resolve the novel?</li> <li>○ What choices are made or not made in <i>The Giver</i> and why? How do the reader’s choices contribute to the meaning of the text? Cite textual evidence to support responses. <b>(RL.7.2, RL.7.6)</b></li> </ul> </li> </ul>

<sup>21</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>As an extension task, have students finish the ending so that it is no longer ambiguous. <b>(W.7.3a-e)</b> They must be able to explain why they chose the specific ending they did by building on evidence presented earlier in the text. It is also important to discuss why the author might have chosen to have an ambiguous ending to the text.</li> </ul>
<p><b>LESSON 9:</b></p> <p>“<a href="#">Harrison Bergeron</a>,” Kurt Vonnegut Jr.</p>	<p><b>TEXT DESCRIPTION:</b> This text imagines a world where everyone is made equal. No one is more attractive, intelligent, or articulate than anyone else. Harrison Bergeron is aware of his society’s iniquities and chooses to rebel.</p> <p><b>TEXT FOCUS:</b> “Harrison Bergeron” invites students to explore themes across dystopian texts, and draw comparisons between the points of view of Harrison and Jonas and how they interact with other characters. <b>(RL.7.3, RL.7.6)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read the text aloud as students follow along. Summarize the text and explore the vocabulary included. Closely reread the text focusing on specific questions each time. Track each character in the text. Through discussion and writing compare the themes of “Harrison Bergeron” with those of <i>The Giver</i>.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Read “Harrison Bergeron” aloud as students follow along with a printed copy. The readability of this text is simple given the dialogue, but the content of the text is complex. Similar to <i>The Giver</i>, there are references to invented concepts and terminology that make this text more complex. <b>(RL.7.10)</b></li> <li>Summarize “Harrison Bergeron” in collaborative groups. <b>(RL.7.2, W.7.10, SL.7.1a-d)</b></li> <li>Select four words from “Harrison Bergeron” and work with students to determine their meaning in context (e.g., <i>burdened, winced, resemblance, impediment, hobbled, reeled, gamboled, capered, hindrance, consternation</i>). <b>(RI.7.4, L.7.4a)</b> Have students work in pairs to verify the meanings and then analyze the words through <a href="#">semantic mapping</a>.<sup>22</sup> <b>(L.7.4d)</b></li> <li><b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of the texts before or after reading them as a whole class. This will provide extra time for students to process the information. This can help students to be more prepared to participate in whole-class discussion. For example, <i>2081</i><sup>23</sup> by Chandler Tuttle is a film adaptation. After students have read and analyzed the text multiple times, students who continue to struggle may also benefit from viewing specific sections of the film that coordinate with the more complex sections of the text.</li> </ul>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>23</sup> <http://www.youtube.com/watch?v=F1eHkbnUJBQ>

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Reread the text multiple times (individually or in pairs/small groups; read the whole text and also focus on specific sections). For each rereading, focus on a different purpose. Use the following questions as a guide for determining the focus of each reading. <ul style="list-style-type: none"> <li>○ In the first paragraph, Vonnegut uses the words “unceasing vigilance.” What do these words mean? How are they important to the events and plot of the text? <b>(RL.7.1, RL.7.4, L.7.6)</b></li> <li>○ What are some human qualities the author highlights as characteristics that would give one person an “unfair advantage” over someone else? What did the U.S. Handicapper General do to counter these traits in order to establish equality amongst all? Cite specific examples from the text. <b>(RL.7.1, RL.7.3)</b></li> <li>○ What words and phrases are used to describe the dance scene between Harrison and the ballerina? <b>(RL.7.1, RL.7.4)</b> At the end of the text, it says, “It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.” How does the language of this paragraph compare to the description of the dance that comes before it? What idea is revealed through this comparison? <b>(RL.7.2, L.7.5b-c, L.7.6)</b></li> </ul> </li> <li>• Using a graphic organizer, identify the characters in “Harrison Bergeron,” and record words and phrases from the text that describe the characters’ appearance and actions. <b>(RL.7.1, RL.7.4, L.7.5c, L.7.6)</b> Then analyze how the author develops and contrasts the different characters in “Harrison Bergeron.” What are their different viewpoints each has? <b>(RL.7.3, RL.7.6)</b> Consider the following questions when analyzing the characters: Why is Harrison Bergeron portrayed on television as “extremely dangerous”? What is the role of the Handicapper General? How is her role similar to or different from the Council of Elders in <i>The Giver</i>? How are other characters in “Harrison Bergeron” similar to or different from characters in <i>The Giver</i>?</li> <li>• Conduct a discussion about the difference between <i>equality</i> and <i>sameness</i>, as presented in “Harrison Bergeron” and <i>The Giver</i>. <b>(SL.7.6, L.7.5c)</b> Begin by having students write their own definitions for <i>equality</i> and <i>sameness</i>. Have students pair up and share their definitions with their partner and work together to refine their definitions, as needed.</li> <li>• Have pairs share the definitions and record them on a class chart. <b>(W.7.5, SL.7.1a)</b> Then have students independently review both “Harrison Bergeron” and <i>The Giver</i> to locate evidence that verifies and/or contradicts their personal definitions. Record the information on a graphic organizer or in notes. Again, ask students to refine their definitions as needed. <b>(RL.7.1, RL.7.4, L.7.3a, L.7.6)</b> Then discuss their different understandings of <i>equality</i> and <i>sameness</i>. Have students consider whether <i>equality</i> and <i>individuality</i> are mutually exclusive ideas (i.e., unable to exist at the same time) or whether there is overlap. Again, ask students to refine their definitions as needed. <b>(SL.7.1d, L.7.6)</b></li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students conduct a brief, timed writing in response to the following question: What are the similarities and differences in the point of view of Harrison and Jonas and the way each character responds to his society and interacts with other characters? Respond in writing, citing textual evidence. <b>(RL.7.1, RL.7.2, RL.7.3, RL.7.6, W.7.2a-f, W.7.9a, W.7.10)</b></li> <li>• Using the evidence chart created during the discussion, have students determine a key point each author is making about <i>equality</i> and <i>sameness</i>. Then have students write a claim (i.e., thesis statement) about what each text says about <i>equality</i> and <i>sameness</i>. <b>(RL.7.2, RL.7.4, L.7.5c)</b> Students should then identify two or three reasons and a corresponding piece of textual evidence for each reason to support their claim. <b>(RL.7.1, W.7.1b, W.7.9a)</b></li> </ul>
<p><b>LESSON 10:</b></p> <p><i>The Truman Show</i>, Peter Weir (Film)</p> <p>Finish independent reading of dystopian novel</p>	<p><b>TEXT DESCRIPTION:</b> This film is the story of an individual who gains awareness and begins questioning, while those around him remain unaware or, in this case, continue with the ruse.</p> <p><b>TEXT FOCUS:</b> This film mirrors many of the texts read in the unit. It reinforces some of the more abstract concepts and ideas that students may not have fully understood in reading the texts. Students can compare and contrast the different characters, their points of view, and themes of the various texts, as well as the effects of the techniques unique to each medium (i.e., print and film). <b>(RL.7.7)</b></p>
<p><b>LESSON 11:</b></p> <p><i>The Giver</i>, Lois Lowry</p>	<p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 12:</b></p> <p><a href="#">“The Road Not Taken,”</a> Robert Frost</p> <p><a href="#">“Newbery Acceptance Speech, June 1994,”</a> Lois Lowry</p>	<p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p> <p><b>SAMPLE SUMMATIVE TASK:</b> Complete the <a href="#">Extension Task</a></p>