Lesson 1

Read

Read chapter one of *The Giver.*

- Start at: "It was almost December, and Jonas was beginning to feel frightened."
- Stop at: "*Apprehensive,* Jonas decided. That's what I am."

Understand

Vocabulary

- **Connotation: Connotation** is the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**). Words can mean the same things, but convey different feelings.

> "He had waited a long time for this special December. Now that it was almost upon him, he wasn't frightened, but he was. . . eager, he decided. He was eager for it to come. And he was excited, certainly. All of the Elevens were excited about the event that would be coming so soon.
> But there was a little shudder of nervousness when he thought about it, about what might happen.
> ***Apprehensive***, Jonas decided. That's what I am."

1. What emotion words does Jonas consider in this excerpt?

_____

_____

_____

_____

2. Why is Jonas **apprehensive**? Define **apprehensive**.

_____

_____

_____

_____

3. In what ways is the meaning of **apprehensive** similar to/different from frightened?

_____

_____

_____

_____

4. How do Jonas and others in his community react when they see the unidentified aircraft? Why? Cite text evidence.

5. How do Jonas and others in the community react to the instructions from the speakers? Cite text evidence.

6. What do these incidents reveal about Jonas and his community?

Express Understanding

Write a paragraph to describe Jonas' community based on what you've read and discussed thus far. Cite at least two pieces of text evidence to support your description of the community. Additional lines are provided on the next page.

Lesson 2

Read

Read chapter one of *The Giver*.

- Start at: "'Who wants to be first tonight, for feelings?'"
- Stop at: "It was hard to imagine."

Understand

> "'I felt very angry this afternoon,' Lily announced. 'My Childcare group was at the play area, and we had a visiting group of Sevens, and they didn't obey the rules at all.'...
> 'Why do you think the visitors didn't obey the rules?' Mother asked.
> Lily considered, and shook her head. 'I don't know. They acted like... like...'
> 'Animals?' Jonas suggested. He laughed.
> 'That's right,' Lily said, laughing too. 'Like animals.' Neither child knew what the word meant, exactly, but it was often used to describe someone uneducated or clumsy, someone who didn't fit in."

1. What is surprising about this conversation?

_____

_____

_____

2. What can you conclude about Jonas' community given these details?

_____

_____

_____

3. Reread the following lines from the text. What do they reveal about the community? Additional lines are provided on the next page.

> "They had heard Father complain about the night crew before. It was a lesser job, night-crew nurturing, assigned to those who lacked the interest or skills or insight for more vital jobs of the daytime hours. Most of the people on the night crew had not even been given spouses because they lacked, somehow, the essential capacity to connect to others, which was required for the creation of a family unit."

_____

_____

4. How does mother respond to Lily's question about keeping the baby? What does this reveal about the community?

5. What does mother fear? What does this reveal about the community?

Express Understanding

How is Jonas' community, and its values, both similar to and different from your community? Cite at least two pieces of evidence from the text. Additional lines are provided on the next page.

Lesson 3

Read

About the text: The Preamble to the Constitution is a short, introductory statement of the principles that are found within the Constitution. Over the previous lessons, we have made inferences about what Jonas's community values based on the descriptions and character interactions within the text. Today, we will examine the Preamble to the U.S. Constitution to consider the principles that our country/communities value and how these are similar to/different from Jonas' community.

Read the Preamble to the U.S. Constitution.

> We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
>
> *This text is in the public domain.*

Understand

1. Use context to define the **bolded** verb in the phrase. Check the meaning in the dictionary, as needed.
2. Paraphrase, or put into your own words the meaning of each phrase from the Preamble.
3. Determine the purpose that these lines serve in the text. Some examples have been provided below.

Words from the Preamble	Paraphrased Meaning	Purpose
We the People of the United States	Everyone in the United States; all citizens of the United States	Names who is represented by the document
in Order to **form** a more perfect Union	in order to make our country as perfect or good as it can be	Shares the purpose of the Preamble and Constitution/ why it is being written
establish Justice		

Words from the Preamble	Paraphrased Meaning	Purpose
insure domestic Tranquility		
provide for the common defence		
promote the general Welfare		
and **secure** the Blessings of Liberty to ourselves and our Posterity		
do **ordain** and **establish** this Constitution for the United States of America		

4. Based on your interpretation of the Preamble, what does our country value? Compare this to what Jonas' community values.

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Based on your reading thus far, how do you see these essential questions connecting to *The Giver*?

Unit Essential Questions	Connection to *The Giver*
What makes an ideal society?	
How much should the government be able to control/limit your individual rights for the benefit of society?	
In what ways are we influenced by our society? How can one person impact their society?	

Express Understanding

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple **themes**.

Make a prediction about the possible **themes** of *The Giver* based on your reading and the unit essential questions. Use text evidence to support your ideas. Additional lines are provided on the next page.

_____

_____

_____

Lesson 4

Read

Read chapter two of *The Giver*.

- Start at: "Jonas watched as his father poured a fresh cup of coffee."
- Stop at: "But they all laughed at that—an appeal went to a committee for study."

Understand

Vocabulary

- **Dialogue:** conversation between two or more people as a feature of a book, play, or movie
- **Dialogue Tag:** a small phrase either before, after, or in-between the dialogue itself to indicate who is speaking

The **dialogue** between Jonas and his mother and father reveals important information about the December ceremonies in the community. It also provides additional information that we can use to draw conclusions about Jonas' community and its values.

Reread each excerpt.

Excerpt one

- Start at: "'I enjoy the naming,' Jonas said."
- Stop at: "'New child twenty-three,' the namer had read. 'Lily.'"

Excerpt two

- Start at: "Jonas shivered."
- Stop at: "Of course the elders are so careful in their observations and selections. . . ."

1. Describe Jonas' memory of Lily joining his family unit. How did he feel prior to and during the ceremony?

_____

_____

2. Read the lines from chapter two of the text below. What do they reveal about Jonas' community?

"Jonas nodded. During the past year he had been aware of the increasing level of observations. In school, at recreation time, and during volunteer hours, he had noticed the Elders watching him and the other Elevens. He had seen them taking notes. He knew, too, that the Elders were meeting for long hours with all of the instructors that he and the other Elevens had had during their years of school."

3. What do Jonas' questions to his father suggest about his feelings about the upcoming ceremony?

4. What does Jonas' conversation with his parents reveal about how decisions are made within their community?

Express Understanding

How does Jonas feel about his community and how it operates? Cite at least two pieces of evidence from the text to support your answer. Additional lines are provided on the next page.

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter three of *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 2

Read

Reread chapter three of *The Giver*.

Understand

"Everyone had known, he remembered with **humiliation**, that the announcement ATTENTION. THIS IS A REMINDER TO MALE ELEVENS THAT OBJECTS ARE NOT TO BE REMOVED FROM THE RECREATION AREA AND THAT SNACKS ARE TO BE EATEN NOT HOARDED had been specifically directed at him, the day last month that he had taken an apple home. No one had mentioned it, not even his parents, because the public announcement had been sufficient to produce the appropriate ***remorse***. He had, of course, disposed of the apple and made his apology to the Recreation Director the next morning, before school."

1. What caused Jonas to feel **humiliation**?

_____

_____

2. What does the word **humiliation** mean as used in the excerpt?

_____

_____

3. How do Jonas' feelings help you determine the meaning of the word **remorse**?

_____

_____

4. What does the word **remorse** mean as used in the excerpt?

_____

_____

Reread the following excerpt.

- Start at: "Jonas thought again about that incident."
- Stop at: "The only thing that happened was the announcement later that had singled him out without using his name, that had caused both of his parents to glance meaningfully at his desk where the apple still lay."

5. What does Jonas notice about the apple?

6. What is the meaning of the word **mystified**? Why does Jonas feel this way?

7. Reread the following sentence. What does this suggest about Jonas?

> "So Jonas laughed, too, and with his laughter tried to ignore the uneasy conviction that *something* had happened."

Express Understanding

What does this memory reveal about Jonas' community? What does it reveal about Jonas? Cite text evidence to support your response.

Lesson 3

Read

Read chapters 4–5 of *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 4

Read

Review your notes about chapters 4–5 of *The Giver*.

Understand

1. In the chart below, track incidents in which being "released" is discussed in the text.

   In the left-hand column, note the incident by citing textual evidence that describes the release and chapter or page numbers. In the second column, record your observations and inferences about what this suggests about how release is viewed by Jonas and his community.

Incidents of Release	How is it viewed by Jonas/the community?
Chapter 4: "'This morning, we celebrated the release of Roberto,' she told him. 'It was wonderful.'" Larissa explains more about Roberto's release and how he felt about it. "'Well, there was the telling of his life. That is always first. Then the toast. We all raised our glasses and cheered. We chanted the anthem. He made a lovely good-bye speech. And several of us made little speeches wishing him well.'" Larissa doesn't know what happens during the actual release, but she shares Roberto's perception: "'I don't know. I don't think anybody does, except the committee. He just bowed to all of us and then walked, like they all do, through the special door of the Releasing Room. But you should have seen his look. Pure happiness, I'd call it.'"	Larissa describes the release as something to be celebrated, which suggests that release is a celebration or joyful event for the elderly. Roberto's feelings were described as "pure happiness" after his ceremony. Jonas is curious about the release and wishes that he would be able to see a release.
Chapter 1: The pilot who mistakenly flew over Jonas community against the roles is released. The text states, "NEEDLESS TO SAY, HE WILL BE RELEASED."	
Chapter 1: Mother discusses her worry that a person who has committed his second transgression will commit another and be released. She says, "'You know that there's not a third chance. The rules say	

that if there's a third transgression, he simply has to be released.' Jonas shivered."	
Incidents of Release	**How is it viewed by Jonas/the community?**
Chapter 1: Jonas thinks of a boy whose father was released. The text states, "There was even a boy in his group of Elevens whose father had been released years before. No one ever mentioned it; the disgrace was unspeakable. It was hard to imagine."	
Chapter 2: Father shares that the new child, Gabriel, may be released if he does not continue to develop. He says, "'His name—if he makes it to the Naming without being released, of course—is to be Gabriel.'"	

Express Understanding

How is being released viewed by Jonas and his community? Cite text evidence to support your response.

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

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Lesson 1

Read

Read chapters 6–7 of *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 2

Read

Read chapter eight of *The Giver.*

Understand

1. Describe Jonas' reaction to being selected as the Receiver of Memory. Describe the community's reaction. What does this suggest about this role?

_____

_____

_____

_____

_____

2. What is the meaning of the word **hasty** in the sentence below? What does this suggest about the previous Receiver of Memory? Use context from the text to support your answers.

"'We have not been **hasty** this time,' she continued. 'We could not afford another failure.'"

_____

_____

_____

_____

_____

3. Why must Jonas have courage and bravery to be the Receiver, according to the Chief Elder? What does this suggest about people in his community?

_____

_____

_____

_____

_____

_____

4. What happens to convince Jonas that he has the "Capacity to See Beyond"?

Express Understanding

How is Jonas characterized in ways that are similar to and different from his community thus far? Cite at least two pieces of text evidence to support your answer. Additional lines are provided on the next page.

Lesson 3

Read

Read chapter nine of *The Giver.*

Understand

Vocabulary

- **Summary:** A **summary** is a brief statement or restatement of main points for a shorter version of a longer text.
- **Connotation: Connotation** is the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**). Words can mean the same things, but convey different feelings.
- **Perspective: Perspective** is a particular attitude toward or way of regarding something—a point of view. Different people see the same thing, or event, with different **perspectives**. For example, if you observe the world from a dog's **perspective**, you see through the dog's eyes. You would probably see a lot of knees and ankles from that **perspective**.

1. **Summarize** the key ideas from Jonas' rules. Given what you know about the community, why are these rules surprising?

_____
_____
_____
_____
_____
_____
_____

2. How does Jonas react to the rules he's been given? Which words in the text convey his emotional response to the rules? Look for words with strong **connotations**.

_____
_____
_____
_____
_____
_____
_____

3. Read the excerpt below. What does **empowered** mean? Why is this word, and its **connotation**, significant? What do the rules cause Jonas to realize?

> "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?
>
> His mind reeled. Now, **empowered** to ask questions of utmost rudeness— and promised answers— he could, conceivably (though it was almost unimaginable), ask someone, some adult, his father, perhaps: 'Do you lie?'
>
> But he would have no way of knowing if the answer he received were true."

Express Understanding

How does the author develop Jonas' point of view and **perspective** of his community in the text? Why is this significant?

Lesson 4

Read

Read chapters 10–11 of *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Reread an excerpt from chapter 11 of *The Giver.*

- Start at: "'Why don't we have snow and sled and hills?' he asked."
- Stop at: "'Call me The Giver,' he told Jonas."

Understand

"'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.

'And hills, too,' he added. 'They made conveyance of goods unwieldy. Trucks; buses. Slowed them down. So —' He waved his hand, as if a gesture had caused hills to disappear. 'Sameness,' he concluded.

Jonas frowned. 'I wish we had those things, still. Just now and then.'

The old man smiled. 'So do I,' he said. 'But that choice is not ours.'"

1. What does the word **obsolete** mean?

_____

_____

2. How do Jonas and The Giver feel about weather and hills being **obsolete**? Why are their perspectives significant?

_____

_____

_____

_____

_____

_____

3. What does Jonas experience, and why is this a new and unique experience for him?

_____

_____

_____

_____

4. Describe The Giver at the end of chapter 11: How does he feel about the community? Cite text evidence from his interaction with Jonas.

Express Understanding

How do The Giver's memories influence Jonas' perspective about his community's focus on Sameness? Cite text evidence.

Lesson 2

Read

Read chapter 12 of *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 3

Read

Reread an excerpt from chapter 12 of *The Giver.*

- Start at: "'It happened,' Jonas said. 'It happened to the books, but it went away again.'"
- Stop at: "'I'm going to give you the memory of a rainbow.'"

Understand

> "Jonas wasn't interested, just then, in wisdom. It was the colors that fascinated him. 'Why can't everyone see them? Why did colors disappear?'
>
> 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.'"

1. What does **relinquish** mean?

_____

_____

2. What does The Giver mean when he says, "'We gained control of many things. But we had to let go of others.'"?

_____

_____

_____

_____

_____

_____

3. What has the community sacrificed for Sameness? Why? Cite textual evidence.

_____

_____

_____

_____

_____

4. What do differences have to do with instability? Cite textual evidence and/or personal experience.

Express Understanding

What does Jonas' community value? How is Jonas' perspective similar to/ different from his community at this point?

Lesson 4

Read

Read chapters 1–2 of *The Hunger Games*. This text is located in your unit reader.

Understand

1. Read this sentence from chapter one.

"'District Twelve. Where you can starve to death in safety,' I mutter."

Part A

What does this sentence imply about Katniss as a character?

A. She weighs the risks of hunting for food versus hunger carefully.
B. She is concerned over the lack of safety measures in her District.
C. She responds to difficult situations with calm, ironic humor.
D. She is overwhelmed by the burden of feeding her family.

Part B

What sentence from chapter one **best** supports the answer to Part A?

A. "But there's also food if you know how to find it."
B. "We have to joke about it because the alternative is to be scared."
C. "To be honest, I'm not the forgiving type."
D. "And you may as well throw in our mothers, too, because how would they live without us?"

2. **Part A**

How does the author develop the contrasting points of view of Katniss and Gale in chapter one?

A. The author uses first person narration to contrast Katniss' inner thoughts with Gale's actions.
B. The author uses dialogue to convey contrasting tones and reveal the characters' different points of view.
C. The author shows the differences in points of view through vivid descriptions of the characters' facial features.
D. The author explains tesserae to contrast Gale's odds with Katniss'.

Part B

Which detail from chapter one **best** supports the answer to Part A?

A. "'No, it's no one's fault. Just the way it is,' says Gale."
B. "So now... my name will be in the reaping twenty times. Gale... will have his name in forty-two times."
C. "As we walk, I glance over at Gale's face, still smoldering underneath his stony expression."
D. "But what good is yelling about the Capitol in the middle of the woods? It doesn't change anything."

3. Read this sentence from chapter one.

The camera crews, perched like buzzards on rooftops, only add to the effect.

Part A

What is implied by the comparison of camera crews to *buzzards*?

A. Those who are watching the televised events are sympathetic with those in District 12.
B. Those who decorated the square are forced to pretend the day is a celebration.
C. Outsiders who work for the Capitol are indifferent to the suffering of those in District 12.
D. Outside observers who are watching the events are eager for the names of the soon-to-be dead.

Part B

Which sentence from chapter one **best** supports the answer to Part A?

A. "But today, despite the bright banners hanging on the buildings, there's an air of grimness."
B. "The reaping is a good opportunity for the Capitol to keep tabs on the population as well."
C. "But there are others, too, who have no one they love at stake, or who no longer care, who slip among the crowd taking bets on the two kids whose names will be drawn."
D. "Bright and bubbly as ever, Effie Trinket trots to the podium and gives her signature, 'Happy Hunger Games! And may the odds be *ever* in your favor!'"

4. Read the following passage from chapter one.

> "He tells of the history of Panem, the country that rose up out of the ashes of a place that was once called North America. He lists the disasters, the droughts, the storms, the fires, the encroaching seas that swallowed up so much of the land, the brutal war for what little sustenance remained. The result was Panem, a shining Capitol ringed by thirteen districts, which brought peace and prosperity to its citizens. Then came the Dark Days, the uprising of the districts against the Capitol. Twelve were defeated, the thirteenth obliterated. The Treaty of Treason gave us the new laws to guarantee peace and, as our yearly reminder that the Dark Days must never be repeated, it gave us the Hunger Games."

How does this passage contribute to the overall development of the theme of chapter one?

A. It foreshadows more natural disasters and an end to the peace attained through the Hunger Games.
B. By providing the Capitol's rationale for asserting ultimate authority over the districts, it is a reminder of what they are capable of in the name of peace.
C. The flashback provides a contrast with the life of luxury that the winners of the Hunger Games live once they return to their districts.
D. By reminding the citizens of Panem of the terrible past events, it unites them in mutual regret so they are less likely to rise up against the Capitol.

Part B

Which sentence from chapter one **best** supports the answer to Part A?

A. "The twenty-four tributes will be imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland."
B. "Taking the kids from our districts, forcing them to kill one another while we watch—this is the Capitol's way of reminding us how totally we are at their mercy."
C. "The last tribute alive receives a life of ease back home, and their district will be showered with prizes, largely consisting of food."
D. "'It is both a time for repentance and a time for thanks,' intones the mayor."

5. Read the last line of chapter one.

> It's Primrose Everdeen.

Part A

Which explains how the last line of chapter one contributes to the meaning of chapters one and two?

A. The announcement reinforces what was expected, allowing Katniss to continue to feed her family.
B. The announcement continues the story line, and describes the cruelty of the Capitol.
C. The announcement interrupts the story line, describing the process of the reaping.
D. The announcement contrasts what was expected, causing Katniss to react heroically.

Part B

Which sentence from chapter two **best** supports the answer to Part A?

A. "One time, when I was in a blind in a tree waiting motionless for game to wander by, I dozed off and fell ten feet to the ground, landing on my back."
B. "Somewhere far away, I can hear the crowd murmuring unhappily as they always do when a twelve-year-old gets chosen because no one thinks it is fair."
C. "'I volunteer!' I gasp. 'I volunteer as tribute!'"
D. "'But I believe there's a small matter of introducing the reaping winner and then asking for volunteers.'"

6. **Part A**

How does the author develop the contrasting points of view of the people of District 12 and Effie Trinket?

A. The author uses dialogue and descriptions of actions to contrast Effie's excitement and the crowd's respect for Katniss's sacrifice.
B. The author switches narrators to present differing perspectives on Katniss' volunteering as tribute.
C. The author reveals the differences in point of view by describing Effie's negative facial features and the crowd's enthusiasm.
D. The author uses Haymitch's words and actions to point out Effie's and the crowd's conflicting ideas on Katniss' actions.

Part B

Which **two** sentences from chapter two **best** support the answer to Part A? Additional answer choices are available on the next page.

A. "'What does it matter?' he repeats gruffly. 'Let her come forward.'"
B. "'No, Katniss! No! You can't go!'"
C. "A weakling. I will give no one that satisfaction."

D. "'Up you go, Catnip,' he says, in a voice he's fighting to keep steady, and then he carries Prim off toward my mother."
E. "'I bet my buttons that was your sister. Don't want her to steal all the glory, do we? Come on, everybody! Let's give a big round of applause to our newest tribute!'"
F. "At first one, then another, then almost every member of the crowd touches the three middle fingers of their left hand to their lips and holds it out to me."
G. "Haymitch chooses this time to come staggering across the stage to congratulate me."
H. "'Spunk!' he says triumphantly. 'More than you!' he releases me and starts for the front of the stage."

Lesson 5

Read

Review chapters 1–2 of *The Hunger Games*. This text is located in your unit reader.

Express Understanding

Write a paragraph in response to the following question: What similarities do you see between the Reaping in *The Hunger Games* and the Ceremony of Twelves in *The Giver*?

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Lesson 1

Read

Read chapters 13–14 of *The Giver.*

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 2

Read

Reread an excerpt from chapter 13 of *The Giver.*

- Start at: "'Do you advise them often?'"
- Stop at: "'The very highest honor.'"

Understand

1. How does The Giver view the decision makers in the community? Why? Cite text evidence from his dialogue and/or demeanor—or attitude—to support your response.

_____

_____

_____

_____

_____

_____

_____

_____

2. What is significant about the following dialogue from *The Giver*? Why?

> "Jonas thought about it, what it would be like for him. 'Along with walking, and eating, and --' He looked around the walls of books. 'Reading? That's it?'
>
> The Giver shook his head. 'Those are simply the things I do. My life is here.'
>
> 'In this room?'
>
> The Giver shook his head. He put his hands to his own face, to his chest. 'No. Here, in my being. Where the memories are.'"

_____

_____

_____

_____

_____

_____

3. How does Jonas respond to The Giver saying, "They know nothing."? What does this reveal about Jonas' character and perspective?

4. What contradiction do you see in the bolded line below? How does The Giver's perspective about being The Receiver differ from Jonas'? What does the author do to show this difference?

> "The Giver flicked his hand as if brushing something aside. 'Oh, your instructors are well trained. They know their scientific facts. *Everyone* is well trained for his job.
>
> 'It just that… without the memories it's all meaningless. They gave that burden to me. And to the previous Receiver. And the one before him.'
>
> 'And back and back and back,' Jonas said, knowing the phrase that always came.
>
> **The Giver smiled, though his smile was oddly harsh.** 'That's right. And next it will be you. A great honor.'
>
> 'Yes, sir. They told me that at the Ceremony. The very highest honor.'"

Express Understanding

What inference can you make about The Giver's perspective on his community based on his dialogue and demeanor in chapter 13? Cite text evidence in your response.

Lesson 3

Read

Read chapters 15–16 of *The Giver.*

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 4

Read

Reread an excerpt from chapter 16 of *The Giver.*

- Start at: "'It seems to work pretty well that way, doesn't it?'"
- Stop at: "It was his first lie to his parents."

Understand

1. Compare and contrast Jonas' interaction/conversation with The Giver and his conversation with his parents. What do his dialogue and demeanor in each interaction suggest about how his character is changing?

2. What choices does Jonas make that he has not made before? Why are these significant?

Express Understanding

How have Jonas' character and perspective about his community changed as a result of his experiences? Cite textual evidence that demonstrates this change.

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read "The Human Abstract" by William Blake.

- Complete the first question in "Understand" before you read the poem.

Pity would be no more
If we did not make somebody Poor;
And Mercy no more could be
If all were as happy as we.

And mutual fear brings peace,
Till the selfish loves increase:
Then Cruelty knits a snare,
And spreads his baits with care.

He sits down with holy fears,
And waters the grounds with tears;
Then Humility takes its root
Underneath his foot.

Soon spreads the dismal shade
Of Mystery over his head;
And the Catterpiller and Fly
Feed on the Mystery.

And it bears the fruit of Deceit,
Ruddy and sweet to eat;
And the Raven his nest has made
In its thickest shade.

The Gods of the earth and sea
Sought thro' Nature to find this Tree;
But their search was all in vain:
There grows one in the Human Brain.

This poem is in the public domain.

Understand

Vocabulary

- **Abstract:** existing in thought or as an idea but not having a physical or concrete existence; not tangible, difficult to grasp
- **Analyze:** to examine in detail the structure of something for purposes of explanation and interpretation
- **Paraphrase:** a rewording of something written or spoken by someone else
- **Connotation:** the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**); words can mean the same things, but convey different feelings
- **Theme:** in stories, what the text has to say about the main topic or idea of the text

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

When **analyzing** poetry it is often important to **paraphrase** an author's words to better understand what they are stating. It is also important to pay attention to the **connotation** of word choice used by the author.

Title: Before reading the poem, make a prediction about what the poem is about based on the title.
Paraphrase: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.

Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. What is the author's tone?
Shifts: As you look for patterns, also look for contrasts or shifts/changes in the poem. Look for changes in language, attitude, setting/imagery, mood, punctuation, and other literary devices.
Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?

Express Understanding

What is the theme of this poem? State what the poem is about (subject) and what the poet is trying to say about subject (theme). How does the theme of this poem relate to *The Giver*?

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Lesson 2

Read

Reflect on what you have read in *The Giver* so far.

Understand

1. Complete the chart below.

What are the benefits of Jonas' community?	What are the risks of Jonas' community?

2. Is experiencing colors, joy, and love worth also experiencing pain, war, and hate? Why or why not?

_____

_____

_____

_____

3. *The Giver* depicts a world in which equality and peace is valued more than choice and loyalty. Which values are more important for a community?

_____

_____

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Express Understanding

Are the costs of reaching perfection (as presented in *The Giver*) worth living a perfect life? Is that kind of life "perfect"?

Lesson 3

Read

Read chapter 17 from *The Giver*.

Understand

1. What do Jonas' reflections about his feelings—and those of his family—demonstrate about his perspective, or point of view? Cite evidence from the text.

2. How does the incident of Jonas' friends playing war impact Jonas? What does this show about his perspective compared to others in his community?

3. What realization has Jonas made about himself and his role in the community?

4. Reread the following excerpt from *The Giver*.
    - Start at: "'I want to get to sleep early tonight,' Father said."
    - Stop at: "'That's right, Jonas-bonus.'"

    In the chart below, track incidents in which being "released" is discussed in the text.

    In the left-hand column, note the incident by citing textual evidence that describes the release and chapter or page numbers. In the second column, record your observations and inferences about what this suggests about how release is viewed by Jonas and his community.

Incidents of Release	How is it viewed by Jonas/the community?
Chapter 17: Father explains what he does in preparation of a new child's release. He says, "'I weigh them, hand the larger to a Nurturer who's standing by waiting, and then I get the smaller one all cleaned up and comfy. Then I perform a small Ceremony of Release and --' He glanced down, grinning at Gabriel. 'Then I wave bye-bye,' he said, in the special sweet voice he used when he spoke to the newchild." He also explains to Jonas that he doesn't take the released child to Elsewhere, but someone else comes to get him/her.	

Lesson 4

Read

Read chapter 18 from *The Giver*.

Understand

> "Jonas interrupted him with a question. 'Can you tell me her name? My parents said it wasn't to be spoken again in the community. But couldn't you say it just to me?'
>
> The Giver hesitated painfully, as if saying the name aloud might be **excruciating**. 'Her name was Rosemary,' he told Jonas, finally.
>
> 'Rosemary. I like that name.'"

1. What is the meaning of **excruciating**? What context helped you define its meaning? What is the impact of the word's **connotation**? How does using this word make the reader feel?

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> "'...but everything changed, once she knew about pain. I could see it in her eyes.'
>
> 'She wasn't brave enough?' Jonas suggested.
>
> The Giver didn't respond to the question. 'She insisted that I continue, that I not spare her. She said it was her duty. And I know, of course, that she was correct.
>
> 'I couldn't bring myself to **inflict** physical pain on her. But I gave her **anguish** of many kinds. Poverty, and hunger, and terror.
>
> 'I *had* to, Jonas. It was my job. And she had been chosen.' The Giver looked at him **imploringly**. Jonas stroked his hand."

2. Use context clues to define **inflict**, **anguish**, and **imploringly**. How do these words, and their connotations, help you understand The Giver's perspective?

_____

_____

_____

3. How did Rosemary's death impact Jonas' community? Why? Cite evidence from the text.

Express Understanding

How is The Giver described in the final two paragraphs of chapter 18? Make an inference about what he is contemplating based on his description and his interaction with Jonas. Cite evidence from the text.

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read chapter 19 of *The Giver*.

Understand

> "With an odd, shocked feeling, Jonas recognized the gestures and posture and expression. They were familiar. He had seen them before. But he couldn't remember where.
>
> Jonas stared at the screen, waiting for something to happen. But nothing did. The little twin lay motionless. His father was putting things away. Folding the blanket. Closing the cupboard.
>
> Once again, as he had on the playing field, he felt the choking sensation. Once again he saw the face of the light-haired, bloodied soldier as life left his eyes. The memory came back.
>
> *He killed it! My father killed it!* Jonas said to himself, stunned at what he was realizing. He continued to stare at the screen numbly....
>
> Jonas felt a ripping sensation inside himself, the feeling of terrible pain clawing its way forward to emerge in a cry."

1. What words and phrases convey Jonas' emotions? How do these words, and their connotations, impact the reader?

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2. In the chart on the next page, continue to track incidents in which being "released" is discussed in the text. Incidents from previous chapters have been added for your review.

   In the left-hand column, note the incident by citing textual evidence that describes the release and chapter or page numbers. In the second column, record your observations and inferences about what this suggests about how release is viewed by Jonas and his community.

Incidents of Release	How is it viewed by Jonas/the community?
Chapter 4: "'This morning, we celebrated the release of Roberto,' she told him. 'It was wonderful.'" Larissa explains more about Roberto's release and how he felt about it. "'Well, there was the telling of his life. That is always first. Then the toast. We all raised our glasses and cheered. We chanted the anthem. He made a lovely good-bye speech. And several of us made little speeches wishing him well.'" Larissa doesn't know what happens during the actual release, but she shares Roberto's perception: "'I don't know. I don't think anybody does, except the committee. He just bowed to all of us and then walked, like they all do, through the special door of the Releasing Room. But you should have seen his look. Pure happiness, I'd call it.'"	Larissa describes the release as something to be celebrated, which suggests that release is a celebration or joyful event for the elderly. Roberto's feelings were described as "pure happiness" after his ceremony. Jonas is curious about the release and wishes that he would be able to see a release.
Chapter 1: The pilot who mistakenly flew over Jonas community against the roles is released. The text states, "NEEDLESS TO SAY, HE WILL BE RELEASED."	Jonas' reaction to the release signifies that being released is something that can be negative in the community. The text states, "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, an overwhelming statement of failure." This shows that being released can be a negative punishment or consequence.
Chapter 1: Mother discusses her worry that a person who has committed his second transgression will commit another and be released. She says, "'You know that there's no third chance. The rules say that if there's a third transgression, he simply has to be released.' Jonas shivered."	Mother's worry about the person suggests that release is a bad thing. Jonas' reaction, to shiver at this news, also suggests that release is something to be feared.
Chapter 1: Jonas thinks of a boy whose father was released. The text states, "There was even a boy in his group of Elevens whose father had been released years before. No one ever mentioned it; the disgrace was unspeakable. It was hard to imagine."	This shows that the idea of release is something that the community views as negative and disgraceful. Jonas and his friends do not discuss the boy's father, who was released, which shows that it is something that people do not like to discuss.

Incidents of Release	How is it viewed by Jonas/the community?
Chapter 2: Father shares that the new child, Gabriel, may be released if he does not continue to develop. He says, "'His name—if he makes it to the Naming without being released, of course—is to be Gabriel.'"	Father says this in a matter-of-fact way that does not convey positive or negative emotion.
Chapter 17: Father explains what he does in preparation of a new child's release. He says, "'I weigh them, hand the larger to a Nurturer who's standing by waiting, and then I get the smaller one all cleaned up and comfy. Then I perform a small Ceremony of Release and --' He glanced down, grinning at Gabriel. 'Then I wave bye-bye,' he said, in the special sweet voice he used when he spoke to the newchild." He also explains to Jonas that he doesn't take the released child to Elsewhere, but someone else comes to get him/her.	Father's explanation of the preparation for release shows that he takes care of the child prior to the release. He ensures it is clean and comfortable, and he suggests that someone else then takes the child after he performs a Ceremony of Release. His description and mannerisms, including waving and smiling to Gabriel in a sweet voice, suggest release is a positive thing. This interaction demonstrates Jonas' curiosity about release, which is different from how others in his community seem to act. He asks several questions to his father, looking for more information because he is not satisfied with just knowing that the release will happen.
Chapter 19: "With an odd, shocked feeling, Jonas recognized the gestures and posture and expression. They were familiar. He had seen them before. But he couldn't remember where. Jonas stared at the screen, waiting for something to happen. But nothing did. The little twin lay motionless. His father was putting things away. Folding the blanket. Closing the cupboard. Once again, as he had on the playing field, he felt the choking sensation. Once again he saw the face of the light-haired, bloodied soldier as life left his eyes. The memory came back. *He killed it! My father killed it!* Jonas said to himself, stunned at what he was realizing. He continued to stare at the screen numbly.... Jonas felt a ripping sensation inside himself, the feeling of terrible pain clawing its way forward to emerge in a cry."	

Express Understanding

How does the meaning of release—and Jonas' curiosity about it—change throughout the book? Why does it change? How does seeing the release from Jonas' point of view impact your understanding? How does Jonas' perspective of release differ from his father's perspective?

Lesson 2

Read

Reflect on what you have read in *The Giver* so far.

Understand

1. Why was it important for Jonas to watch the release?

_____

_____

_____

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_____

2. What warning might Lowry be trying to give readers through Jonas' realization? Why?

_____

_____

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_____

Vocabulary:

- **Claim:** A **claim** is a statement of belief, something the person making the **claim** believes to be true based on knowledge and/or evidence. **Claims** are often disputed or debated, which means there are other people who believe something different and/or believe the **claim** being made is flawed or incorrect.
- **Evidence-Based Claim:** An **evidence-based claim** is a conclusion that you have drawn and that you want others to think about after reading the text. All parts of the claim are supported by specific evidence you can point to in the text.

  An **evidence-based claim** includes:
  1. evidence from the text that supports that claim, and
  2. a conclusion that you have made after reading the section.

Read the example of how to evaluate a claim using the SODA strategy on the next page.

Prompt	Claim
What is a theme that Lowry conveys through *The Giver*?	One theme that Lowry conveys in *The Giver* is that blindly following rules and rituals without understanding their past and purpose can lead people to lose their humanity.
SODA Analysis	
Specific: Does the claim address the specific question being asked?	The claim is specific because it names a specific theme, and not a general idea (e.g., rules and order).
Original: Does the claim represent my own thinking in my own words?	The claim is original because it has my own ideas and was not copied from someone.
Defensible: Can I support the claim with reasons and evidence?	The claim is defensible because I can think of examples from the text to support my claim.
Arguable: Could someone have a conflict with my claim?	The claim is arguable because there are many other themes that could be explored.

3. Why should a reader agree with this claim? A reason should answer the question "Why?"—Why does blindly following rules and rituals cause problems? Look for a big idea—not a specific example, as that will come with the evidence.

_____

_____

_____

_____

4. Find relevant evidence to support this reason and to help make a compelling argument in support of the claim. Evidence serves as support for the reasons you offer, and can be presented in different forms (e.g., an argument on scientific matters might include statistics or data, whereas an argument about a theme will include evidence from the text that illustrates this theme and how it is developed).

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5. Add the reason and evidence you provided in questions three and four to the Reason 1 column in the graphic organizer.

6. Identify two additional reasons that support the claim we discussed and add them to the graphic organizer. Then, gather relevant evidence from the text that supports the reasons and the claim and add them to the graphic organizer as well.

Claim		
One theme that Lowry conveys in *The Giver* is that blindly following rules and rituals without understanding their past and purpose can lead people to lose their humanity.		
Reason 1	**Reason 2**	**Reason 3**
Reason: Explanation:	Reason: Explanation:	Reason: Explanation:
Evidence: Explanation:	Evidence: Explanation:	Evidence: Explanation:

Lesson 3

Read

Read chapters 20–21 in *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 4

Read

Read chapter 22 in *The Giver*.

Understand

> "Tentatively he began to ride in daylight. He had forgotten the fear of the searchers, who seemed to have diminished into the past. But now there were new fears; the unfamiliar landscape held hidden, unknown **perils**.
>
> Trees became more numerous, and the forests beside the road were dark and thick with mystery. They saw streams more frequently now and stopped often to drink. Jonas carefully washed his injured knees, wincing as he rubbed the raw flesh. The constant ache of his swollen ankle was eased when he soaked it occasionally in the cold water that rushed through roadside gullies."

1. Define **perils** as it is used in the text.

_____

_____

_____

_____

2. What words and phrases describe the new setting? What is the connotation of the phrase "dark and thick with mystery"?

_____

_____

_____

_____

_____

3. Reread the following excerpt.
   - Start at: "He was newly aware that Gabriel's safety depended entirely upon his own continued strength."
   - Stop at: "During his twelve years in the community, he had never felt such simple moments of exquisite happiness."

   How does the description of the setting in these paragraphs compare to the description in the chapter's opening? Cite text evidence. Lines are provided on the next page.

4. How does this contrast in the setting connect to themes that we discussed in the previous lesson? Cite text evidence.

5. How does Jonas' experience in this new setting impact Jonas? Identify two ways Jonas is changed by his experience in the new setting, citing evidence from the text.

6. Does Jonas believe he has made the right choice to escape? Why/why not? Cite text evidence to support your answer.

_____

_____

_____

_____

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_____

_____

_____

Express Understanding

Do you think Jonas has made the right choice to escape? Why/why not? Cite text evidence that has influenced your opinion.

_____

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Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter 23 of *The Giver*.

Understand

As you complete your independent reading, record notes on the graphic organizer below.

Task	Response
3 ...actions that Jonas takes/ experiences that Jonas has that advance the plot	
2 ...things that I found interesting	
1 ..question that I still have	

Lesson 2

Read

Reread the excerpt from chapter 23 of *The Giver*.

- Start at: "As he approached the Summit of the hill, something began to happen."
- Stop at: "But perhaps it was only an echo."

Understand

1. What is your reaction after reading the end of the story?

_____

_____

_____

_____

_____

2. What happens to Jonas and Gaberiel at the end of the text? What evidence supports your conclusion?

_____

_____

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_____

> "Dimly, from a nearly forgotten perception as blurred as the substance itself, Jonas recalled what the whiteness was.
>
> 'It's called snow, Gabe,' Jonas whispered. '*Snowflakes*. They fall down from the sky, and they're very beautiful.'"

3. How do earlier scenes in the novel make this moment ambiguous, or uncertain? To answer this question, consider whether Jonas actually experiences the events that follow, or is he only remembering a pleasant memory? Lines are provided on the next page.

Express Understanding

Make an inference about what happens to Jonas and his community at the end of the text. Cite text evidence to support your inference.

Lesson 3

Read

Read Lois Lowry's 1994 "Newbery Acceptance Speech." This text is located in your unit reader.

Understand

1. **Part A**

   Which sentence **best** explains how the memory of riding her bike through Shibuya influences Lois Lowry?

   A. The memory of yearning to explore unfamiliar places, but often remaining too shy to interact with others causes her to write and speak about the need to sacrifice security to reach out beyond comfort zones.
   B. The memory of wanting to rebel against her parents, and learning new things as a result of her rebellion, causes her to write and speak about the benefits of individuality.
   C. The memory of assuming the worst as she misinterpreted a compliment, "Kireides", as an insult, causes her to write and speak in a way that everyone can understand.
   D. The memory of her unhappiness in Shibuya, where she found few friends and felt out of place as an American living in a foreign country, causes her to write about the importance of accepting everyone, despite cultural differences.

   Part B

   Which details from the speech **best** support the answer to Part A?

   A. "I have a bicycle. Again and again—countless times without my parents' knowledge—I ride my bicycle out the back gate of the fence that surrounds our…safe American community."
   B. "All of such a contrast to my own life. But I never talk to anyone."
   C. "I remember this moment—this instant of communication gone awry—again and again over the years."
   D. "And if I've learned anything through that river of memories, it is that we can't live in a walled world, in an 'only us, only now' world where we are all the same and feel safe."

2. Complete the chart below to identify the claims Lowry makes in her acceptance speech and the evidence she uses to support each claim.

   Part A

   Column 1: Write the letter of each of the claims Lowry makes in her Acceptance Speech in the order she makes them.

   Part B

Column 2: Write the letter of the relevant evidence from her speech that supports each claim.

Lowry's Claims	Support from Speech

Part A	Part B
A. People block out the unfamiliar in an attempt to feel secure. B. Miscommunication can lead to confusion and hurt. C. As people become connected, the differences between them are not important. D. But forgetting is not always best. E. The further away from our immediate concern, the less we feel connected to events and people. F. A community of consistency and familiarity can be comforting. G. It feels better to overlook hurt and put it out of our minds. H. Some are born with a gift to see what others see.	A. "It is clear to me that although I am a highly visual person – a person who sees and appreciates form and composition and color – this man's capacity for seeing color goes far beyond mine." B. "I back away, startled, because my knowledge of the language is poor and I misunderstand her words. I think she has said, "Kirai des'" meaning that she dislikes me;and I am embarrassed, and confused wondering what I have done wrong;how I have disgraced myself." C. "No one knows better than we Germans that we must tell this again and again." D. "Then I relax. I say to her, in a relieved voice, 'It's all right. It was in Oklahoma.' (Or perhaps it was Alabama. Or Indiana.)" E. "We live in an American style house, with American neighbors, and our little community has its own movie theater, which shows American movies;and a small church, a tiny library, and an elementary school, and in many ways it is an odd replica of a United States village." F. "Then he comments, a little puzzled, but not at all sad, 'I can't remember exactly what happened to her.'" G. "Somehow, by shutting her out, we make ourselves feel comfortable, familiar, safe." H. "How small the world has become, I think, looking around the church at the many people who sit there wishing happiness to my son and his new wife – wishing it in their own language as I am wishing it in mine. We are all each other's people now, I find myself thinking."

3. **Part A**

How do the children's letters expressing the "right ending" of *The Giver* contribute to the overall development of ideas in the speech?

A. The letters support Lowry's ideas about Elsewhere.
B. The letters lend evidence to the idea that Lowry takes risks in her writing.
C. The letters show how unhappy readers are with the endings to Lowry's stories.
D. The letters give examples of how readers apply their own lives to Lowry's writing.

Part B

Which detail from the speech **best** supports the answer to Part A?

A. "I shrugged and smiled and told her that I just start wherever it feels right."
B. "'I really like the book you wrote … because it made me laugh every time I read it.'"
C. "'Mainly because I got to make the book happy. I decided they made it.'"
D. "'I was really surprised that they just died at the end. That was a bummer.'"

4. **Part A**

Which sentence **best** explains how Lowry shapes her perspective on making choices in life?

A. Lowry presents a negative experience after making an unpopular choice in life.
B. Lowry presents a speaker who makes choices after reflecting on their past experiences.
C. Lowry metaphorically compares choices in life to tributaries contributing to a larger river.
D. Lowry presents a speaker who suffers consequences after making superficial choices in life.

Part B

Which excerpts from the speech **best** support your answer to Part A?

A. "His own past goes back farther than he had ever known"
B. "Now he saw the familiar wide river beside the path differently"
C. "I enter…an unfamiliar, slightly uncomfortable, perhaps even unsafe…area of Tokyo"
D. "Is beginning to look more deeply into the life that has been very superficial"

Express Understanding

How does Lowry use and alter a memory as inspiration for the novel *The Giver*. Cite evidence from both *The Giver* and "Newbery Acceptance Speech, June 1994" to support your response.

Lesson 4

Understand

1. Develop a claim in response to the prompt and evaluate it using the SODA strategy.

Prompt	Claim
What happens to Jonas and his community at the end of *The Giver?*	
SODA Analysis	
Specific: Does the claim address the specific question being asked?	
Original: Does the claim represent my own thinking in my own words?	
Defensible: Can I support the claim with reasons and evidence?	
Arguable: Could someone have a conflict with my claim?	

2. Rewrite your claim statement. Identify two reasons that support the claim and add them to the graphic organizer. Then, gather relevant evidence from the text that supports the reasons and the claim and add them to the graphic organizer as well.

Claim	
Reason 1	**Reason 2**
Reason: Explanation:	Reason: Explanation:
Evidence: Explanation:	Evidence: Explanation:

Express Understanding

Why did Lois Lowry choose to make the ending of the text ambiguous, or unclear? How does this impact the meaning you are taking from the novel?

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read "Harrison Bergeron" by Kurt Vonnegut. This text is located in your unit reader.

Understand

Vocabulary:

- **Summary:** a brief statement or restatement of main points for a shorter version of a longer text

1. Write a summary of "Harrison Bergeron." make sure your summary includes an accurate description of the society in which the story takes place, as well as a synopsis of the plot.

"The year was 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the **unceasing vigilance** of agents of the United States Handicapper General."

2. What does **unceasing vigilance** mean as it is used in the text?

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Express Understanding

How is the phrase "**unceasing vigilance**" important to the events and plot of the text? Write a paragraph to explain your answer. Draw upon your summary and vocabulary work to support your response. Additional lines are provided on the next page.

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Lesson 2

Read

Reread "Harrison Bergeron" by Kurt Vonnegut. This text is located in your unit reader.

Understand

1. Complete the character analysis graphic organizer.

Character	Appearance	Dialogue/Actions	Point of View/Perspective
George Bergeron			
Hazel Bergeron			

Character	Appearance	Dialogue/Actions	Point of View/Perspective
Harrison Bergeron			
Handicapper General			
Ballerina			

2. Why is Harrison Bergeron portrayed on television as “extremely dangerous”? Is he dangerous? Cite text evidence to support your answer.

Express Understanding

Compare and contrast the Handicapper General with The Council of Elders in *The Giver*. Cite text evidence to support your response.

Lesson 3

Read

Review "Harrison Bergeron" by Kurt Vonnegut. This text is located in your unit reader.

Understand

1. Think about equality and individuality in "Harrison Bergeron." Develop a claim in response to the prompt and evaluate it using the SODA strategy.

Prompt	Claim
What message or theme is Kurt Vonnegut trying to convey in "Harrison Bergeron"?	
SODA Analysis	
Specific: Does the claim address the specific question being asked?	
Original: Does the claim represent my own thinking in my own words?	
Defensible: Can I support the claim with reasons and evidence?	
Arguable: Could someone have a conflict with my claim?	

2. Rewrite your claim statement. Identify two reasons that support the claim and add them to the graphic organizer. Then, gather relevant evidence from the text that supports the reasons and the claim and add them to the graphic organizer as well.

Claim	
Reason 1	**Reason 2**
Reason: Explanation:	Reason: Explanation:
Evidence: Explanation:	Evidence: Explanation:

Express Understanding

To what extent are equality and individuality **mutually exclusive** (unable to exist at the same time)? Use evidence from both "Harrison Bergeron" and *The Giver* to support your thinking.

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and *The Giver* by Lois Lowry.

Culminating Writing Task Directions
How do Jonas' experiences develop a theme over the course of *The Giver*? To answer this question: ● Identify key events in *The Giver* and Jonas' reaction to or opinion of them. ● Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?) ● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events. ● Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the course of the novel? What causes Jonas' interactions or reactions to change?) ● Determine a theme of *The Giver* based on these elements. First, identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text. ● Locate evidence that supports the development of a theme of *The Giver*. Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

NOTE: If you are not sure how to cite textual evidence, you should set up a conference with your teacher.

Understand

It is important to carefully read your writing prompt and prepare to write before you begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer and guiding questions to organize your thoughts before writing your rough draft.

1. What did you learn about each topic in *The Giver?* Complete the graphic organizer on the next page.

Topic	Theme (lesson learned)
Love and Joy	
Pain and Suffering	
Perfection	
Community	
Individuality	
Bravery	
Freedom and Choice	
Sacrifice	

Express Understanding

Develop a claim in response to the prompt and evaluate it using the SODA strategy.

Prompt	Claim
How do Jonas' experiences develop a theme over the course of *The Giver*?	
SODA Analysis	
Specific: Does the claim address the specific question being asked?	
Original: Does the claim represent my own thinking in my own words?	
Defensible: Can I support the claim with reasons and evidence?	
Arguable: Could someone have a conflict with my claim?	

Lesson 2

Culminating Writing Task: Gather and Organize Evidence

Review the Culminating Writing Task Directions and the *The Giver* by Lois Lowry.

Culminating Writing Task Directions
How do Jonas' experiences develop a theme over the course of *The Giver*? To answer this question: ● Identify key events in *The Giver* and Jonas' reaction to or opinion of them. ● Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?) ● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events. ● Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the course of the novel? What causes Jonas' interactions or reactions to change?) ● Determine a theme of *The Giver* based on these elements. First, identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text. ● Locate evidence that supports the development of a theme of *The Giver*. Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

Understand

The graphic organizer below will become the body paragraphs for your essay.

1. Rewrite your claim statement in the graphic organizer on the next page. This will be the thesis statement for your essay.
2. Identify three reasons that support the claim and add them to the graphic organizer.
3. Then, gather at least 2 pieces of relevant evidence from the text that supports the reasons and the claim and add them to the graphic organizer as well.

Claim (Thesis)
Body Paragraph 1
Reason: Explanation:
Evidence 1: Explanation: Evidence 2: Explanation:

Body Paragraph 2
Reason: Explanation:
Evidence 1: Explanation: Evidence 2: Explanation:

Body Paragraph 3
Reason: Explanation:
Evidence 1: Explanation: Evidence 2: Explanation:

Lesson 3

Culminating Writing Task: Drafting

Review the Culminating Writing Task Directions and the *The Giver* by Lois Lowry.

Culminating Writing Task Directions
How do Jonas' experiences develop a theme over the course of *The Giver*? To answer this question: ● Identify key events in *The Giver* and Jonas' reaction to or opinion of them. ● Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?) ● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events. ● Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the course of the novel? What causes Jonas' interactions or reactions to change?) ● Determine a theme of *The Giver* based on these elements. First, identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text. ● Locate evidence that supports the development of a theme of *The Giver*. Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

Understand

Part of Essay	Function
Introduction	Restate the writing prompt and state the claim you chose about the theme that is developed in *The Giver.*
Body Paragraphs	Using the graphic organizers from lessons one and two, cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations. Use signal words or phrases to begin each new paragraph. Examples of signal words/phrases are: *because, since, first, then, after, finally, also, another, last, before, after, later, at first, during, meanwhile, in the end*.
Conclusion	Restate your claim to provide a strong conclusion to your writing.

Introductions give your reader an idea of what your essay is going to be about. Introductions have a statement with background information and they state the claim.

Introduction Drafting:

1. Create a hook statement about the topic(s) related to the theme you wrote your claim about. A hook statement is meant to grab the attention of your reader.

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2. How can you transition from what you said in your hook to what you are saying in your claim?

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3. Using the information from questions one and two, and your claim statement from the previous lesson, draft your introduction. Additional lines are provided on the next page.

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Body Drafting:

Each body paragraph of your written response should include the following:

- a reason why this paragraph will support your claim
- at least 2 pieces of evidence to demonstrate how the reason supports your claim
- several pieces of textual evidence, including direct quotations and page numbers

You should use appropriate transition words and phrases to connect ideas across and within the paragraphs of your essay.

4. Write three body paragraphs using effective transitions using the graphic organizer you completed in the previous lesson.

Conclusion Drafting:

A conclusion paragraph should leave your reader with a concise understanding of what your essay was about. Conclusions also restate the claim from the introduction and summarize the central ideas in the essay. They also are meant to remind your reader of how this lesson can apply to their everyday life.

5. Write a conclusion for your literary analysis essay.

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Lesson 4

Read

- Read the draft of your compare and contrast essay from lesson three.
- Review the Culminating Writing Task Rubric (at the end of this lesson).

Culminating Writing Task: Revise and Edit

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

- ❏ **Introduction Paragraph:**
  - ❏ Identify your hook by circling it with a red marker.
  - ❏ Identify the claim by underlining it with a green marker.
    - ❏ Determine if your introduction paragraph includes a strong claim that is **specific**, **original**, **defensible**, and **arguable**.

- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you support your claim about how theme is conveyed in *The Giver*?
    - ❏ Did you give textual evidence to support your response?

- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you support your claim about how theme is conveyed in *The Giver*?
    - ❏ Did you give textual evidence to support your response?

- ❏ **Body Paragraph 3:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you support your claim about how theme is conveyed in *The Giver*?
    - ❏ Did you give textual evidence to support your response?

- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your claim.
  - ❏ Identify your connection to the reader's everyday life by circling it with a blue marker.

Use the Editing Marks chart on the next page to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	ℯ
Add	^
Check Spelling	sp

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Edit your writing to ensure proper English conventions are used.

Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions
How do Jonas' experiences develop a theme over the course of *The Giver*? To answer this question: ● Identify key events in *The Giver* and Jonas' reaction to or opinion of them. ● Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?) ● Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events. ● Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the course of the novel? What causes Jonas' interactions or reactions to change?) ● Determine a theme of *The Giver* based on these elements. First, identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text. ● Locate evidence that supports the development of a theme of *The Giver*. Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

Title: _____

By: _____

DEPARTMENT of EDUCATION
Louisiana Believes

LEAP 2025

Grades 6–8 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective**.	The student response • demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis; • addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its appropriateness** to the task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally effective**.	The student response • demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis; • is **undeveloped and/or inappropriate** to the task, purpose, and audience; • includes **little to no** text-based evidence; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.