The Giver Unit Plan
Jenny Parks

- Common Core Standards:
  - CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
  - CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
  - CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- Learning Goals
  - Students will understand the theme of memory in *The Giver*.
  - Students will understand the theme of conformity in *The Giver*.
  - Students will understand how dialogue and events in *The Giver* propel the action, reveal aspects of a character, and provoke decisions.
  - Students will understand the concepts of utopia and dystopia.
  - Students will determine the meaning of vocabulary words and of euphemisms in *The Giver*.
  - Students will understand and apply narrative techniques to create their own representation of a memory.
  - Students will understand and use media literacy skills to convey their message in the form of a video narrative.
Narrative Rationale

We define ourselves by interacting with the stories we tell to each other, the stories we tell to ourselves, and the stories that we read and hear. It is a natural and instinctive way to think about the world. Because of this, one of the best ways to introduce students to new ideas and concepts is through stories to which they are able to relate. While nonfiction has important uses in the classroom, fiction is more engaging in that it shows its readers a concept rather than directly telling them how it works or what to think about it. Fiction allows for more personal connections and revelations.

I have chosen to use *The Giver* by Lois Lowry because it will allow for the study of a wide variety of topics and the opportunity for students to discover things about themselves. *The Giver* presents a dystopian world where everyone but The Giver and The Receiver is denied access to the collective human memory. The government decides every aspect of peoples’ lives, from occupation to spouse choice to what everyone eats. Emotions are repressed by regimented training (“education”) and sexual urges are repressed with pills. There is no pain and no pleasure. There is no color or music. Everyone is the same and so everyone is equal. Reading *The Giver* will encourage students to appreciate their own differences in a time of development where fitting in is so important. Perhaps after interacting with the novel, students will question the value of conforming to arbitrary standards.

The nature of this novel opens the door to a huge variety of issues that students can discuss. This unit will focus primarily on the power of memory. Our memories shape our relationships, world views, character, and personalities. In this unit, students will discuss how a collective memory shapes individuals, communities, societies, and the world. The nature of the novel will require them to think critically about the fictional world in the book and about their own world. There are a number of euphemisms in the book that show how ambiguous language can be. Students will need
to be able to pick up on unclear messages when interacting with media in general. By first encountering this ambiguity in the context of the story, students will then be able to apply this skill to other situations like a television commercial. It is important that students are aware of the large amount of subtext in this book. Lowry leaves a multitude of hints and clues about the fact that there is something very wrong in Jonas’s utopia. After discussing the idea of subtext in the novel and in other forms of media, students will have to create their own form of subtext. In one activity, they will be asked to create their own set of euphemisms. In their final project, students will use the idea of subtext and many other skills to create their own ambiguous messages.

This unit will be very reading and writing intensive. Almost of the reading will be done together in the classroom. This is the only way to be certain that students are completing the reading that needs to be done in order to complete classroom assignments, journals, and discussions. As we read together, students will be expected to fill out a novel packet that contains character lists/descriptions and important vocabulary encountered in the novel. Time will be set aside during each reading session for students to complete this packet, although this is not said explicitly in each lesson plan. Standard 8.3 will be addressed in every lesson that the class is reading chapters in *The Giver*. Class discussions will be centered on questions listed in the lesson plans and on questions presented in this study guide: [http://portlandovations.org/files/study-guides/the-giver.pdf](http://portlandovations.org/files/study-guides/the-giver.pdf) Students will also keep a journal with reflections on classroom discussions, their feelings about the novel, and ideas for their final project.

In order to prepare students for their final project, almost every activity completed in relation to *The Giver* will help them brainstorm and plan what they might represent in their video. Students will participate in a number of activities that put them in different characters’ shoes. Journal entries will help students be reflective about what they are learning and encourage them to communicate these ideas through writing. Students will have the opportunity to listen to a veteran
speaker and interview the speaker as a group. The purpose of this interview process is so that students can gain insight into how other people remember things, especially events that are unpleasant and disturbing. Students will complete their projects individually, but will be encouraged to get help and advice from their peers. Peer editing allows for an exchange of ideas and a chance for students to communicate effectively with each other. Constructive criticism can be hard to give and receive, but it can be one of the most useful tools in creating quality work.

Themes of memory, conformity, and ambiguity are of utmost importance in this novel. Students will be asked to create a short series of memories that they would want to pass on to someone who would live after them. Sharing these memories with the class will create a good classroom community because classmates will learn more about each others’ personal lives and insights. There are many opportunities in this unit for students to personally connect to the content and to other students in the classroom.
Content Outline

- *The Giver* by Lois Lowry
- Published in 1993
- Important Characters
  - Jonas
    - Protagonist. When he turns Twelve, he is chosen to become the new Receiver for his community, a position of the highest importance. Character traits: kind, courageous, temperamental, determined.
  - The Giver
    - Jonas’s teacher. Holder of all of the wisdom and memories of the human experience. Required to give the new Receiver his memories and so pass on the responsibility.
  - Gabriel
    - A newborn that is behind on development. Jonas’s father brings Gabriel home for extra attention and care. He has the same clear eyes as Jonas and is able to receive memories. When Jonas learns Gabriel is in danger, he rescues him.
  - Father
    - A Nurturer that follows the expectations of his job without question.
  - Mother
    - Works in the Department of Justice.
  - Asher
    - Jonas’s friend. Playful, forgetful. Assigned to Director of Recreation. Distresses Jonas when he plays a war game with some younger children.
  - Fiona
    - Assigned to be Caretaker of the Old. A young redhead in Jonas’s class. Jonas notices the color of her hair. Quiet, kind, and attentive.
  - Lily
    - Jonas’s little sister.
  - The Chief Elder
  - Rosemary
    - The Giver’s daughter. She was the failed Receiver. When the memories of suffering and sorrow became too much for her, she requested to be released. When this happened, all the memories were released back to members of the community.
- Euphemism
  - **Definition:** A mild or indirect word or expression used in place of one too harsh or blunt when referring to something unpleasant or embarrassing.
  - [http://www.abcteach.com/free/w/writing_euphemisms.pdf](http://www.abcteach.com/free/w/writing_euphemisms.pdf)
  - Euphemisms in the book:
    - Release=euthanasia
    - Ceremony/Assignment=future being planned for you
    - Stirrings=puberty, sexual behavior
    - Loss=natural death
    - Matching of Spouses=arranged marriage
    - Committee of Elders=dictators
- Receiver/Giver-keepers of human history and memory
- Elsewhere=death
- Sameness=conformity
  - Clarity of language is said to be important, but these words actually cloud meaning rather than clarify it.

- Utopian/Dystopian Society
  - **Utopian**: “the dreams and nightmare that concern the ways in which groups of people arrange their lives and which usually envision a radically different society that the one in which the dreamers live” (Hintze, 2003, pp. 2).
    - A perfect society, an ideal world.
  - **Dystopian**: A nightmarish world that at first glance can seem like a utopia, but something is horribly wrong or corrupt.
    - “Conformity kills individual creativity, resulting in a dull, oppressive society (pp. 7).
  - Both genres are used to raise real-world issues and speculate about the future of humans and the environment.

- Conformity vs. Diversity
  - How does modern day America make you feel like you need to conform?
    - Show clip: Dead Poets Society

- Assignments
  - Every aspect of life is decided for you by someone else.
  - Occupations, jobs, families (spouses and children are matched), food.

- Sameness
  - Equality?
  - What do they gain?
  - What do they lose?
  - Needs of society over needs of the individual
  - Lack of intimacy
    - Society’s definition of rude
    - Nakedness-physical and emotion

- MEDIA: how does the government of the community communicate with members?
  - Announcements
  - Constant presence of speaker-anyone could be listening
  - Lists of rules for “education”

- Wisdom
  - Shared human history
  - Learn from mistakes
  - Interview activity with important adults:
    - Interview a parent, grandparent, or other important adult and ask about a powerful memory. How could their experience benefit or affect your life? What wisdom could you gain?

- Symbolism
  - The use of symbols to represent ideas or qualities. A symbol is a person, place, or objet that stands for something beyond itself.
- Red
- The sled
- Light colored eyes
- Gabriel
- The Giver
- The river

- The Power of Memory
  - Of individuals
  - Of humans as a group
    - History
  - Pain and joy
    - Both are given up in favor of living in a neutral peace-no extremes
    - Members avoid relationships and activities that could cause pain
    - The collective memory of humankind is thrust onto one person
  - Memories help us create our identity.

- A Matter of Obedience?
  - Study of totalitarian regimes (the Holocaust)-Hannah Arendt
  - 1960s, Stanley Milgram’s experiment
  - “Teachers” were given power to electrically shock “students” that answer questions wrong in a research setting.
  - However, the “students” are actors and feign pain when they answer incorrectly
  - The study examines how long people obey an authority figure when they are told to do something immoral or evil.
  - How does this help explain Jonas’s father’s behavior?

- Other themes to discuss in class:
  - Love
  - Family
  - Obedience
  - Rebellion
  - Sorrow
  - War
  - Pain
  - Pleasure

- Windows Movie Maker
  - Add video
  - Add photos
  - Add music
    - Clip/combine songs and sound
  - Burn to DVD

- Media literacy
  - All media are reflection of human consciousness.
  - Critical perspective
    - Students must decipher messages in The Giver that are not clear at first glance.
    - Students must decipher messages in their classmates’ work to understand the memories that they are being given.
  - Rhetorical Triangle
Ethos: Appeal to ethics. Trustworthiness. Credibility.

Logos: Appeal to logic. Reasoning.

Ethos: Appeal to emotions.
  - Vivid descriptions.
  - Anecdotes, testimonials, narratives.
  - Emotional tone.

- Conducting an interview
  - Writing questions
  - Taking notes
  - Reflecting on answers
  - Double entry journals

- Vocabulary: Sample vocabulary list for chapter 1:
  1. Inconvenience
  2. Distraught
  3. Apprehensive
  4. Ritual
  5. Adequate
  6. Transgression
  7. Aptitude

Unit Plan

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Day 1: Utopia and Dystopia (Start of Week 1)

Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will be introduced to dystopian literature.

Curriculum Connections:
- CCSS.ELA-Literacy.RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Teacher Required Materials:
- The Giver
- Novel Packet, containing vocabulary and character lists.
- Paper and colored pencils/markers
- Large paper for display

Student Required Materials:
- The Giver
- Pen/pencil
- Journal

Instructional Procedures:
- Brief PowerPoint on utopian and dystopian literature and societies (5 minutes).
- Group discussion: (10 minutes)
  - Students will work in groups to come up with ideas problems in our society and how they might fix these problems.
- Activity: With these ideas in mind, students will create their own utopia, or ideal society, in their groups. (15 minutes)
  - Draw your ideal society.
  - List several points about what your ideal society contains.
  - What problems does your society fix?
- Class Discussion: (15 minutes)
  - Groups with share their work with the class.
  - The teacher will record problems and solutions on the large paper for display.
  - Would you live in your utopia?
  - What would its members have to give up in order to live there?
- Pass out copies of The Giver (~5 minutes)
- Read chapters 1 and 2 out loud to the class. (35 minutes)
- Wrap-up discussion, answer questions. (5 minutes)

Assessment: Class participation, take up students’ utopias.
Day 2: Conformity

Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will focus on the major theme of conformity in The Giver. Students will also learn about the concepts of utopia and dystopia.
- Students will define “conformity.”
- Students will make connections between the concept of conformity and their personal lives.
- Students will support their ideas with examples from the text.

Curriculum Connections:
- CCSS.ELA-Literacy.RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS. ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Teacher Required Materials:
- http://www.youtube.com/watch?v=Sd09gy8Vv9E
- The Giver by Lois Lowry
- Worksheet: examples of conformity

Student Required Materials:
- Pen/Pencil
- Journal
- Novel packet

Instructional Procedures:
- Ask students to define “conformity” in their own words-write in journals and show students Dead Poets Society clip (10 minutes)
- Discussion: (10 minutes)
  - Have you ever conformed to expectations that you didn’t agree with?
  - Why did you do it?
  - What does pressure to conform do to your free will?
  - How do you feel when your choices are taken away?
  - Update your journal entry definition.
- Read chapters 3, 4, and 5 as a class. Teacher and students may take turns. (45 minutes)
- Students will choose lines from all the chapters read so far to show how members of Jonas’s society are expected to conform. Students should have at least three examples. (20 minutes)
  - Possible answers: pg. 20, 21, 28, and more.
- Students share their examples with the class. (5 minutes)

Assessment: Class participation; take up students’ conformity activity.
Day 3: Rituals and Ceremonies

**Subject:** English Language Arts

**Grade Level:** 8

**Duration:** 90 minutes

**Content and Goals:** Students will connect with rituals performed in *The Giver* and how rituals affect their own lives. The work completed in this lesson will help generate ideas to incorporate in their final project.

- Students will reflect on rituals in their lives
- Students will use narrative techniques to understand and apply the use of plot, dialogue and description.

**Curriculum Connections:**

- CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**Teacher Required Materials:**

- *The Giver*
- Ceremony graphic organizer

**Student Required Materials:**

- *The Giver*
- Journal
- Novel packet
- Pen/pencil

**Instructional Procedures:**

- Reading quiz (10 minutes)
- Students take turns reading chapter 6 aloud. (20 minutes)
- Short PowerPoint/discussion about narrative techniques. (10 minutes)
  - Examples of dialogue. How to format dialogue. Plot structure.
  - Examples of good descriptive writing from *The Giver.*
- Students will be asked to think of a ritual or ceremony they remember participating in or participate in traditionally (award ceremonies, holiday traditions, etc.) (15 minutes)
  - Students will fill out graphic organizers. The graphic organizer will help students plan their paragraph:
    - What ritual-to plan the plot
    - Ideas for dialogue
    - Ideas for description
- Students will write at least two paragraphs in narrative form about this ritual. Their paragraph should include elements of dialogue and description. (30 minutes)
- Final discussion, questions, etc. (5 minutes)

**Assessment:** Reading quiz on chapters 1-5. Short answer questions about major themes, characters, and class discussions.
Day 4: Rituals and Ceremonies

**Subject:** English Language Arts  
**Grade Level:** 8  
**Duration:** 90 minutes

**Content and Goals:** Ceremonies and rituals are an important part of growing up. Students will think about rituals in which they partake and how rituals shape their identity.  
- Students will think about the concept of choice and free will.  
- Students will participate in a ritual.

**Curriculum Connections:**
- CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  
- CCSS. ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Teacher Required Materials:**
- *The Giver*  
- List of possible occupations  
- Worksheet: Assignment activity (list characteristics, etc.)

**Student Required Materials:**
- Journal  
- Novel packet

**Instructional Procedures:**
- Read chapter 7 together as a class. (25 minutes)  
- “Assignment” activity: (50 minutes)  
  - Students list three characteristics about themselves, then choose a profession they think fits those characteristics from the list provided. Keep responses private for now. (10/50 minutes)  
  - Break students into groups of four.  
  - Now students write three characteristics about their group members and Assign occupations for their group members. Students may discuss what occupation to give one member, but the member being Assigned cannot contribute. (25/50 minutes)  
  - Turn Assignments into the teacher.  
  - The class will then perform an Assignment ritual led by the teacher. (15/50 minutes)
- Journal entry: Students answer the following questions (15 minutes)  
  - Did you get the Assignment you hoped for?  
  - If not, how did it make you feel? Could you live with your assignment for the rest of your life?  
  - How important is being able to make your own choices?

**Homework:** Assign homework: read chapter 8. Answer the following question in your journal:  
- The Chief Elder says that Jonas has the “Capacity to See Beyond.” What do you think this means? Think back to events or traits earlier in the story to help answer this question.

**Assessment:** Journal entry completion.
Day 5: Utopia and Conformity Revisited

Subject: English Language Arts  
Grade Level: 8  
Duration: 90 minutes  

Content and Goals: Chapter 9 in The Giver is important because it is the first time Jonas realizes that his society is not all that it seems to be. Students will review the concepts of utopia/dystopia and conformity. Students will also be introduced to Windows Movie Maker with a short activity to prepare them for their final media construction project.

- Students will understand the theme of conformity in The Giver.
- Students will understand the concepts of utopia and dystopia
- Students will learn how to use Windows Movie Maker.

Curriculum Connections:

- CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Teacher Required Materials:

- The Giver
- Computer Lab
- Windows Movie Maker
- Windows Movie Maker walkthrough
- Sample images and sound clips for practice videos

Student Required Materials:

- The Giver
- Computer
- Novel packet
- Journal
- Pen/Pencil

Instructional Procedures:

- Read Chapter 9 aloud to the class. (15 minutes)
- Class discussion: Jonas receives a number rules and privileges (page 68) with his Assignment as The Receiver. (5 minutes)
- Journal: Why is Jonas’s right to lie significant? Relate your answer to the theme of conformity. Is Jonas’s world still looking like a utopia? (10 minutes)
- Windows Live Movie Maker walkthrough: (50 minutes)
  - Students will follow directions on the walkthrough worksheet.
  - Students will create a short film with Movie Maker. Videos should be at least 30 seconds in length.
- Reading Quiz on chapters 6-9. (10 minutes)

Assessment: Creation of short practice video. Reading quiz.
Day 6: Pleasant Memories (Start of Week 2)

**Subject:** English Language Arts  
**Grade Level:** 8  
**Duration:** 90 minutes  

**Content and Goals:** The theme of memory is integral to *The Giver.* Students will focus on communicating a memory through a drama exercise that will help them complete their final project.

- Students will understand the theme of memory in *The Giver.*
- Students will understand how dialogue and events in *The Giver* propel the action.
- Students will understand and use narrative techniques to create their own representation of a memory.

**Curriculum Connections:**

- CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
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- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**Teacher Required Materials:**

- *The Giver*

**Student Required Materials:**

- *The Giver*
- Memory graphic organizer
- Journal
- Novel packet
- Pencil/Pen

**Instructional Procedures:**

- Read chapters 10, 11, and 12 together as a class. (60 minutes)
- Memory activity (20 minutes)
  - Think of a pleasant event or day that you remember clearly.
  - Use the graphic organizer to record what you did. Think of words and feelings you can use to describe the memory. Pay special attention to the five senses.
  - Write a short paragraph telling about your memory. Include ideas for dialogue.
- Media literacy PowerPoint-introduction to rhetorical triangle. (10 minutes)
  - What message do you want to convey?
  - How will you do this?
    - Ethos
    - Pathos
    - Logos

**Assessment:** Class participation, completion of graphic organizer.
Day 7: Rhetorical Triangle

**Subject:** English Language Arts  
**Grade Level:** 8  
**Duration:** 90 minutes

**Content and Goals:** Students will use media literacy skills to convey their chosen memory.

**Curriculum Connections:**
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- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**Teacher Required Materials:**
- Rhetorical Triangle materials  
  - PowerPoint  
  - Handouts
- Space for students to act out scripts

**Student Required Materials:**
- Journal
- Pen/Pencil

**Instructional Procedures:**
- PowerPoint, more in-depth discussion of Rhetorical Triangle. (20 minutes)
- Advertisement activity: (10 minutes)
  - As a class, view several advertisements and decide which rhetorical device is being used.
- Break class into groups of 3-4.
- Script writing: (30 minutes)
  - Students will choose which rhetorical device(s) they want to use to convey the pleasant memory chosen in the previous lesson.
  - Write a short script of your memory. It should last 3-5 minutes.
  - Employ rhetorical devices and narrative techniques discussed so far.
- Act out scripts: (30 minutes)
  - Students will act out their scripts with their groups.
  - In time remaining, may be finished as homework: reflect on your scene in a journal entry:
    - How could you convert this scene into a video?
    - Do you need to add or cut anything?
    - Will your video require drama or more abstract ideas?

**Assessment:** Script and performance.
Day 8: Choices

Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will focus on the themes of choice and memories. In chapters 13 and 14, Jonas and The Giver talk about why their society chose to eliminate memories. The concept of dystopia will be reviewed.

Curriculum Connections:
- CCSS.ELA-Literacy.RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-Literacy.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Teacher Required Materials:
- The Giver

Student Required Materials:
- The Giver
- Journal
- Novel packet
- Pen/Pencil

Instructional Procedures:
- Read chapters 13 and 14 together as a class. (50 minutes)
- Class discussion (30 minutes)
  - Who makes decisions in Jonas’s society?
  - How does The Giver use the wisdom from his memories to advise the leaders?
  - Do you think this is a utopia?
  - Why does The Giver say “without the memories it’s all meaningless”? (pg. 105)
  - What does this reveal about The Giver and the society in which he lives?
  - What does Jonas think of the community’s choice to give all the memories to only one person?
  - What do you think “Elsewhere” means?
- Students will be given time to plan their pleasant memory for their final project. (10 minutes)

Assessment: Class participation
Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will be given time to elaborate on the pleasant memory they have been working with in previous lessons.

Curriculum Connections:
- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Teacher Required Materials:
- Computer lab
- Video cameras
- Video camera tutorial
- PowerPoint on editing and revising

Student Required Materials:
- Previous work on pleasant memories
- Final project assignment sheet (instructions and rubric)
- Novel packet
- Journal

Instructional Procedures:
- **DAY 9 ONLY:**
  - Video camera workshop. Show students basic features of the video camera, answer questions. *(30 minutes, longer if needed)*
    - Basic features
    - Upload video to computer
  - Reading quiz on chapters 10-14.
- **DAY 10 ONLY:** Revising workshop. PowerPoint on drafts, revising, and editing. *(Script and video). *(30 minutes, longer if needed)*
- Students have the rest of class to finish writing scripts, planning, and shooting footage for their video. Students should have completed a rough draft and a clean draft by the end of Day 10.
  - Help students use drafts to revise their work.

Assessment: Completion of assignments. Reading quiz on chapters 10-14.
Day 11: Unpleasant Memories (Start of Week 3)

Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will understand the theme of memory in a new way by paying attention to how other people remember things. Students will learn how to write interview questions in preparation for a group interview.

Curriculum Connections:
- CCSS.ELA-Literacy.RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Teacher Required Materials:
- The Giver
- PowerPoint on conducting interviews
- Sample interview questions
- Contact a veteran for next lesson

Student Required Materials:
- The Giver
- Journal
- Novel packet
- Pen/Pencil

Instructional Procedures:
- Read chapters 15, 16, and 17 as a class. (50 minutes)
- Class discussion (10 minutes)
  - How does Jonas react to the memory of war?
  - What does The Giver do in response?
  - What has Jonas’s community gained by giving up love?
  - Jonas tells his first lie to his parents. What incidents invoked this decision?
  - How does Jonas react to the children playing a war game? Why?
- Preparation for next class:
  - PowerPoint on giving interviews (5 minutes)
  - Students will break into groups of three to prepare two interview questions to ask a war veteran. (25 minutes)

Assessment: Exit slip: drafts of interview questions
Day 12: Guest speaker interview

**Subject:** English Language Arts  
**Grade Level:** 8  
**Duration:** 90 minutes

**Content and Goals:** Students will listen to a war veteran share their memories about their experience. Students will ask questions that have a focus of themes found in *The Giver*, such as memories, conformity, choice, love, sorrow, family, etc.

**Curriculum Connections:**
- CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**Teacher Required Materials:**
- Guest speaker: war veteran
- Double-entry journal templates

**Student Required Materials:**
- Interview questions
- Pen/pencil

**Instructional Procedures:**
- Prepare for guest speaker: (30 minutes)
  - Compile a master list of interview questions from work done in the last lesson. Assign students to ask their questions. Every student might not get to ask a question to the speaker.
  - Students set up their double-entry journal templates:
    - Column 1-interview questions. Column 2-interviewee responses. Column 3-interviewer reflections
- Guest speaker. (45 minutes)
- Students ask questions to speaker, record answers. (15 minutes)
- Assign homework: Fill out the “reflection” column in your double-entry journal

**Assessment:** Class participation.
Day 13: Release

Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will further explore the concept of dystopia. Students will understand what a euphemism is and the effect they can have on people and in literature. Throughout the novel, the terms “Release” and “Elsewhere have been used to hide the true meaning of the words—euthanasia and death, respectively.

Curriculum Connections:
• CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision
• CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Teacher Required Materials:
• The Giver
• Euphemism worksheet: http://www.abcteach.com/free/w/writing_euphemisms.pdf

Student Required Materials:
• The Giver
• Journal
• Novel packet
• Pen/pencil

Instructional Procedures:
• Read chapters 18, 19, and 20 as a class. (60 minutes)
• Class discussion. (15 minutes)
  ○ We now understand what is dystopian about Jonas’s society.
  ○ What does “Release” actually mean?
  ○ How did the society try to hide/rationalize Release?
    ▪ Euphemisms
    ▪ The Greater Good
  ○ How do these events influence Jonas’s actions? Give specific lines from the text.
• Euphemism discussion and worksheet. (15 minutes)

Assessment: Class participation. Worksheet.
Day 14: Release continued

**Subject:** English Language Arts  
**Grade Level:** 8  
**Duration:** 90 minutes

**Content and Goals:** Students will further explore the concepts of dystopia and conformity. Students will understand what a euphemism is and the effect they can have on people and in literature. Throughout the novel, the terms “Release” and “Elsewhere have been used to hide the true meaning of the words-euthanasia and death, respectively.

**Curriculum Connections:**
- CCSS.ELA-Literacy.RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Teacher Required Materials:**
- *The Giver*

**Student Required Materials:**
- *The Giver*
- Journal
- Pen/pencil

**Instructional Procedures:**
- Students read *A Matter of Obedience?* independently. (20 minutes)
- Class discussion: (40 minutes)
  - What insight does this give to the actions of Jonas’s father?
  - Does he know what he is doing is wrong?
  - Does his lack of knowledge excuse him?
- Journal: (30 minutes)
  - Write a reflection on your feelings of the book so far. Would you still want to live in Jonas’s pain-free world? Why or why not? Predict what you think Jonas will do and whether or not he will succeed.

**Assessment:** Class participation. Journal entry.
Day 15: Workday

Subject: English Language Arts  
Grade Level: 8  
Duration: 90 minutes

Content and Goals: Students will have time to plan their unpleasant memory with a focus on themes studied so far in *The Giver*. Students should remember descriptive writing, dialogue, and plot devices as well as media literacy principles. Interview answers and reflections may also be helpful.

Curriculum Connections:
- CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Teacher Required Materials:
- Reading quiz
- Graphic organizers for students to plan their second memory for their final project.
- Computer lab
- Video cameras

Student Required Materials:
- *The Giver*
- Previous notes and materials on theme, media literacy topics, etc.
- Double entry journals from interview day.
- Journal

Instructional Procedures:
- Reading quiz on chapters 15-20 (*10+ minutes*)
- Workday: (*80 minutes*)
  - Students have the entire class time to plan and create their unpleasant memory.
  - Students may use drama and scripts if they wish, or they may chose to use a more abstract approach.
  - Answer questions; help with camera use, etc.
- Weekend homework: read chapter 21

Assessment: Students should have at the very least a detailed plan of action of their unpleasant memory.
Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will finish reading the novel and have a final discussion about the book. Students will speculate about the ending of the book and relate the end to the themes studied so far.

Curriculum Connections:
- CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Teacher Required Materials:
- The Giver
- Colored pencils, markers, crayons, other craft materials
- Drawing paper

Student Required Materials:
- The Giver
- Novel packet
- Pen/Pencil

Instructional Procedures:
- Short discussion of chapter 21. (10 minutes)
- Read chapters 22 and 23 as a class. (30 minutes)
- Activity: (40 minutes)
  - If you had to make a difficult journey, what memories would you want to take?
  - List two pleasant memories to give you strength.
  - List two unpleasant memories to give you wisdom.
  - Draw a representation of two of your memories to share with the class. Be descriptive in your artwork.
- Share your drawings with the class.
  - Why did you choose these memories?
  - What does it mean to you?
  - How do they give you strength and wisdom?

Assessment: Complete and explain two drawings.
Subject: English Language Arts
Grade Level: 8
Duration: 90 minutes

Content and Goals: Students will have time to work on their final projects. Students should be working on their unpleasant memories.

Curriculum Connections:
- CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Teacher Required Materials:
- Computer lab
- Video cameras
- Extra blank DVDs
- Reading quiz for chapters 21-23

Student Required Materials:
- All previous notes and work
- Blank DVD
- Journal
- Novel packet
- Pen/pencil

Instructional Procedures:
- DAY 17 ONLY: reading quiz on chapters 21-23. (10 minutes)
- Students have the rest of class time to work on final projects and ask questions.
- Students are encouraged to share their projects and peer edit each others’ work.
- Help students burn projects to DVDs.

Assessment: Reading quiz. Final project work.
Days 19-20: Presentations

**Subject:** English Language Arts  
**Grade Level:** 8  
**Duration:** 90 minutes

**Content and Goals:** Students will have time to work on their final projects.

**Curriculum Connections:**  
CCSS.ELA.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**Teacher Required Materials:**  
- Rubric  
- Projector

**Student Required Materials:**  
- Completed project

**Instructional Procedures:**  
- Students show project to class and give a brief explanation of the project according to instructions.

**Assessment:** See rubric.
Performance Assessment: Multimedia Memories

Instructions: We will be reading *The Giver* by Lois Lowry as a class. We will complete many activities, journals, and discussions to help you brainstorm ideas for your final project. Take the role of The Giver and think of two memories, one pleasant and one unpleasant, you would want to pass to those who come after you. These memories should communicate your message through a variety of mediums, such as image, color, and music. You will share your video with the class.

- Your project should include:
  - One pleasant memory—what would give the new Receiver encouragement?
  - One unpleasant memory—what would give the new Receiver wisdom?
- Remember, your memory does not necessarily have to look like a scene in a play. Think about how you can use symbols, euphemism, image, sound, and color to communicate the feeling of, for example, a summer day.
- Keep in mind the following when creating your memories:
  - Media literacy skills:
    - How will you communicate your memory? Will you use ethos, logos, or pathos? A combination?
    - What do your media choices communicate to your audience? Why did you choose a certain image, color, or song? Will it have the desired affect?
  - Narrative skills:
    - Can you use dialogue to make your message clearer?
    - What descriptions will make your message clearer?
    - Does your video have a plot? Or are you communicating the impression of something like a feeling?
    - Will words appear in your video? Will they mean what they usually mean? Are you using euphemism?
- You may use any of the following in your video:
  - Images from your personal life
  - Images from historical events
  - Music or other sounds
  - Color
  - Words
  - Symbols
- You will explain your memories to the class in a short presentation before showing your video. Be sure to answer the following questions:
  - Why did you choose this memory?
  - What did you hope to communicate to the new Receiver?
  - What did you learn about memories from reading *The Giver*?
  - What media literacy skills did you use? What are you trying to appeal to in your audience?
- Hints:
  - Choose a theme. For example, if you were giving the memory of the color red:
    - Pleasant memories: strawberries, love, lipstick, cinnamon, etc
    - Unpleasant memories: blood, anger, loud noises, etc
  - Try to relate your pleasant and unpleasant memories. Is there another side to the story?
<table>
<thead>
<tr>
<th>Category/Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create one pleasant and one unpleasant memory.</td>
<td>The student does not complete two memories in the form of a video.</td>
<td>The student attempts to implement at least one critical media literacy concept in their video.</td>
<td>The student clearly implements one or more critical media literacy concepts in their video.</td>
</tr>
<tr>
<td>Implement the critical media literacy concepts we studied throughout the unit. (Ethos, logos, pathos).</td>
<td>The student does not effectively use the critical media literacy studied in class.</td>
<td>The student attempts to implement at least one critical media literacy concept in their video.</td>
<td>The student clearly implements one or more critical media literacy concepts in their video.</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>The student puts little thought into the appearance of the video.</td>
<td>The student somewhat implements several elements to communicate their memory. These elements include drama, dialogue, image, sound, color, and word choice.</td>
<td>The student strongly implements several elements to communicate their memory. These elements include drama, dialogue, image, sound, color, and word choice.</td>
</tr>
<tr>
<td>Narrative techniques</td>
<td>The student does not implement narrative techniques studied in class.</td>
<td>The student somewhat implements the narrative techniques studied in class. These include dialogue, description, pacing, and plot structure.</td>
<td>The student strongly implements the narrative techniques studied in class. These include dialogue, description, pacing, and plot structure.</td>
</tr>
<tr>
<td>Verbal explanation</td>
<td>The student does not answer the questions about their memories posed in the instructions.</td>
<td>The student answers the questions about their memories posed in the instructions.</td>
<td>The student gives clear, strong answers to the questions about their memories posed in the instructions.</td>
</tr>
</tbody>
</table>

A: 15-10  
B: 9-6  
C: 5-4  
Fail: 0-3