

<b>Subject Area:</b> English <b>Grade Level:</b> Tenth <b>Unit Title:</b> Themes in <i>The Giver</i> by Lois Lowry	HSCEs	NETS-S	Instructional Objectives	Tools and Resources
<b>Lesson 1:</b> Society (Filamentality)	<p><b>CE 3.1.5</b> Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p> <p><b>CE 3.1.7</b> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p><b>CE 3.1.9</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>	<p><b>3.b.</b> Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p><b>3.c.</b> Evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p><b>3.d.</b> Process data and report results</p>	<p>Students will complete a Hotlist assignment, which will require them to view websites selected by the teacher, and then write a response to questions/follow directions (provided next to each link) regarding the information found on the given sites in relation to the novel.</p>	<ul style="list-style-type: none"> <li>• A copy of <i>The Giver</i> by Lois Lowry</li> <li>• Teacher provided websites</li> <li>• Internet connected computers</li> <li>• Reading Journal</li> </ul>
<b>Lesson 2:</b> Utopia vs. Dystopia (Multimedia)	<p><b>CE 3.2.4</b> Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p> <p><b>CE 3.2.5</b> Respond to literature in a variety</p>	<p><b>2.a.</b> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p><b>2.b.</b> Communicate information and ideas effectively</p>	<p>In groups, students will create a propaganda video on Movie Maker. In this video they must list at least five reasons they feel people should either come to or leave the society created by</p>	<ul style="list-style-type: none"> <li>• A copy of <i>The Giver</i> by Lois Lowry</li> <li>• The Internet</li> <li>• Movie Maker</li> <li>• Video camera (optional)</li> <li>• Reading Journal</li> </ul>

	of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	to multiple audiences using a variety of media and formats <b>2.d.</b> Contribute to project teams to produce original works or solve problems	Lois Lowry in <i>The Giver</i> . The video must include at least five pictures and have music supporting their idea. Students may also choose to record themselves acting with a video camera instead of using pictures if they wish.	
<b>Lesson 3:</b> Memory	<p><b>CE 1.2.3</b> Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p> <p><b>CE 1.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p> <p><b>CE 1.3.3</b> Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>	<p><b>1.b.</b> Create original works as a means of personal or group expression</p> <p><b>2.b.</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p><b>6.a.</b> Understand and use technology systems</p>	Students will create a presentation on Prezi that describes one of their fondest memories. They will present their Prezis to the class. After presentations, students will write a response, in short essay form, to the following questions: Would you give up your fondest memory if it meant you would also be able to forget your most painful memory? Why or why not? Students will be expected to use the novel to back up their reasoning by quoting it in their essays.	<ul style="list-style-type: none"> <li>• An Internet capable computer</li> <li>• Prezi website</li> <li>• Projector</li> <li>• A copy of <i>The Giver</i> by Lois Lowry</li> <li>• Reading Journal</li> </ul>

<p><b>Lesson 4:</b> Feelings/ Emotions</p>	<p><b>CE 1.2.2</b> Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).  <b>CE 2.1.7</b> Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.  <b>CE 2.2.2</b> Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p>	<p><b>2.b.</b> Communicate information and ideas effectively to multiple audiences using a variety of media and formats  <b>2.a.</b> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media  <b>5.b.</b> Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</p>	<p>Students will imagine a world without feelings or emotions and write about what this world might be like in their reading journals. Then, students will create a Word Cloud by typing out their journal response in the appropriate place on the Wordle website. Next, students will write a response to the following questions: Why do you think the big words in your Word Cloud are big? Why do you think the small words are small? Word Clouds will then be printed and displayed in the classroom.</p>	<ul style="list-style-type: none"> <li>• Internet capable computers</li> <li>• Wordle website</li> <li>• A copy of <i>The Giver</i> by Lois Lowry</li> <li>• Printer</li> <li>• Reading Journal</li> </ul>
<p><b>Lesson 5:</b> Choice</p>	<p><b>CE 1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.  <b>CE 1.2.3</b> Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).  <b>CE 1.5.1</b> Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	<p><b>1.b.</b> Create original works as a means of personal or group expression  <b>1.c.</b> Use models and simulations to explore complex systems and issues  <b>5.b.</b> Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</p>	<p>Each student will create an alternate ending to the novel and post their ending on a teacher created Wikispaces page. These endings must be at least two pages in length and can either be an additional chapter that elongates the novel, or it can be how the story would end if Jonas made a different choice. Then, students will read their fellow students’</p>	<ul style="list-style-type: none"> <li>• A copy of <i>The Giver</i> by Lois Lowry</li> <li>• Internet capable computers</li> <li>• Wikispaces website</li> <li>• Reading Journal</li> </ul>

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