Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
  - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
  - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, students will have read dystopian literature and related informational texts to understand how individual perspectives are shaped by knowledge and memory and to determine whether perfection is worth the sacrifice.

The main text students will read in this unit is *The Giver* by Lois Lowry, which focuses on a young man named Jonas and his community. Throughout the unit, students will analyze how Jonas' character and perspective changes as a result of his experiences and consider themes conveyed in the text and how they connect and relate to their own life and community. At the end of the unit, students will be asked to write a literary analysis essay about the main character and themes of the text.

Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
  - *The Giver* by Lois Lowry
  - *The Giver* ELA Guidebook Unit Reader
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
  - Preamble to the Constitution of the United States
  - "The Human Abstract" by William Blake

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about values and rights in a constitution, how communities develop knowledge and shared memories, utopian and dystopian societies can be found here: https://learnzillion.com/wikis/159525-the-giver-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - utopia, utopian, dystopia, dystopian
    - obey, obeyed, obeying, obedience, obeyer, obeyable
    - success, succeed, successor, successful, successless
    - prohibit, prohibited, prohibiting, prohibitor, unprohibited
    - where, elsewhere, where else
    - prison, prisoned, prisoner, imprison, imprisoned, imprisoning
    - same, samensess, all the same, just the same

Support for Reading

A downloadable audio recording of *The* is available at: https://www.audible.com/pd/Kids/The-Giver*Giver*-Audiobook/B002UUQUB6?mkwid=DSATitle_dc&pcrid=239352017471&pmt=b&pkw=&source_code=GO1GB907OSH060513&cvosrc=ppc%20dynamic%20search.google.97175169&cvo_crid=239352017471&cvo_pid=5075902449&gclid=CjwKCAiA8P_TBRA9EiwAJrpHM-r1X87yj63cjfLex24o5x2QH5sR7O0BeuSrlu2POqSyUmfKW1OAzxoCIgoQAvD_BwE.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance;
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having the student write in their native language if English is not their first language, then translate their written responses into English on another day.

Week 1 Lesson 1

Understand

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

   Jonas uses the emotion words "frightened," "eager," "excited," "nervousness," and "apprehensive" to describe how he is feeling.

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

   Jonas is apprehensive about an event that is happening in December. We do not know what this event is or why it might make him nervous. Based on the text, we also know that other "Elevens" are excited about the event, too, so Jonas is not the only one who feels this way.

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

   Apprehensive shares some similarities with being frightened in that someone who is apprehensive may have fear or anxiety about what is to come; however, someone who is feeling apprehensive is less fearful than someone who is feeling frightened. Frightened is a more intense, extreme emotion or feeling of fear.

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

   Jonas is fascinated by the unidentified aircraft at first because he has never seen a plane close up as it is "against the rules for pilots to fly over the community." Jonas remembers seeing others in the community—adults as well as children—who were also mesmerized by the aircraft and anxious about its appearance in the sky. Jonas recalls that everyone stopped and awaited some sort of explanation about the aircraft's appearance.

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

   Jonas immediately and obediently goes inside to take shelter when he hears the instructions from the speaker. As he looks outside, he sees that everything has been abandoned, which suggests that all of the other children and adults in the community have followed the orders to immediately go to the nearest building.

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

   These incidents suggest that Jonas' community is highly structured and organized, and that the people within the community—including Jonas—are obedient and follow the directions that they are given by the community at large. The incidents also raise questions about what Jonas and other community members know, given they have never seen an aircraft close up and are easily frightened by seeing something out of the ordinary.

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.

Answers may vary; accept any answer that can be supported with relevant evidence. For example:

Jonas' community appears to be an orderly community that places emphasis on rules and regulations. When the people in the community spot an aircraft flying overhead, a voice from nearby speakers directs the members of the community to go to the nearest building and remain inside. All of the individuals follow these instructions, which suggest that the people of the community trust the directions they are given and follow them to preserve the community's order. In addition, the speaker then announces that a pilot-in-training made a mistake and flew over the community, which is against the rules. The pilot receives a consequence of being released as a result of this mistake. This punishment suggests that the community values rules and regulations as a way to preserve order.

Week 1 Lesson 2

Understand

1. What is surprising about this conversation?

   Lily has trouble coming up with the word animals, and it is revealed that Lily and Jonas do not actually know what the word animal means. This suggests that their community does not have animals of any kind, which is surprising because animals are often relied upon for food sources and/or companions.

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

   Lily describes the visitors as a group of "Sevens," which suggests that people in the community are grouped and considered by their ages, at least in childhood. This may be a way that the community tries to organize things.

3. Reread the following lines from the text. What do they reveal about the community?

   These lines reveal that individuals in Jonas' community lack choice when it comes to their careers and their spouses. The night crew of nurturers are "assigned" to that role because they lack "interest or skills or insight for more vital jobs of the daytime hours." This suggests that people within the community are assigned jobs according to their intelligence or abilities. In addition, the text states that most night-crew workers "had not even been given spouses," which demonstrates that in Jonas' community, people are not able to fall in love by their own choice and select a spouse. Instead, this gives the impression that people are assigned spouses based on particular criteria.

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

Lily's mother gently reminds Lily about "the rules," which state that each family unit is to be given two children—one male, one female. Given that it would be statistically impossible for every family to be guaranteed to have one male and one female by natural methods, it can be concluded that families in Jonas' society are also arranged so that each unit has one boy and one girl child.

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

Mother fears that the repeat offender will have a third transgression; if so, he will be released from the community. This reveals that there are strict laws and order that the people of the community must follow. Otherwise, they are released and not considered a part of 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.

Answers may vary; accept any answer that can be supported with relevant evidence. For example:

Jonas' community is similar to my community in that both value safety and order for their citizens. Within the United States, there are various rules and regulations that people must follow in order to ensure their safety and the safety of others. For example, individuals are not able to drive without a license, and that license can be suspended or revoked if a person has multiple speeding tickets or moving violations like driving while impaired. Similarly, Jonas' community values rules and order, which can be seen in the way that systems are in place to ensure that citizens know how they should behave and what to expect if they do not behave according to society's rules. Someone who commits multiple transgressions is released from the community, likely because they cause disruption to the order of the community.

One way that Jonas' community differs is that it appears to value order and equality over personal choice and freedom. For example, in Jonas' society, spouses and children are assigned to family units rather than allowing people to choose a partner and make decisions about how many children they want to have. In our community, this would be unheard of, as we are guaranteed personal freedoms to choose our relationships and careers.

Week 1 Lesson 3

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	Begin fairness for all citizens	Names a right or intention for the country and its citizens
insure domestic Tranquility	Promise that everything inside the country will remain peaceful for citizens	Names a right or intention for the country and its citizens
provide for the common defence	Give protection to citizens against possible harm from other places	Names a right or intention for the country and its citizens
promote the general Welfare	Care for citizens in need; support citizens and help them meet their needs	Names a right or intention for the country and its citizens
and **secure** the Blessings of Liberty to ourselves and our Posterity	Promise or make sure that freedom and fairness for all citizens is granted to us and our children and their children and all future generations	Names a right or intention for the country and its citizens now and in the future
do **ordain** and **establish** this Constitution for the United States of America	Approve and begin the U.S. Constitution that follows	Declares this an official document/ foundation for the United States

4. Based on your interpretation of the Preamble, what does our country value? Compare this to what Jonas' community values.
   Many of the values that are named in the Preamble are also values within Jonas' community. For example:
   - The Preamble discusses fairness for all; in Jonas' society, families are created so that they are the same number of people/ boy:girl ratio, which suggests that fairness/ equality is important.
   - The Preamble values caring for citizens; in Jonas' society, Nurturers care for all of the babies. By having this role, the community ensures that all infants are adequately cared for.
   - The Preamble values peace and safety from harm; in Jonas' society, people who break laws are punished and given three chances before they are released from the community.

   Our country values freedom and liberty in a way that we have not yet seen in Jonas' community. For example:
   - It is against the rules for families to have more than their two assigned children.

- The pilot who flew over the community was punished for his action.
- The family—and community—seem highly regulated in the way they act toward one another (e.g., sharing of feelings each night, Lily's reflections about the visitors).

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?	Answers will vary. Students should make relevant connections between the ideas from chapter 1, the Preamble, and the unit essential questions (e.g., Jonas' community seems to be focused on fairness at the expense of limiting some rights, the individuals in the book are influenced by and seem to feel good about the way in which their community operates with fairness for all, etc.)
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.

Answers will vary. Accept any logical predictions that can be supported by evidence. For example:

I predict that *The Giver* will explore the tension between individual freedoms and rules and restrictions that are for the good of the community. In the text, Jonas' family seems to operate within a set of rules that are given to them by the society. For example, the family is not allowed to have an additional child come live with them—even if they wanted to—because families are required to be made up of two children: one boy and one girl. In chapter 1, the family seems to be okay with the rules and regulations that direct their lives, but it's possible that a conflict may arise between what an individual wants for him/herself and what the society requires.

Week 1 Lesson 4

Understand

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

   Jonas remembers feeling excited before Lily joined the family. He shares his memory of climbing to the stage with his parents on the day of the naming ceremony so that they could get the girl child that was to be placed with their family. He also remembers his father being delighted when he heard that "New Child 23" would be placed with his family and that her name would be Lily.

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

   The lines from the text reveal that the people in Jonas' community are always being watched and considered by the elders. It appears as though the Elders make decisions for the community members based on their observations of them.

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

   Jonas' questions suggest that he is very nervous and fearful that he will be assigned something he does not like. He also feels uncertain of his assignment because he has not demonstrated a clear strength or interest in any particular area, so he feels as though he may be assigned to anything.

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

   Jonas' conversation with his parents shows that individuals in his community do not have the freedom to choose things for themselves. For example, children are assigned to families, which is demonstrated by Jonas' reflections on when Lily was given to his family. Her name was also chosen by the community elders during the naming ceremony. In addition, individuals do not have the freedom to choose what jobs they will perform; instead, they are assigned a particular role in the community by the elders. The conversation also shows that Jonas' community is organized and thrives on order and rules. Jonas reflects on how rules are difficult to change in the community, which suggests that the community values order above choice.

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.

Based on chapter 2, Jonas generally has positive feelings for his community and how it operates. For example, he remembers Lily being assigned to his family with fondness and does not seem to question or wonder why children must be assigned to families. In addition, while he expresses nervousness over his assignment, he does not express a desire to make the decision for himself or question whether

the elders should be able to decide everyone's assignment. This suggests that he generally feels good about how the community operates.

Week 1 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 2 Lesson 1

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapter three include, but are not limited to:

- Jonas' father brings the baby, Gabriel, home to stay with the family. The baby has light-colored eyes like Jonas, which is unusual in the community.
- Jonas thinks about the speakers that share announcements with the community, and remembers the shame he felt for taking an apple from the snack room.
- Jonas reflects on why he took the apple—he was convinced that something changed about it even though he could not name what or how it changed.

Week 2 Lesson 2

Understand

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

   Jonas is humiliated by the public shaming he receives over the announcement about the snacks being removed.

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

   Humiliation means that Jonas is embarrassed.

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

   Knowing that he felt ashamed and embarrassed by the public shaming helps the reader to understand that remorse means feeling sorry or feeling bad about something.

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

Remorse means that Jonas felt guilty for what he did.

5. What does Jonas notice about the apple?

   Jonas notices that the apple changes in some way while he throws it in the air back and forth with Asher. He cannot explain how or why it changed, and he does not see the change when he examines it closely, but he feels certain that something happened to it that he cannot explain.

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

   The word mystified means bewildered, perplexed, or puzzled. Jonas feels this way because he cannot explain what was different about the apple when he noticed it change. When he asks Asher, he realizes that Asher has not noticed a change in the apple even though he is certain that he saw something change about the apple.

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

   This sentence suggests that Jonas is certain that he saw the apple change, and that he is curious about why. It also shows that he is trying to fit in with Asher because he is pretending that he did not see something change even though in his gut he believes he did.

Express Understanding

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

Students should note the following ideas:

- Jonas' community is constantly under watch by those who are in charge. Even the smallest infractions are noticed (e.g., taking one apple does not seem like a big deal, but it is significant enough that the speakers share a public announcement as a "reminder" that snacks should not be hoarded).
- In addition, Jonas' community seeks to control people's actions by making them public. Instead of having a person remind Jonas that he should not take snacks, an announcement is made to all people. This suggests that the community and the people in it follow the rules and order because they fear public reprimands or humiliation.
- Jonas believes he sees something different about the apple, even though he cannot name what it is. He is so intrigued and curious that he decides to take the apple home to try and figure out what is different. His question to Asher reveals that he alone has noticed something strange or different about the apple. This is the first time that we see Jonas take action based on his curiosity. We also get the sense that he can see something that Asher can't, even if he—and we—don't know what that is yet.

Week 2 Lesson 3

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 4-5 include, but are not limited to:

- Jonas and Asher complete their "volunteer hours" after school, which they need to do so that they are prepared for the upcoming ceremony.
- Jonas volunteers with the elderly, and participates in bathing an elderly woman; he reflects on the fact that no one is allowed to be seen naked except the elderly and babies.
- The old woman tells Jonas about Roberto's release, which was a wonderful celebration of his life. Jonas asks what happens during the moment of release but no one knows, except that Robert was happy.

Week 2 Lesson 4

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	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.

Room. But you should have seen his look. Pure happiness, I'd call it.'"	
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 not a 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.
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.

Express Understanding

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

Students should note the following ideas:

- The idea of being released has been referred to throughout the book in different ways. In chapter 1, the pilot who accidentally flew over the community was released, which suggested that it was a form of punishment or a negative thing. In addition, Jonas shared feelings of sadness for a friend whose father was released, suggesting being released is something bad.
- Roberto's release, as described by Larissa, is a positive experience that appears to be a party or celebration, complete with telling stories about his life, making toasts, and sharing with friends. This

suggests that release is not always negative, but could be something to celebrate within the community.

- Jonas appears curious about release based on chapter 4. He asks questions of Larissa, including where do people go during the actual release and also expresses that he wishes that children were allowed to participate. This demonstrates that release is sort of a mystery to Jonas and his community. It is also something that Jonas is curious about, but seems to accept that no one really knows what happens.

Week 2 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 3 Lesson 1

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 6-7 include, but are not limited to:

- Students should share the following ideas in their summary for chapter 6:
  - The ceremonies begin; the entire community attends the ceremonies.
  - As Jonas waits for his ceremony to begin, he is still nervous about his assignment. He takes comfort in knowing that the elders are never wrong, looking at the way they match spouses for proof.
- Students should share the following ideas in their summary for chapter 7:
  - Jonas and his friends line up based on the order they were born. Jonas is number 19.
  - Assignments are given; Asher is given Director of Recreation.
  - The Chief Elder skips Jonas in giving assignments and goes straight from number 18 to number 20, causing confusion and alarm.

Week 3 Lesson 2

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?

   Jonas is confused and uncertain. He does not understand what the Receiver of Memory does. The crowd's reaction is similar. The text states that the crowd gasps in astonishment and that their "eyes

widened in awe." This shows that this is an unexpected assignment, and also that this role is likely one of significance to the community. It also appears to be something that the community doesn't know much about.

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.

   The word hasty means done quickly. Given the context of the sentence, we can assume that the previous Receiver of Memory failed in some way and, as a result, the committee of Elders took their time in selecting the next Receiver to ensure that their selection was a good choice so that they would not experience 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?

   Jonas must have courage because he is told that he must experience physical pain as the Receiver, unlike anything he has experienced before. The Chief Elder explains that even he could not understand what the current Receiver described in regards to the pain, which suggests that somehow, the people in Jonas' community are free from pain.

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

   Jonas experiences another moment like the one with the apple. When he looks out into the crowd, he sees something that changes. Although he cannot describe exactly how it changed, he realizes now that he has an ability to see something that others cannot see.

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.

Jonas is characterized in ways that are similar to his community in that he generally agrees with and goes along the rituals and rules of the community. For example, although he is nervous about the Ceremony of Twelve, he does not question whether this is the right way for people to be given their careers. At the same time, Jonas is characterized as different from his community in that he is selected to be the next Receiver of Memory, which is a unique and honored position that is not assigned but one that is designated for someone who has a special ability. Jonas, unlike his community, has some sort of ability to see things in a different way than others in his community. He also demonstrates a curiosity about how things work and why they must be that way in a way that feels somewhat different than others in the text thus far.

Week 3 Lesson 3

Understand

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

   Jonas' rules excuse him from following the expected rules, rituals, and guidelines of the community. For example, he is told that he is excused from dream telling and he may lie. These are surprising because they go against everything that Jonas has ever learned. His world is suddenly turned upside-down because he is able to do things he would never dream of doing but prohibited from other things that he has depended on, like medicine for pain.

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**.

   Jonas is shocked by the rules and somewhat anxious and nervous. The author uses words like "stunned," "shocked" and "unnerved" to demonstrate that the rules have left Jonas feeling unsettled, confused, and somewhat anxious about his training. The author also states that Jonas "swallowed hard" when reading the rule about no pain medication and "steeled himself" to read the rules again. This shows that Jonas is shocked and somewhat nervous about what these rules will entail.

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?

   Empowered means to be given power or authority. The word empowered is significant because it signals an important shift. Prior to receiving the rules, Jonas was like every other citizen in his community. Now, he is empowered, which suggests he has more power or authority, which is dramatically different from others in his society. Jonas has realized that if his rules say that he can lie, it is plausible that other Twelves received rules that say that they can lie. This means that Jonas would have no way of knowing whether adults are bound to tell the truth in the same way that children are expected to tell the truth. This is such a startling realization because Jonas' whole community is based on the belief that no one lies, which is why precise language is so important. Now, Jonas realizes he would have no way of knowing whether anything he believed or was told by an adult actually is the truth because there is the possibility that their rules also have this included.

Express Understanding

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

The author develops Jonas' point of view and perception of his community by focusing on Jonas' reflections about the last rule, which states, "You may lie." Jonas reflects on a memory about how even unintentional lies were forbidden, which is why the community focused so much on using precise language. This final rule leads Jonas to question whether others have the same rule in their training,

which leads him to question his community for the first time. By wondering whether others are allowed to lie, Jonas experiences his first doubts and feelings of confusion about his community.

Week 3 Lesson 4

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 10-11 include, but are not limited to:

- Students should share the following ideas in their summary for chapter 10:
  - Jonas has his first experience with The Giver as his training begins. He learns that The Giver will transfer memories to him. When Jonas fails to understand what The Giver is talking about, he tells him to lie down as he prepares to transfer the memory of snow.
- Students should share the following ideas in their summary for chapter 11:
  - Jonas begins to experience the memory of snow as he experiences the cold, snow, and sledding for the first time. When the memory is over, he asks why the community does not have snow, and the old man explains that the community got rid of this when they moved to Sameness. The Giver also transmits sunshine to Jonas, and gives him the memory of sunburn to show that some of the memories are painful, which Jonas has never experienced before.

Week 3 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 4 Lesson 1

Understand

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

   Obsolete means no longer used by anyone or in existence.

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

   Jonas and The Giver both express a desire to have these things within their community again. Their perspectives are significant because they are different from the rest of the community. The community elders/ decision-makers made the choice to move to Sameness. Based on this

conversation, the author shows us that Jonas and The Giver have a different perspective about this choice.

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

   Jonas experiences his first snow and relives a memory where he is sledding down a hill during the winter. This experience is unique to him because Jonas has never experienced snow or changes in weather before. We learn from his conversation with The Giver that the community made the decision to go to Sameness and eliminate changes in weather and landscape to preserve order and efficiency. Thus, Jonas has never experienced these things in his lifetime.

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.

   At the end of chapter 11, The Giver is described as "drained," "sad" and "weary." Based on his interactions with Jonas, it appears as though he feels that the community has sacrificed things to move to Sameness, and he wishes that the community still had some of these things. In addition, he appears to be burdened with something, which also may influence his feelings about the community.

Express Understanding

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

The Giver's memories influence Jonas and cause him to question the decisions that his community has made. For the first time, Jonas shares that he wishes that the community still had things like snow and hills, which demonstrates that his new memories and understanding have changed his thinking about his community. Prior to these experiences, Jonas thought his community was organized and functioned perfectly, and did not question things because he did not know—or even imagine—that things could be different.

Week 4 Lesson 2

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 12 include, but are not limited to:

- Students should share the following ideas in their summary for chapter 12:
  - Fiona shares information about her training with Jonas, and he sees her hair "change" in the same way the apple did that day. He asks The Giver about what happened, and he explains that this is him "seeing beyond." He then has him recall the sledding memory, and Jonas realizes the sled has the same quality as Fiona's hair and the apple, but he doesn't know what it is. The Giver explains that Jonas is seeing color—and in

particular the color red—which the community got rid of for Sameness. Jonas thinks the color is wonderful and beautiful and questions why the community would ever elect to get rid of it.

Week 4 Lesson 3

Understand

1. What does **relinquish** mean?

   Relinquish means to give up something voluntarily.

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

   The community made the decision to give up color when decisions were made to go to Sameness and get rid of differences. The Giver implies that by doing this, the community gained control of many things; for example, without color, there would be no racism in a society because everyone would have the same skin color. In order to achieve that, though, The Giver explains that they had to sacrifice the good and beauty of color. It is a trade-off that the community made.

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

   Jonas' community has sacrificed things like choice, freedom, and differences. For example:
   - Individuals are not able to choose their professions but are assigned a role/job to fulfill when they turn 12.
   - Individuals are not able to choose their own spouse, and families are "assigned" rather than occurring naturally, to ensure that every family is the same: one mom, one dad, one boy, one girl.
   - There is no color; by eliminating color, the community also increases control and limits possible conflicts that could arise. For example, racism could not exist in Jonas' community, because no one can see color. The goal is to make everyone the same.
   - The community has sacrificed adventure, fun, and unpredictability. For example, we learned that hills were made obsolete because they caused inefficiencies in transportation, and that weather events like snow and sunshine are eliminated to prevent farming issues and transportation issues. This makes the community more efficient and safe, but perhaps less joyful.

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

   Differences often create conflict and tension. For example:
   - Individuals sometimes choose to associate with people who are like them, which leads to some people being left out and—in extreme cases—bullied by others.
   - Conflicts and tensions have existed for generations due to racial and social class differences; when people are different, they can create made-up hierarchies and assign rights, privilege, or status to one group vs. another.

- Different beliefs and/or ethnic cultures often clash and result in war or violence. For example, different religious beliefs led to the Crusades, the justification of slavery, and current ongoing violence in the Middle East.

Examples may vary; support students to explain how the examples that they give create or contribute to instability, conflict, or problems for people and communities of people.

Express Understanding

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

Jonas' community values Sameness, efficiency and organization. The Giver tells Jonas that the community did away with weather and hills to eliminate things like storms or temperatures that could reduce crop production and roads/ landscape that could affect and slow transportation. Based on their conversation, the community also values health and that its community members feel good physically. By eliminating weather conditions, the community also prevents people from becoming sunburned, frostbitten or suffering as the result of uncontrollable storms. Jonas' perspective differs from the community because he realizes that the joy and fun that can come from sledding and experiencing winter is something that the community had to give up. His comments about wishing the community could have those things every once in a while reflect that, while he still likes his community, he also wishes there were certain things that could change, at least every so often.

Week 4 Lesson 4

Understand

1. __C__ Part A __B__ Part B
2. __A__ Part A __D__ Part B
3. __D__ Part A __C__ Part B
4. __B__ Part A __B__ Part B
5. __D__ Part A __C__ Part B
6. __A__ Part A __E__, __F__ Part B

Week 4 Lesson 5

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*?

The Reaping in *The Hunger Games* is similar to The Ceremony of Twelves in *The Giver* because both communities hold ceremonies or events that make decisions on behalf of their citizens. In The Reaping, the children of Katniss' communities must enter their names to be selected, at random, to participate as tributes in the annual hunger games. These games are held as a way for the government to show why the people of Panem should never revolt and be thankful for what they have based on troubles from the past. In *The Giver*, the Elders choose what job or profession each twelve-year-old will have in the community. No explanation is given for why the Elders make these decisions. When Jonas expresses concerns to his father and mother, they remind him that the Elders are wise and have been watching the Twelves carefully to select the jobs that best match their skills and personalities. Although The Reaping appears to have more dire consequences than The Ceremonies of Twelves, both Jonas and Katniss express fear or concern about these decisions, and appear to have little to no power to change the decisions if they disagree with them. For example, Katniss volunteers herself in Prim's place, but she can't actually change the rules to make sure that no child has to participate.

Week 5 Lesson 1

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 13-14 include, but are not limited to:

- Students should share the following ideas in their summary for chapter 13:
  - Jonas is upset that the world doesn't have color and tells the Giver that without color, there are no choices.
  - The Giver explains that when people have choices they may make the wrong ones and that by eliminating choice, we are protecting them and making the world safer. He also shares that if he had a family, he would have had to keep many things, such as books, hidden from them.
  - Jonas starts to feel isolated from his friends because they are satisfied to live their lives this way.
  - Jonas learns from the Giver what happened to the last Receiver of Memory and that the memories were released to the world.
- Students should share the following ideas in their summary for chapter 14:
  - Jonas asks the Giver to share the pain he is experiencing and Jonas experiences the pain of a broken arm and starvation.
  - Jonas accidentally passes a memory to Gabriel while putting him to sleep.

Week 5 Lesson 2

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.

   The Giver views the decision makers in the community negatively. During his interaction with Jonas, he expresses some doubt and critique of their decision-making abilities and believes they lack wisdom. He also verbally attacks them by saying "'They know nothing,'" when Jonas tries to share how he learned about how the mind works. The Giver has disdain for the community because he—and he alone—understands what the community has sacrificed. In addition, he is alone in his ability to process, understand, and exist with the memories, which likely leads him to be lonely and angry about his situation.

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

   The Giver's dialogue demonstrates that he does not view what he does as living. Instead, he tries to explain to Jonas that his life is made up of the memories—that, to him, is experiencing life. This also signifies that The Giver has understanding that no one else—not even Jonas, yet—has. Because he says that his life is in his being, where the memories are, we can infer that The Giver does not believe that the members of Jonas' community are able to truly live or experience life.

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

   Jonas reacts with shock and with fear. The text states that he glances at the speaker on the wall to ensure that the switch has been turned off. He also whispers when he responds with a follow-up question to The Giver. This suggests that Jonas still has fear and anxiety about going against the community rules. He knows that community members are not allowed to speak so negatively, and he still holds fear about the possible consequences of this.

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's smile is "oddly harsh." Typically, smiles convey that someone has positive or happy feelings, but they are not usually described as being harsh. By describing The Giver's smile as "oddly harsh," the author conveys the idea that The Giver is faking a smile and may, in fact, be sharing a sarcastic response.

   The Giver's dialogue and demeanor suggest that while he says it is "A great honor" to be the receiver, he does not actually believe this. He refers to the memories as a burden, which suggests that there are a lot of negative consequences to being The Receiver. He also shares with Jonas that everything is meaningless without the memories, which again demonstrates that he disagrees with the community. Jonas, on the other hand, still seems to trust and believe what the community told him about the role

being an honor. He does not fully understand all of the negative consequences that The Giver does at this point.

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.

Based on The Giver's dialogue and demeanor, he does not believe the community has made the right decision to move to Sameness. He believes that they have sacrificed too much, but they are unable to see the consequences of their choices because he and he alone has the memories. The Giver also appears angry at the elders and the community leaders. This can be seen through his dialogue of, "They know nothing!" Given The Giver is alone in his understanding and called upon to help only in bad times rather than to provide true wisdom, he appears to resent the community.

Week 5 Lesson 3

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 15-16 include, but are not limited to:

- Students should share the following ideas in their summary for chapter 15:
  - Jonas receives the memory of a battle during war.
- Students should share the following ideas in their summary for chapter 16:
  - Jonas wants to return to a normal life, so the Giver gives him some good memories to help him feel better. The Giver shares his favorite memory, Christmas morning, with Jonas.
  - Jonas asks his parents if they love him and they respond by laughing and asking for "precision of language" which leaves Jonas frustrated. The next morning, Jonas throws away his pills.

Week 5 Lesson 4

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?

   Jonas' interactions with The Giver and his conversation with his parents are markedly different. After experiencing the memory of love, family, and grandparents, Jonas shares openly, honestly, and vulnerably with The Giver, expressing how much he liked the memory and how he wishes that the

community could still have grandparents and love even though he sees that there is some risk involved. He also expresses that he wishes The Giver could be his grandparent, which demonstrates he is building a deep connection with The Giver and feelings for him as someone who cares for and possibly even loves him (or at least can understand the capacity and emotion of love). His interaction with his parents is rigid and almost scripted. He asks a question to push them, and they give him the "textbook" response about precise language. As a result, he lies to them to end the conversation because he realizes that they could never understand. By asking the question to his parents—and by voicing his real feelings to The Giver—Jonas demonstrates that he is becoming more bold and more willing to openly question his community.

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

Jonas begins to voice his true feelings to The Giver. He begins to question why the community has gotten rid of certain things that bring such joy and sense of completeness (like grandparents, family, and love). His conversation with The Giver also shows that he is beginning to doubt the rationale or argument for why the community made these choices. Jonas also lies for the first time, which demonstrates that he is willingly breaking rules of his community, and doing so even with those closest to him. Jonas realizes that he has a unique understanding that no one else has.

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.

Students should share the following ideas:

- Jonas has come to feel affection for The Giver, and he trusts him in a way that he no longer trusts others as he experiences more memories. Text evidence that supports this: he tells The Giver that it would be nice if he was his grandparent (when he learns about grandparents in the memory), he voices his doubts and concerns to The Giver even though he has some hesitation and fear in doing so (he checks the speaker to see if someone is listening in, but ultimately shares, which shows trust).
- Jonas has started to truly doubt the wisdom of his community. While he tries to rationalize the choices they made to give up true family, grandparents, and love, his dialogue and demeanor suggest that he is not convinced that the community made the right sacrifices.
- Jonas' actions begin to align with his changing perspective. He becomes bold enough to "test" or push his parents by asking him if they love him. When they give him a lecture about precise language, Jonas tells a lie. He does this because he realizes he understands something they don't/can't. This action to lie demonstrates that Jonas is no longer conforming to, and is actively rebelling against, his community and what it stands for.

Week 5 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 6 Lesson 1

Understand

Title: Before reading the poem, make a prediction about what the poem is about based on the title.
"The Human Abstract": I predict the poem is something about the human condition, because of the word "human" and the idea of something abstract, which can't fully be grasped.
Paraphrase: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
We wouldn't have pity if there were not some people who suffer, and would not have mercy if everyone was happy. People get along because they are afraid of harm, but eventually our cruelty/selfishness leads us to break the peace. People take actions out of fear or faith (or both), and try to stay humble As we create and grow and change, we cannot understand everything around us People - or perhaps their views - can create deceit and harm and negative things The gods sought to find all of these things and make them better, but all of these things exist within mankind
Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
Contrasts in the first stanza: pity, mercy, poor, happy Personification of Cruelty as though it is someone spreading a trap The image "watering the ground with holy tears" has a negative, sad connotation, and also suggests a religious reference The raven has made his nest - ravens are animals that are black, mysterious, and often bad omens The image of a tree growing in the human brain - all of these various branches/ feelings/ emotions/ virtues exist within us
Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. What is the author's tone?
The attitude and tone are negative and serious; the speaker emphasizes words and ideas that are associated with darkness or despair.

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.
The first two stanzas appear more hopeful, but the subsequent stanzas are more negative in tone. The speaker moves from describing opposite conditions to describing a tree that is planted, watered, and grows, and then seems to suggest at the end that the tree is all within the human mind. Thus, all of these virtues are a part of the human condition.
Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?
"The Human Abstract" refers to the human condition and the way in which humans create both good and bad.

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*?

The theme of "The Human Abstract" is that the human condition or human spirit is often in conflict and creates both the positive and negative conditions in the world. For example, pity and mercy are values that we typically associate as positive attributes; however, these things would be unable to exist if everyone were happy and if no one were poor. In addition, the idea of peace, according to Blake, occurs out of mutual fear (e.g., if two forces are afraid that one can harm the other, they will be more likely to cooperate); however, Blake shows that human selfishness often disrupts that peace.

This poem connects to the ideas from *The Giver* because it raises important questions about the human condition and what the ideal society would be like. Is the ideal society one in which there is no religion, war, or hunger? Jonas' society has achieved this, but would we call that ideal? Or, is it better to have mercy, even if that means some must suffer as Blake suggests.

Week 6 Lesson 2

Understand

1. Complete the chart below.

What are the benefits of Jonas' community?	What are the risks of Jonas' community?
• Everyone has an equal opportunity due to sameness • There is no pain (emotional or physical) • There is no choice, so it is hard to make	• No one is creative or has different or unique ideas • There is no love • People cannot learn from mistakes

mistakes	

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

   Since this question invites students' opinions, there is no right or wrong answer. However, students should demonstrate the ability to provide reasons and textual evidence to support their perspective and acknowledge when they are presented with compelling reasons, which change their opinions.

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?

   Since this question invites students' opinions, there is no right or wrong answer. However, students should demonstrate the ability to provide reasons and textual evidence to support their perspective and acknowledge when they are presented with compelling reasons, which change their opinions.

Express Understanding

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

Since this question invites students' opinions, there is no right or wrong answer. However, students should demonstrate the ability to provide reasons and textual evidence to support their perspective and acknowledge when they are presented with compelling reasons, which change their opinions.

Week 6 Lesson 3

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.

   Jonas recognizes that while his family might say that they feel anger or sadness or happiness, they actually do not truly feel these emotions because they do not have any understanding of the memories that Jonas has received from The Giver. Without truly understanding war or pain, for example, Jonas realizes that someone cannot truly feel anger or sadness. Jonas understands that he has a depth of feeling that no one else in the community has except The Giver.

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?

   Jonas becomes distraught as he sees his friends playing war because he thinks back to the memory of war that he experienced with The Giver. Because Jonas experienced the pain and suffering of a soldier dying on the battlefield, he is unable to view the children playing a game of war as simply a game. He reacts in a visceral, physical way, and the children are confused by his sudden choking and fear. This

incident demonstrates that Jonas has become very different from his friends and no longer fits in within his community.

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

   Jonas realizes that he no longer can be a part of the community in the same way because his friends will never truly be able to understand what he understands and has experienced. Jonas tells Fiona that he does not want to go with her because he realizes that, while he loves her and Asher as friends, they cannot truly connect and relate to one another. Jonas becomes saddened by this realization because he understands that he is an outsider in the community, whether he wants to be or not.

4. 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.	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.

Week 6 Lesson 4

Understand

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?

The word excruciating has a more severe, negative connotation than just using a word like "painful." By using this word, the author demonstrates the depth of The Giver's love for Rosemary and the extreme depth of his pain for having failed her.

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

   The word excruciating has a more severe, negative connotation than just using a word like "painful." By using this word, the author demonstrates the depth of The Giver's guilt for having "inflicted" the "anguish" on her and ultimately causing her to choose to be released. The use of the word imploringly suggests that he is almost begging Jonas to understand and forgive him for doing what he had to do. These words help convey the intense burden, sadness, and regret/remorse that The Giver feels. This is important, because it is one of the risks of being someone who can truly understand emotion. The Giver feels all of this pain deeply, yet still disagrees with the community for sacrificing emotion for Sameness.

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

   Rosemary's death released the memories that she had received from The Giver into the community, and this resulted in chaos. The Giver shares with Jonas that her death created a "disaster" because the memories of pain and suffering that she experienced were released into the community and the people did not know how to deal with these emotions and experiences. The Giver was so distraught with Rosemary's death that he was unable to help the community process the memories.

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.

The Giver is described as "deep in thought" at the end of the chapter. He also laughs, but the laughter was "not lighthearted" which suggests that he is thinking of something serious. In addition, the text states that "his eyes were very troubled." Given this description and his conversation with Jonas in this chapter, The Giver may be thinking of ways in which he can get the memories back into the community again and possibly help the people deal with them. In the text, he tells Jonas, "If you floated off in the river, I suppose I could help the whole community the way I've helped you. It's an interesting concept." This suggests that The Giver would like to find a way to release the memories back to the community so that everyone - and not just The Giver and Jonas - can experience them.

Week 6 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 7 Lesson 1

Understand

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

   In response to the first question, students should note words and phrases like:
   - "With an odd, shocked feeling"
   - "Jonas stared at the screen, waiting for something…"
   - "He felt the choking sensation"
   - "He saw the face of the light-haired, bloodied soldier"
   - "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 in a cry"

   In response to the second question, students should note:
   - The connotation of these words help convey Jonas' shift in emotions from surprise and shock (e.g., "odd, shocked feeling" and "stared at the screen, waiting…") to disbelief (e.g., "stare at the screen numbly") to horror at what he has witnessed (e.g., "felt a ripping sensation" "feeling of terrible pain clawing"). By using these words, the author helps us feel the same emotions that Jonas feels and emphasizes what a gruesome discovery Jonas has made about his father and community.

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 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.

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.'"	
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.
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,	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

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.	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."	Jonas is horrified by the release. The author describes him as pained by what he sees, as though he is "ripping" from the inside. This contrasts greatly with his father, who views the release as just another part of his job. His description of release from the previous chapter shows that he is not at all horrified by what he is doing. He smiles and waves bye-bye as he releases - or kills - the infants.

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?

> At the beginning of the text, release is mentioned in a matter-of-fact type way. Jonas recognizes that it is often used in a negative way, but he does not ask questions about what happens to someone who is released. As his understanding of the community and the sacrifices it has made increases, he becomes more curious about what happens during release and bold enough to ask questions to the elderly, his father, and The Giver. At the beginning of the text and throughout, evidence leads us to

infer that release could mean sending someone away from the community. At the end of Chapter 19, it is clear that release means murder through lethal injection.

Seeing the release through Jonas' perspective and point of view at this point allows us, as readers, to feel the same jarring shock and emotion that he feels upon witnessing his father murder a baby. As Jonas feels an overwhelming sense of disbelief about his father's actions - and his community's complete disregard for human life - we, as readers, feel as though we are experiencing these realizations with him given the way in which we have viewed his community through his eyes throughout the text.

Jonas is horrified by the release. The author describes him as pained by what he sees, as though he is "ripping" from the inside. This contrasts greatly with his father, who views the release as just another part of his job. His description of release from the previous chapter shows that he is not at all horrified by what he is doing. He smiles and waves bye-bye as he releases - or kills - the infants.

Week 7 Lesson 2

Understand

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

   It was important for Jonas to watch the release because it allows him to finally see the truth about his community. By moving to Sameness and eliminating choice, love, and pain, the people of Jonas' community have become dehumanized to the point where a "Nurturer" like Jonas' father murders an innocent newborn without question or hesitation just to ensure that there are not two people in the community who are alike (since the baby was a twin).

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

   Possible themes:
   - Rules and customs that take away our free will, choice, and individuality can lead us to make horrific decisions for ourselves and others.
   - By trying to create Sameness, we lose the very thing that makes us human.
   - Without understanding the past, we are doomed to make choices that may not be the right ones in the present and for the future.
   - There can be no pleasure without pain and no pain without pleasure.

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.
   - Blindly following rules leads people to take actions without questioning whether they are wrong or right.
   - People who take actions without thinking about why may make poor or harmful decisions.

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).

   Students should be able to explain how the text evidence supports the reason and claim (e.g., Jonas' father kills the innocent baby as if he is just filling out paperwork at his job.)

5. Add the reason and evidence you provided in questions 3 and 4 to the Reason 1 column in the graphic organizer on the next page.

6. Identify two additional reasons that support the claim we discussed and add them to the graphic organizer on the next page. 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: **People who take actions without thinking about why they are taking them may make harmful decisions.** Explanation: **When people act on blind faith, they can cause harm to themselves or others.**	Reason: **When a community makes personal decisions for its people, its citizens may miss out on the types of bonds that make them human.** Explanation: **Part of being human is being connected to one another through relationships. Jonas' community assigns relationships to preserve order, and takes away feelings like love and joy.**	Reason: **Because Jonas' community follows the rules and rituals without question, they lose any sense of what makes them - or anything else - unique and different from others.** Explanation: **If everyone is the same and people fail to have unique qualities, the interesting and complex aspects of human personalities would not exist. The world would become dull, boring, and lifeless.**
Evidence: **"He pushed the plunger very**	Evidence: **"Jonas blurted out what he was**	Evidence: **"The Giver told him that it would**

slowly, injecting the liquid into the scalp vein until the syringe was empty. 'All done. That wasn't so hard, was it?' Jonas heard his father say cheerfully. He turned aside and dropped the syringe into a waste receptacle.... As he continued to watch, the newchild, no longer crying, moved his arms and legs in a jerking motion. Then he went limp. His head fell to the side, his eyes half open. Then he was still."	feeling. 'I was thinking that... well, I can see that it wasn't a very practical way to live, with the Old right there in the same place, where maybe they wouldn't be well taken care of, the way they are now, and that we have a better-arranged way of doing things. But anyway, I was thinking, I mean feeling, actually, that it was kind of nice, then. And I wish we could be that way, and that you could be my grandparent. The family in the memory seemed a little more --' He faltered, not able to find the word he wanted. 'A little more complete,' The Giver suggested."	be a very long time before he had the colors to keep. 'But I want them!' Jonas said angrily. 'It isn't fair that nothing has color!' 'Not fair?' The Giver looked at Jonas curiously. 'Explain what you mean.' 'Well... ' Jonas had to stop and think it through. 'If everything's the same, then there aren't any choices! I want to wake up in the morning and *decide* things! A blue tunic, or a red one?' He looked down at himself, at the colorless fabric of his clothing. 'But it's all the same, always.'"
Explanation: Jonas' father kills babies as a part of his job if they fail to thrive or become too fussy to handle. He does this willingly, and even seems to take some pride and joy in it, as he is described as talking to the child "cheerfully." This shows that he has followed the rules and rituals of release in the community without questioning them. He does not see value in human life, and so he doesn't question the act of release.	Explanation: After Jonas receives the memory of the family from The Giver, he realizes what he has missed out on because of the way the community organizes families. By preserving order and creating a system where there is no risk (e.g., everyone is cared for, no children are abandoned, etc.), they have given up love and true emotional connection to others, the very things that make them human.	Explanation: When Jonas realizes that everything is the same, suddenly the world looks dull and lifeless. He realizes that part of what makes us human is our ability to see and appreciate differences, and to make choices about what we like, what we want, and who we want to be. By creating a society based on strict rules and rituals that go unquestioned, Jonas' community has taken this away from the people.

Week 7 Lesson 3

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 20-21 include, but are not limited to:

- Students should share the following ideas in their summary for chapter 20:
  - Jonas is outraged by his discovery that release means death by lethal injection, and by the fact that his father lied to him. The Giver confirms that everyone who is released is killed, but tries to explain to Jonas that his father - and others who do the releasing - do not know any better because they do not have real emotions. Jonas and The Giver make a plan for Jonas to escape to Elsewhere so that the memories will be released to the community. They will pretend that Jonas has drowned in the river, and because there will be no new receiver to take the memories, The Giver will help the community process the memories. The Giver also shares that after he helps the community, he wants to be with his daughter, Rosemary.
- Students should share the following ideas in their summary for chapter 21:
  - Jonas decides to escape from the community with Gabriel, which throws the plan into jeopardy. He decides to escape - and kidnap Gabriel - after learning that his father plans to release Gabriel the next day. Jonas is being looked for from people in the community, and he tries to stay hidden and keep himself and Gabriel from being detected. Eventually, Jonas pedals far enough away from the community that the planes stop searching overhead.

Week 7 Lesson 4

Understand

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

   Perils means dangers. Jonas is not familiar with the dangers in this new setting.

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

   Students should note words and phrases like:
   - "Unfamiliar landscape held hidden, unknown perils"
   - "Trees became more numerous"
   - "Forests beside the road were dark and thick with mystery"
   - "Cold water that rushed through roadside gullies"

   The connotation is mysterious and suggests potential danger or harm may occur.

3. 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.

Students should note that the description in these paragraphs are more positive and convey ideas of beauty, joy, and peace, compared to perils and dark trees of mystery. Jonas describes seeing soaring birds and forest creatures that are new to him. He delights in the surprises of the curves of the road and looks "with wonder" at the wildflowers and stops to watch the wind blow the leaves in the trees. These aspects of the setting bring him great happiness.

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

   Students should note that the opening of Chapter 22 juxtaposes both the dangers of the unknown and perilous setting with the beauty and joy that it also contains. Although the road is bumpy and the path unfamiliar, which causes Jonas fear and pain given his ankle, he also appreciates the beauty of the wildlife, the sounds and sights of the birds, and even the surprise twists and turns in the road. Jonas remarks that he had never felt such "exquisite happiness" in all of his years in the community as he does while riding in the unknown. This connects to the idea that we cannot truly experience pleasure without pain or joy without sadness. Jonas must deal with the dangers and fears of escaping into the unknown, but this also allows him to appreciate and experience things he would otherwise miss out on, and that is not living.

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.

   The new experience has changed Jonas by increasing his determination and his selflessness. As Jonas travels through the new and exciting terrain, he experiences more joy than he has ever felt before in his life despite the pain he also feels (whether physical - like starvation - or emotional). In addition, Jonas becomes selfless in his determination to protect Gabriel. He has come to care more for Gabriel's well-being than his own, and pushes himself to continue because of his love and desire to protect Gabe.

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

   Jonas believes he has made the right choice to escape, despite his pain and suffering. As Jonas reflects on his starvation, he reminds himself that if he had stayed in the community, he would have "starved in other ways. He would have lived a life hungry for feelings, for color, for love." He also reflects on the fact that if he had stayed, Gabriel would have been killed. Given this, Jonas realizes he had no choice but to leave. Had he stayed, he would have lived a lonely, miserable life filled with resentment for his community and the people in it.

Express Understanding

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

Accept either answer, as long as it is supported with rationale from the text.

Yes, I think Jonas made the right choice because he would have been unhappy in his community. Jonas' experience with the Giver has prepared him for this; he has realized that without color and joy and love, the world is not really worth living in. Given this, his pain is worth the risk of finding a better, more meaningful life elsewhere.

Week 7 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 8 Lesson 1

Understand

Teachers should monitor student responses in the graphic organizer.

Some key points from chapters 23 include, but are not limited to:

- Jonas and Gabriel continue escaping to Elsewhere, and Jonas fears he may die before they get there. It begins to snow and he struggles to keep Gabriel warm. They come to the top of a hill and Jonas remembers it - it is the hill that has the sled from one of the memories. Jonas and Gabriel board the sled, and they begin sliding down. Jonas struggles to stay conscious and sees lights and colors ahead and thinks he is headed to a place of love. He also hears music and thinks he hears it behind him, as well, when the text ends.

Week 8 Lesson 2

Understand

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

   Students should share their honest reactions to the text's conclusion. Because *The Giver* is a text that is likely to stir students' emotions, having them react to the text as readers will help them to process the text and also prime their thinking about the text's ambiguous ending.

2. What happens to Jonas and Gaberiel at the end of the text? What evidence supports your conclusion?
   Students should share possible interpretations of what happens to Jonas at the end of the text, and support their interpretation with evidence. For example:
   - At the end of the text, Jonas is remembering the memory from *The Giver* as a comfort to him given that he and Gabriel are about to die.
   - At the end of the text, Jonas can hear the sounds of Elsewhere, which signifies that he's made

it, escaped the confines of his community, and has reached a safe place where he can live and experience emotions freely.

Students may also note that they are unsure about what happens to Jonas at the end of the text, given it seems somewhat unclear.

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?

   Students should name the following examples that connect to prior scenes in the text:
   - Jonas' description of boarding the sled and reaching for the rope
   - The feeling of moving down the hill, and Jonas' reflections: "he knew this time there would be no ice, no fall, no pain"
   - Jonas' vision of seeing lights and warmth and family
   - The music that Jonas hears (or thinks he hears)

   Students should note that earlier scenes in the novel make the ending ambiguous because readers are left to question whether Jonas is actually experiencing these things or whether he is remembering them. If Jonas is experiencing these things, readers can take comfort in knowing their hero has escaped and made it to Elsewhere. If Jonas is merely remembering these things, readers may instead conclude that Jonas is slipping into a state of unconsciousness, or even death.

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.

Accept any answer that can be supported with text evidence.

Jonas and Gabriel die at the end of the text by freezing to death before making it to Elsewhere. The hill, the sled, and the feelings that Jonas experiences while sledding down the hill at the end of the text are a memory and not reality. The text states that Jonas struggled to not lose consciousness, which suggests that he was slipping into death and that the things he experiences and sees/hears at the end of the text are actually in his mind and not physically happening to him.

Week 8 Lesson 3

Understand

1. __A__ Part A __D__ Part B
2. See the completed chart below.

Lowry's Claims	Support from Speech
F	E
B	B
A	G
H	A
C	H
G	F
D	C
E	D

3. __D__ Part A __C__ Part B

4. __C__ Part A __B__ Part B

Express Understanding

Student responses will vary.

In Lowry's "Newbery Acceptance Speech," she explains the purpose of memories by comparing them to tributaries that flow from a river. "Each tributary bringing with it the collected bit and pieces from the past, from the distant, from the countless Elsewheres; all of it moving, mingled, in the current. " One of Lowry's experiences that "mingled in the current" of her mind took place in Tokyo when she was a child. As Lowry rode her bicycle through the streets, a woman touched her hair and spoke to Lowry. Instead of hearing a wonderful compliment about her beauty, Lowry misunderstands and thinks the woman dislikes her. "I remember this moment – this instant of communication gone awry – again and again over the years. Perhaps this is where the river starts." The river of Lowry's mind replays this event as it mixes with other memories along the way and constantly invites her to learn a valuable lesson from her past mistakes. For instance, Lowry was once questioned by a reader as to why it is necessary for writers to repeatedly reference the horrible events of the Holocaust. Although forgetting such events might make life temporarily more comfortable and even appear safer, it is important to "open the gate again and again." "My instinct had been a child's attempt to see for myself what lay beyond the wall." By evaluating past events and

considering the lessons learned, people are given the freedom to think and actively make their own choices. Therefore, they may learn from not only their own mistakes but those of others as well.

Consequently, even the most stinging memories provide wisdom to The Giver and ultimately to Jonas, but also to the elders of the community that The Giver must advise. Just as Jonas has now learned this lesson through his experiences, Lowry has provided the reader with a glimpse of his own realization about painful memories and their value to the person and society as a whole.

Week 8 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*?	Jonas and Gabriel die at the end of the text by freezing to death before making it to Elsewhere. OR Jonas and Gabriel escape to Elsewhere and are welcomed by a community where they can live full and meaningful lives in ways they could not in their previous community.
SODA Analysis	
Specific: Does the claim address the specific question being asked?	Student responses will vary. Confirm that it answers the question.
Original: Does the claim represent my own thinking in my own words?	Student responses will vary. Confirm that it answers the question.
Defensible: Can I support the claim with reasons and evidence?	Student responses will vary. Confirm that it answers the question.
Arguable: Could someone have a conflict with my claim?	Student responses will vary. Confirm that it answers the question.

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	
Student responses will vary.	
Reason 1	Reason 2
Reason: Explanation: Student responses will vary.	Reason: Explanation: Student responses will vary.
Evidence: Explanation: Student responses will vary.	Evidence: Explanation: Student responses will vary.

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?

By making the ending ambiguous, Lois Lowry forces the reader to grapple with the text's conclusion and make meaning for themselves. This allows people to engage in discussion about the different possibilities and draw conclusions for themselves, bringing their own ideas and experiences to the text to combine with the evidence and draw a conclusion. This also pushes readers to ask questions and may lead them to think about the ideas in the text long after they have turned the last page. In addition, the ambiguous ending underscores the idea that there are no easy answers in life. The questions that Lowry raises through Jonas' experience and community are ones that people have grappled with for centuries and will continue to do so. The ending reflects the idea that questions about individuality, freedom, choice, power, and memory are rich and meaty with many angles to be explored.

Week 8 Lesson 5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 9 Lesson 1

Understand

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.

   Sample student summary:
   "Harrison Bergeron" takes place in the United States in the year 2081, and laws have been passed to ensure that every person in society is equal so that no person has an advantage over another. To accomplish this goal, citizens must wear handicaps that ensure they are the same as everyone else; for example, George must wear an earpiece that plays loud sounds periodically to compensate for his above-average intelligence, and ballerinas must wear heavy weights to ensure that none is more graceful than they other. This is enforced strictly through the Handicapper General, Diana Moon Glampers.

   Harrison Bergeron is the son of George and Hazel, but he was taken by the government when he was fourteen years old. As the Bergerons watch a televised ballet one evening, the program is interrupted with an announcement that warns citizens that Harrison Bergeron has escaped and he is extremely dangerous. Just then, Harrison bursts into the ballet and removes all of his handicaps, revealing his incredible strength and beauty. He declares himself Emperor and asks for a ballerina to rid herself of her handicaps and become his Empress. The two dance with beauty, grace, and strength that has never been seen before, but they are shot to death on live TV by the handicapper general.

   The television goes dark, and Hazel is crying but cannot remember what has saddened her. George missed the scene because he was getting a beer. The two continue watching TV unaware and indifferent that their son has been murdered by the government on live television.

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

   Unceasing means to not come to an end and vigilance means to keep careful watch. Therefore, "unceasing vigilance" means that the people of this society are under the scrutiny of the Handicapper General at all times.

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.

The phrase "unceasing vigilance" is important to the events and plot of "Harrison Bergeron" because it signifies the overbearing and interfering role of the government in making sure all individuals are the same. Because the society does not want anyone to have an advantage over another, they make a law that people must wear handicaps to prevent one person from being better than another. For example, athletic people must wear weights to keep them from being stronger or faster, and beautiful people must wear grotesque masks. Throughout the text, the unceasing vigilance can be seen in the number of people who have handicaps, and the type of handicaps they must wear. Because so many people are described as wearing or having handicaps, one can infer that this is a society where the leaders of the government monitor everyone and everything so that they can act accordingly to prevent anyone from being an individual or standing out. In addition, when someone does break from the rules of society and remove their handicap, they are fined and punished, as George suggests, or, even worse, killed like Harrison.

Week 9 Lesson 2

Understand

1. Complete the character analysis graphic organizer.

   Students may only include one example of each.

Character	Appearance	Dialogue/Actions	Point of View/Perspective
George Bergeron	George has a mental handicap installed in his ear, which makes loud noises to prevent him from being smarter or having an advantage in his ability to think compared to others who have average or less than average intelligence. He is watching television and engages in conversation with his wife as the sounds go off and interrupt his thoughts. They appear to be painful, as the text states: "It was such a doozy that George was white	"'All of a sudden you look so tired,' said Hazel. 'Why don't you stretch out on the sofa, so's you can rest your handicap bag on the pillows, honeybunch.' She was referring to the forty-seven pounds of birdshot in a canvas bag, which was padlocked around George's neck. 'Go on and rest the bag for a little while,' she said. 'I don't care if you're not equal to me for a while.'" When Hazel suggests George take off his handicaps, he	Despite the fact that the handicaps cause him pain and keep him from being able to think and engage in a conversation for long, George thinks that the handicaps are necessary. He worries about what would happen to society if people took them off, referring to the time when people were competitive with each other as the "dark ages."

	and trembling, and tears stood on the rims of his red eyes." In addition to the mental handicap, he is also described as having "forty-seven pounds of birdshot in a canvas bag, which was padlocked around George's neck."	refuses. He says, "'I don't mind it,' he said. 'I don't notice it any more. It's just a part of me.'" He also tries to explain why he doesn't take them off, even at home: "'Two years in prison and two thousand dollars fine for every ball I took out,' said George. 'I don't call that a bargain.'" His words suggest that he doesn't remove his handicaps because he doesn't want others in the society to do so: "'If I tried to get away with it,' said George, 'then other people'd get away with it-and pretty soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?'" His words suggest that he agrees that the handicaps are necessary and good for society: "'There you are,' said George. 'The minute people start cheating on laws, what do you think happens to society?'"	
Hazel Bergeron	Hazel is described as having "perfectly average intelligence, which meant she couldn't think about anything except in short bursts."	Hazel's dialogue and actions show that she has some envy in wanting to know what others hear from their handicaps, and also that she seems to applaud mediocrity and the fact that people are	Hazel feels bad for George because of his handicaps, but her words and actions suggest that she approves of the handicaps so that she is the same as others in society.

	She sits and watches television with George and is described as simple in her thoughts and emotions.	at least trying. She says, "'I'd think it would be real interesting, hearing all the different sounds,' said Hazel a little envious. 'All the things they think up.'" When watching the television and the poor performance, she says, ""That's all right-' Hazel said of the announcer, 'he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard.'" She also seems to genuinely care for George and tells him that she can take the handicaps out because she knows they pain him. However, she is also easily persuaded by him that it would be a bad thing for her and society if he did so. She said, "'If you could just take a few out when you came home from work,' said Hazel. 'I mean-you don't compete with anybody around here. You just set around.'"	
Harrison Bergeron	Harrison is described as a threat who is plotting to overthrow the government. The announcer describes him as, " 'He is a genius and an athlete, is under-handicapped, and	Harrison comes into the dance studio and declares: "'I am the Emperor!' cried Harrison. 'Do you hear? I am the Emperor! Everybody must do what I say at once!'" He stamped his foot and the studio shook.	Harrison disagrees with society and wants to be able to live to his potential. Not only does he take his handicaps off, but he does so on live television. This suggests that he wants to change society and incite

	should be regarded as extremely dangerous.'" The photo of Harrison shows that he is seven feet tall and wears the most, heaviest, and somewhat ridiculous handicaps of anyone to compensate for his strength, intelligence, and beauty. "The rest of Harrison's appearance was Halloween and hardware. Nobody had ever born heavier handicaps. He had outgrown hindrances faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides. Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds. And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and	He tears the straps of his handicaps and removes all of them. He then selects a ballerina to be his "Empress!" and commands the musicians to play music; stopping them after they begin to ensure they play without handicaps and to the level they are capable of. He dances with the ballerina in a way that is described as beyond graceful, and the two "kiss the ceiling."	some sort of revolution against the Handicapper General and government so that people can embrace their differences and live to their full potential.

	cover his even white teeth with black caps at snaggle-tooth random. "		
Handicapper General	She is described as having "unceasing vigilance" in making sure that everyone obeys the law and wears their handicaps.	"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. Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on."	The Handicapper General believes in the laws of society. She is willing to murder people on live television in order to preserve the system of handicapping.
Ballerina	The ballerina is described as "swaying like a willow" as she walks to Harrison. When he removes her handicaps, she is described as "blindingly beautiful."	They dance in a way that appears to defy gravity: "They leaped like deer on the moon" and kissed the ceiling.	The ballerina volunteers to dance with Harrison, which suggests that, like him, she disagrees with the handicaps.

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

Students should note the following similarities and differences:

- Harrison Bergeron is portrayed on television as extremely dangerous because he is willing to break the law and take off his handicaps so that he can live up to his full potential. His actions and words demonstrate that he does not fear the consequences that the society might try to impose on him.
- Harrison Bergeron also seeks to show others his true potential. He does not simply try to take off his handicaps in private. Instead, he wants to make it known to the world that he refuses to be weighed down (physically) and forced to destroy his beauty and live a life where it must be mediocre just to make sure everyone is equal.
- This makes him "dangerous" because he could potentially influence others to do the same and disrupt the entire society. If Harrison is willing to take off his handicaps, perhaps others will as well. Then, equality will no longer exist, and the Handicapper General and others in charge may lose the power that they have over the citizens of the community that they now control.

- Harrison's actions to dance with the ballerina and declare himself Emperor show that he seeks his own power and influence, and that he has the potential to disrupt the peace and influence others to rise up against the society as well. This is why he is viewed as "extremely dangerous" and ultimately shot and killed.

Express Understanding

Compare and contrast Harrison Bergeron and Jonas. Cite text evidence to support your response.

Harrison Bergeron and Jonas are both individuals who take actions to fight against the leaders of their society and preserve individual differences and choices. In "Harrison Bergeron," Harrison declares himself the Emperor and rips off all of his physical handicaps to show society what could be possible if they embraced each other's differences rather than allowing themselves to be handicapped in the name of equality. This is similar to the actions that Jonas takes in *The Giver*, because he decides to flee from the community and sacrifice himself as a way to release the memories back to the community in the hopes that people will realize that Sameness keeps them from living full and meaningful lives. The two characters are different in the way that they respond and fight back against their societies. Harrison Bergeron actively challenges the government on live television, which shows that he believes it is necessary to confront the government in a way that is visible to others. Jonas, on the other hand, is secretive in his actions to try and change the community. He must disappear to Elsewhere in hopes that this will release the memories that he has received and lead to change in the community.

Week 9 Lesson 3

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"?	• Equality by any means necessary may lead to a world in which differences are not appreciated or tolerated. • Equality should not mean that everyone is the same; people can be equals without being punished for their strengths. • Even "good" values like equality can be taken to unhealthy or unreasonable extremes. • Societies that aim to control their citizens threaten our individuality and humanity. • Without individuality, our societies and communities would lose what it means to be human.
SODA Analysis	

Specific: Does the claim address the specific question being asked?	Student responses will vary. Confirm that it answers the question.
Original: Does the claim represent my own thinking in my own words?	Student responses will vary. Confirm that it answers the question.
Defensible: Can I support the claim with reasons and evidence?	Student responses will vary. Confirm that it answers the question.
Arguable: Could someone have a conflict with my claim?	Student responses will vary. Confirm that it answers the question.

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	
Student responses will vary.	
Reason 1	Reason 2
Reason: Explanation: Student responses will vary.	Reason: Explanation: Student responses will vary.
Evidence: Explanation: Student responses will vary.	Evidence: Explanation: Student responses will vary.

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.

Responses will vary.

Individuality is in tension with equality because when people value individual choice and freedom, people often make decisions that help themselves but do not help others. As a result, some people have more opportunity and others have less opportunity. (Students could cite an example from the texts or personal experience).

Equality is a worthy goal and something societies should pursue, but not at the expense of limiting people's choices or abilities to live out to their full potential. For example, it is unfair for The Elders in Jonas' community to decide what everyone should do or for the Handicapper General to make beautiful people wear masks. There are other ways in which we can work as a society to provide people with equal access to opportunities and resources without forcing people to become the same or making decisions for everyone.

As individuality increases, equality may decrease, but this is not a given. In a society where the individual is valued above all, the prosperity of the whole may be less valued. Given this, equality may take a backseat to individuality.

Week 9 Lessons 4–5

Vocabulary Journal

Teachers should monitor weekly progress on optional vocabulary journals.

Week 10 Lessons 1–3

Planning the Culminating Writing Task

Teachers should monitor student progress and communicate via telephone to offer targeted support while students draft their Culminating Writing Task.

Answers to the planning activities will vary based on which themes students are trying to support. Teachers may want to consider grouping students via theme to have conference calls during this time.

Week 10 Day 4

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.

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.

Answers will vary, but students should focus on making revisions on their draft in lesson three.

Week 10 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.

Exemplar:

Can you imagine living in a world without pain, fear, or suffering? As John Lennon wrote in "Imagine," many people dream of living in a perfect world where everyone is equal and things are peaceful. Lois Lowry

depicts this type of world in her novel, *The Giver*. In the book, she creates a community in which citizens are required to be kind to one another and have the opportunity to take pills to prevent pain. Although this community may sound like an ideal utopia, the main character, Jonas, learns through his experiences throughout the book that this perfection comes at heavy cost. In *The Giver*, Lowry conveys the theme that the freedom to make choices, even when they lead to painful consequences, is more important than perfection.

When Jonas is selected to be the community's next Receiver, he begins experiencing memories from the past that shift his perspective and lead him to believe that choice is more important than perfection. During one of his earlier experiences with The Giver, Jonas learns about color for the first time. At first, Jonas is excited about his ability to see the new brilliant shades, which he had never experienced before. However, he also becomes frustrated that the elders of the community made the choice to rid the community of color for Sameness. In a conversation with The Giver, he says, "'If everything's the same, then there aren't any choices! I want to wake up in the morning and *decide* things! A blue tunic, or a red one?'" (p. 97). Jonas' reflections demonstrate that he would rather have the opportunity to make a choice for himself rather than existing in a world where choices were eliminated. Although he tells The Giver that he understands choices can be risky and dangerous because people may make the wrong choices, his feelings of anger and frustration continue to grow as he becomes more aware of his lack of choices (p. 99).

As Jonas' experiences lead him to value freedom of choice over perfection, his actions also demonstrate this belief. Once Jonas discovers the true meaning of release, he makes a plan with The Giver to escape from the community and fake his death so that the memories can be released back to the people (Lowry 155). Although Jonas is terrified of this plan and fears that he could be killed, he is determined and committed to taking action because he believes that life without choice is meaningless. Jonas also feels the emotional pain of having to leave without his friend, The Giver, whom he has grown to love. Before he can execute the plan, Jonas learns that Gabriel will be released and decides to steal his father's bike, kidnap Gabriel, and escape from the community. Jonas and Gabriel experience fear, physical injuries, and starvation during their journey. However, Jonas reflects on why he has sacrificed everything. The text says, "If he had stayed, he would have starved in other ways. He would have lived a life hungry for feelings, for color, for love. (p. 174). These actions demonstrate that Jonas values choice more than perfection so much that he is willing to experience pain and risk death.

As Jonas learns more about his community, his reflections and actions demonstrate the theme that the freedom of choice is more important than perfection. Jonas' experiences help readers consider and understand the real risks that can come with limiting people's freedoms and choices as a way to preserve Sameness and equality for the sake of peace and order. Although we may dream about that perfect world that John Lennon sings about in "Imagine," *The Giver* reminds us that perfection is not worth sacrificing our humanity.

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**.