

### The Giver Unit Resources

Student Resource	Location
<b>Section 1: Lessons 1-3</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Text: Preamble	Page 8
Lesson handouts	Pages 2 – 10
<b>Section 2: Lessons 4-7</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Lesson handouts	Pages 11 – 22
<b>Section 3: Lessons 8-12</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Text: Chapters 1 and 2 “The Reaping” from <i>The Hunger Games</i> by Suzanne Collins	<a href="#">Purchased text</a>
Lesson handouts	Pages 23 – 33
<b>Section 4: Lessons 13-18</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Text: <i>Maze Runner</i> by James Dashner	<a href="#">Purchased text</a>
Text: <i>Unwind</i> by Neal Shusterman	<a href="#">Purchased text</a>
Text: <i>The Hunger Games</i> by Suzanne Collins	<a href="#">Purchased text</a>
Text: <i>Divergent</i> by Veronica Roth	<a href="#">Purchased text</a>
Text: <i>Uglies</i> by Scott Westerfeld	<a href="#">Purchased text</a>
Text: <i>Feed</i> by M.T. Anderson	<a href="#">Purchased text</a>
Text: Preamble	Page 43
Lesson handouts	Pages 34 – 44
<b>Section 5: Lessons 19-22</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Text: “The Human Abstract” by William Blake	Page 51
Lesson handouts	Pages 45 – 52
<b>Section 6: Lessons 23-26</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Lesson handouts	Pages 53 – 58
<b>Section 7: Lessons 27-29</b>	
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Lesson handouts	Pages 59 – 67
<b>Section 8: Lessons 30-33</b>	
Text: “Harrison Bergeron” by Kurt Vonnegut	Pages 68 – 74
Text: <i>The Giver</i> by Lois Lowry	<a href="#">Purchased text</a>
Lesson handouts	Pages 68 – 77
<b>Section 9: Lessons 34-37 (Culminating Writing Task)</b>	
Lesson handouts	Pages 78 – 86
<b>Section 10: Lessons 38-43 (Extension Task)</b>	
Lesson handouts	Pages 87 – 100
<b>Section 11: Lessons 44-45 (Cold-Read Task)</b>	

**The Giver: Section 1**

Keywords/Quotations	Notes
<ol style="list-style-type: none"> <li>How do Jonas and others in his community react when they see the unidentified aircraft? Why? Cite text evidence.</li> <li>How do Jonas and others in the community react to the instructions from the speakers? Cite text evidence.</li> <li>What do these incidents reveal about Jonas and his community?</li> </ol>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Write a paragraph to describe Jonas' community based on your reading in chapter 1. Cite at least two pieces of evidence from the text.

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Keywords/Quotations	Notes
4. Reread the following lines from the text. What do they reveal about the community?  They had heard Father complain about the night crew before. It was a lesser job, night-crew nurturing, assigned to those who lacked the interest or skills or insight for more vital jobs of the daytime hours. Most of the people on the night crew had not even been given spouses because they lacked, somehow, the essential capacity to connect to others, which was required for the creation of a family unit.	
5. How does mother respond to Lily’s question about keeping the baby? What does this reveal about the community?	
6. What does mother fear? What does this reveal about the community?	

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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Vocabulary Chart: The Giver

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

**Preamble of the Constitution of the United States**

**We the People of the United States, in Order to form a more perfect Union, establish Justice,**

**insure domestic Tranquility, provide for the common defence, promote the general Welfare,**

**and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this**

**Constitution for the United States of America.**



### Preamble to the U.S. Constitution

Words of the Preamble	Paraphrased Meaning	Purpose
We the People of the United States		
in Order to <b>form</b> a more perfect Union		
<b>establish</b> Justice		
<b>insure</b> domestic Tranquility		
<b>provide</b> for the common defence		
<b>promote</b> the general Welfare		
and <b>secure</b> the Blessings of Liberty to ourselves and our Posterity		
do <b>ordain</b> and <b>establish</b> this Constitution for the United States of America		

Make a prediction about the central ideas or themes of *The Giver* based on your reading and our unit essential questions. Use text evidence to support your ideas.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

## The Giver: Chapters 2-8

Keywords/Quotations	Notes
1. Describe Jonas' memory of Lily joining his family unit. How did he feel prior to and during the ceremony?	
2. Read the lines from chapter 2 of the text below. What do they reveal about Jonas' community?	
Jonas nodded. During the past year he had been aware of the increasing level of observations. In school, at recreation time, and during volunteer hours, he had noticed the Elders watching him and the other Elevens. He had seen them taking notes. He knew, too, that the Elders were meeting for long hours with all of the instructors that he and the other Elevens had had during their years of school.	
3. What do Jonas' questions to his father suggest about his feelings about the upcoming ceremony?	

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.

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Keywords/Quotations	Notes
4. What does Jonas notice about the apple?	<hr/> <hr/> <hr/> <hr/> <hr/>
5. What is the meaning of the word mystified? Why does Jonas feel this way?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6. Reread the following sentence (below). What does this suggest about Jonas?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>“So Jonas laughed, too, and with his laughter tried to ignore the uneasy conviction that <i>something</i> had happened.”</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Keywords/Quotations	Notes
7. Describe Jonas' reaction to being <i>selected</i> as the Receiver of Memory. Describe the community's reaction. What does this suggest about this role?	
8. What is the meaning of the word <i>hasty</i> in the sentence below? What does this suggest about the previous Receiver of Memory? Use context from the text to support your answers.  "We have not been <u>hasty</u> this time," she continued. "We could not afford another failure."	
9. 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?	
10. What happens to convince Jonas that he has the Capacity to See Beyond?	

How is Jonas characterized in ways that are similar to and different from his community thus far?

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### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<div data-bbox="240 562 349 737" data-label="Text"> <h1>3</h1> </div> <div data-bbox="103 844 488 961" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
<div data-bbox="240 1068 349 1243" data-label="Text"> <h1>2</h1> </div> <div data-bbox="168 1352 422 1430" data-label="Text"> <p>...things that I found interesting.</p> </div>	
<div data-bbox="248 1537 349 1711" data-label="Text"> <h1>1</h1> </div> <div data-bbox="138 1818 454 1856" data-label="Text"> <p>..question that I still have.</p> </div>	



Summary (5 sentences or less):

### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<p style="font-size: 48pt; text-align: center;">3</p> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p>	
<p style="font-size: 48pt; text-align: center;">2</p> <p>...things that I found interesting.</p>	
<p style="font-size: 48pt; text-align: center;">1</p> <p>..question that I still have.</p>	

Summary (5 sentences or less):

**Incident Chart**

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 specific 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?

### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<div data-bbox="232 512 344 688" data-label="Text"> <h1>3</h1> </div> <div data-bbox="97 798 482 915" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
<div data-bbox="232 1020 344 1197" data-label="Text"> <h1>2</h1> </div> <div data-bbox="92 1304 485 1341" data-label="Text"> <p>...things that I found interesting.</p> </div>	
<div data-bbox="232 1449 344 1625" data-label="Text"> <h1>1</h1> </div> <div data-bbox="129 1730 448 1768" data-label="Text"> <p>..question that I still have.</p> </div>	

Summary (5 sentences or less):

**The Giver: Chapters 9-12**

Keywords/Quotations	Notes
<ol style="list-style-type: none"> <li>Summarize the key ideas from Jonas' rules. Given what you know about the community, why are these rules surprising?</li> <li>How does Jonas react to the rules he's been given? Which words in the text convey his emotional response to the rules?</li> <li>How does the author develop Jonas' point of view and perception of his community in the text? Why is this significant?</li> </ol>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Keywords/Quotations	Notes
4. What does Jonas experience, and why is this a new and unique experience for him?	
5. Describe The Giver at the end of chapter 11: How does he feel about the community? Cite text evidence from his interaction with Jonas.	
6. How do The Giver's memories influence Jonas' perspective about his community's focus on Sameness? Cite text evidence.	



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

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### Vocabulary Chart: The Giver

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<div data-bbox="232 514 344 688" data-label="Text"> <h1>3</h1> </div> <div data-bbox="97 798 482 917" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
<div data-bbox="232 1022 344 1197" data-label="Text"> <h1>2</h1> </div> <div data-bbox="92 1304 485 1344" data-label="Text"> <p>...things that I found interesting.</p> </div>	
<div data-bbox="232 1451 344 1625" data-label="Text"> <h1>1</h1> </div> <div data-bbox="129 1730 448 1768" data-label="Text"> <p>..question that I still have.</p> </div>	

Summary (5 sentences or less):

### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<div data-bbox="232 499 344 674" data-label="Text"> <h1>3</h1> </div> <div data-bbox="97 783 482 900" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
<div data-bbox="232 1005 344 1180" data-label="Text"> <h1>2</h1> </div> <div data-bbox="92 1287 485 1327" data-label="Text"> <p>...things that I found interesting.</p> </div>	
<div data-bbox="232 1432 344 1606" data-label="Text"> <h1>1</h1> </div> <div data-bbox="129 1713 448 1753" data-label="Text"> <p>..question that I still have.</p> </div>	

Summary (5 sentences or less):

**T-chart: Compare text and film version of The Reaping from *The Hunger Games***

The Reaping, text version	The Reaping, film version



Compare The Reaping from *The Hunger Games* to The Ceremony of Twelves from *The Giver*. How do both societies limit individual choice, and what is the impact of this on the community?

[illegible]

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## Conversation Stems<sup>1</sup>

### Clarifying

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

### Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

### Agreeing

- \_\_\_'s point about \_\_\_ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

### Disagreeing

- I see it differently because...
- The reasons and details \_\_\_ provided better support \_\_\_ because...
- There is no evidence to suggest that is true.
- I agree that \_\_\_, but we also have to consider that...
- We see \_\_\_ differently.

### Elaborating

- \_\_\_ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

### Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

### Revising

- Before I thought \_\_\_, but now I think \_\_\_ because...
- I still think \_\_\_, but now I wonder...
- My new thinking is...

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<sup>1</sup> Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

### Extension Task Directions

Select a dystopian novel from a list of possible titles to read in addition to *The Giver*. Some possible texts are listed below. The texts are listed in order of complexity from least to greatest.

Possible texts:

- *Maze Runner*, James Dashner
- *Hunger Games*, Suzanne Collins
- *Unwind*, Neal Shusterman
- *Divergent*, Veronica Roth
- *Uglies*, Scott Westerfeld
- *Feed*, M. T. Anderson

Once you have selected your independent reading text, set a schedule and goals for reading and keep track of reading in a reading log or journal. At the end of the unit, you will write an essay that determines a theme of your chosen novel. Then, compare and contrast your novel with the theme of *The Giver*. Explain how the theme is developed in each text. Use evidence from the text to support claims.

Then, you will work with a small group of your peers to create a multimedia presentation to compare and contrast the theme of your novel with the theme of *The Giver*. Your multimedia presentation should presents the common theme across both texts, and then logically explains how it is developed similarly and differently in each text.

### Extension Task: Book Preview

Use the chart below to take notes on the books that you preview for the extension task.

Title of Book	What excites me about this book? Why might I enjoy reading it?	What doesn't excite me about this book? Why might I not enjoy reading it?	What questions, if any, do I have?

Choice #1: \_\_\_\_\_

Choice #2: \_\_\_\_\_

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***Maze Runner*, by James Dashner****Summary:**

When Thomas wakes up in the lift, the only thing he can remember is his name. He's surrounded by strangers—boys whose memories are also gone.

*Nice to meet ya, shank. Welcome to the Glade.*

Outside the towering stone walls that surround the Glade is a limitless, ever-changing maze. It's the only way out—and no one's ever made it through alive.

*Everything is going to change.*

Then a girl arrives. The first girl ever. And the message she delivers is terrifying.

Remember. Survive. Run.

**School Library Journal Review:**

Thomas wakes up in an elevator, remembering nothing but his own name. He emerges into a world of about 60 teen boys who have learned to survive in a completely enclosed environment, subsisting on their own agriculture and supplies from below. A new boy arrives every 30 days. The original group has been in "the glade" for two years, trying to find a way to escape through a maze that surrounds their living space. They have begun to give up hope. Then a comatose girl arrives with a strange note, and their world begins to change. There are some great, fast-paced action scenes, particularly those involving the nightmarish Grievors who plague the boys. Thomas is a likable protagonist who uses the information available to him and his relationships (including his ties to the girl, Teresa) to lead the Gladers. Unfortunately, the question of whether the teens will escape the maze is answered 30 pages before the book ends, and the intervening chapter loses momentum. The epilogue, which would be deliciously creepy coming immediately after the plot resolves, fails to pack a punch as a result. That said, *The Maze Runner* has a great hook, and fans of dystopian literature, particularly older fans of Jeanne DuPrau's *The City of Ember* (Random, 2003), will likely enjoy this title and ask for the inevitable sequel.—*Kristin Anderson, Columbus Metropolitan Library System*

**Reader Review: 5 stars**

The Maze Runner kept me up to the wee hours of the morning as I raced to the finish. I loved it in every way: the pacing, the characters, the plot. Thomas wakes up to find himself in a box that opens up to the glade, the central part of an elaborate maze where monsters dwell. From the moment of Thomas's entrance into the glade, he works to try and recover any part of his memory while also trying to solve the maze and stop the deaths of the boys who live in the Maze with him. I would say this book is a cross between Ender's Game and Lord of the Flies. It's a tale that is expertly woven, true to the target audience of teen boys, and filled with enough action to keep me up all night. The only downfall of the book was realizing I have to wait for the sequel. I look forward to reading more of Dashner's work.

***The Hunger Games, by Suzanne Collins***

Summary:

In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed.

School Library Journal Review:

In a not-too-distant future, the United States of America has collapsed, weakened by drought, fire, famine, and war, to be replaced by Panem, a country divided into the Capitol and 12 districts. Each year, two young representatives from each district are selected by lottery to participate in The Hunger Games. Part entertainment, part brutal intimidation of the subjugated districts, the televised games are broadcasted throughout Panem as the 24 participants are forced to eliminate their competitors, literally, with all citizens required to watch. When 16-year-old Katniss's young sister, Prim, is selected as the mining district's female representative, Katniss volunteers to take her place. She and her male counterpart, Peeta, the son of the town baker who seems to have all the fighting skills of a lump of bread dough, will be pitted against bigger, stronger representatives who have trained for this their whole lives. Collins's characters are completely realistic and sympathetic as they form alliances and friendships in the face of overwhelming odds; the plot is tense, dramatic, and engrossing. This book will definitely resonate with the generation raised on reality shows like 'Survivor' and 'American Gladiator.' Book one of a planned trilogy. Jane Henriksen Baird, Anchorage Public Library, AK

Reader Review: 5 stars

I got these books yesterday and read over 100 pages in one day. I literally cannot put it down. I saw the movie a few weeks ago, and loved it! Well, I love the book even more! It's such an incredible story and because of the great amount of detail and "being inside Katniss' head", it's like I never saw the movie at all. If you have seen the movie and are thinking about reading these, I highly recommend it! There are things I saw in the movie that didn't make sense until now and it's such a rich storyline!

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**Unwind, Neal Shusterman**Summary:

In America after the Second Civil War, the Pro-Choice and Pro-Life armies came to an agreement: The Bill of Life states that human life may not be touched from the moment of conception until a child reaches the age of thirteen. Between the ages of thirteen and eighteen, however, a parent may choose to retroactively get rid of a child through a process called "unwinding." Unwinding ensures that the child's life doesn't "technically" end by transplanting all the organs in the child's body to various recipients. Now a common and accepted practice in society, troublesome or unwanted teens are able to easily be unwound.

With breathtaking suspense, this book follows three teens who all become runaway Unwinds: Connor, a rebel whose parents have ordered his unwinding; Risa, a ward of the state who is to be unwound due to cost-cutting; and Lev, his parents' tenth child whose unwinding has been planned since birth as a religious tithing. As their paths intersect and lives hang in the balance, Shusterman examines complex moral issues that will keep readers turning the pages until the very end.

School Library Journal Review:

Set in the future, the second civil war is fought over abortion. To end the war, a compromise is reached that ends the practice of abortion but creates an alternative called "unwinding." Between the ages of 13 and 17, parents or guardians can choose to have their children unwound, which involves having every part of their bodies harvested to be "donated" to another person so, technically, they don't really die. The complex and compelling plot follows three teens whose stories intertwine when they escape while on their way to the harvest camps. Fifteen-year-old Connor's parents can no longer control him. Lev, a tithe, was raised by religious parents for the sole purpose of being unwound. Risa, a ward of the state, is a victim of shrinking budgets since she is not a talented enough musician to be kept alive. Neal Shusterman's engrossing novel (S & S, 2007) is narrated in an even cadence and matter-of-fact tone that suits the author's straightforward narrative style. His wide array of voices makes the involved story line, which is left wide open for what is sure to be an interesting sequel, easy to follow. This gripping, thought-provoking novel is guaranteed to lead to interesting discussions about abortion, adoption, organ donation, religion, politics, and health care.—Karen T. Bilton, Mary Jacobs Memorial Library, Rocky Hill, NJ

Reader Review: 5 stars

The idea behind this story is what intrigued me to buy it, and I am really glad that I did.

Shusterman has created a world where a human being can be viewed simply as valuable parts. Unwinding is the outcome of a war based on the pro-life and pro-choice debate. Unfortunately, unwinding means different things to different people. For some it has become a huge money making business, to the kids it happens to, is a horror and for some parents and some parts of society, it is a nice convenience.

I would recommend this book to people for different reasons. First, I think that Shusterman did an excellent job in keeping the storyline going; there were no parts that I became bored or wanted to skip. Second, he makes the characters very realistic, and not without flaws. These are kids going through a horrific event and I felt that they acted true to real human nature. Third, the idea and premise behind the book is so intriguing and horrifying that you can't help but want to read the whole thing. All the way around it was an excellent book.

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***Divergent*, by Veronica Roth****Summary:**

One choice can transform you. Beatrice Prior's society is divided into five factions—Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). Beatrice must choose between staying with her Abnegation family and transferring factions. Her choice will shock her community and herself. But the newly christened Tris also has a secret, one she's determined to keep hidden, because in this world, what makes you different makes you dangerous.

**School Library Journal Review:**

In the dystopian Chicago setting of Roth's novel (Katherine Tegen Bks., 2011), the population is divided into five factions. Upon declaring allegiance to one of them, 16-year-old Beatrice will decide her future. Beatrice and her brother, Caleb, grew up in helpful, unassuming Abnegation, always putting others first. During her aptitude testing, a simulation probes her suitability for Abnegation, Amity, Candor, Dauntless, and Erudite. Rather than getting a clear reading of her strengths, Beatrice's result is disturbing and dangerous: she is Divergent. At the choosing ceremony, the teenager impulsively joins Dauntless, the tattooed "hellions" whose value is bravery, and who protect the community. Beatrice, now called Tris, finds she feels brilliantly alive in Dauntless, even during the brutal training. She enjoys seeing her muscles harden, testing her courage, protecting the underdog, and working her way up the ranks of recruits. Making both friends and enemies, she moves through simulations tailored to trigger her Fear Landscape. Gradually, her Divergence shows itself, allowing Tris to see that the faction-dominated world isn't as wonderful as she has been told. The likeable characters, excellent pacing, and blooming romance will have listeners hooked.

**Reader Review: 5 stars**

This book stole hours of my time, as well as my heart! Every day, if I had finished everything that I needed to do, I would sit down and read. It was so suspenseful that I just couldn't stop flipping pages! After I set it down, I couldn't stop thinking about what I read, no matter how hard I tried. The story's details and layout were beautifully put together. I just loved the idea of a faction for each of five virtues (Dauntless for bravery, Candor for honesty, Abnegation for selfless kindness, Amity for peace, and Erudite for scholarship), and their way of life. It kept me thinking about which one I would choose if I were there. This book definitely kept me on-edge and I kept having to find out what happened next.

The characters in the book were very interesting as well. They were a wonderful mixture of friendly, violent, likeable, and tough. While some could be extremely annoying, others made up for it with their lively personalities. I really liked the personality of Four. He was tough on the outside, but once you really got to know the character, he was very likeable.

The characters weren't the only thing I liked though, I like the whole idea behind the story as well. Like I said, I loved the idea of the factions, and how they have to choose very wisely. It really made me grateful that we don't have to do that in real life. While it would be terrible in our world, it adds taste to the world where Tris is from.

I can't wait until all of the other books come out! Once they do, I know I will spend all of my time on them. I highly recommend this book to teens and young adults. I read this with my sister and we both loved it! Buy this book!!



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***Uglies*, by Scott Westerfeld****Wikipedia Summary:**

Uglies is a 2005 science fiction novel by Scott Westerfeld. It is set in a future post scarcity dystopian world in which everyone is turned "Pretty" by extreme cosmetic surgery upon reaching age 16. It tells the story of teenager Tally Youngblood who rebels against society's enforced conformity, after her newfound friends Shay and David show her the downsides to becoming a "Pretty".

**School Library Journal Review:**

Tally Youngblood lives in a futuristic society that acculturates its citizens to believe that they are ugly until age 16 when they'll undergo an operation that will change them into pleasure-seeking "pretties." Anticipating this happy transformation, Tally meets Shay, another female ugly, who shares her enjoyment of hoverboarding and risky pranks. But Shay also disdains the false values and programmed conformity of the society and urges Tally to defect with her to the Smoke, a distant settlement of simple-living conscientious objectors. Tally declines, yet when Shay is found missing by the authorities, Tally is coerced by the cruel Dr. Cable to find her and her compatriots—or remain forever "ugly." Tally's adventuresome spirit helps her locate Shay and the Smoke. It also attracts the eye of David, the aptly named youthful rebel leader to whose attentions Tally warms. However, she knows she is living a lie, for she is a spy who wears an eye-activated locator pendant that threatens to blow the rebels' cover. Ethical concerns will provide a good source of discussion as honesty, justice, and free will are all oppressed in this well-conceived dystopia. Characterization, which flirts so openly with the importance of teen self-concept, is strong, and although lengthy, the novel is highly readable with a convincing plot that incorporates futuristic technologies and a disturbing commentary on our current public policies. Fortunately, the cliff-hanger ending promises a sequel.—Susan W. Hunter, Riverside Middle School, Springfield, VT --This text refers to an out of print or unavailable edition of this title.

**Reader Review: 5 stars**

I was surprised by how much I enjoyed this book! I devoured it in a few evenings, and then immediately bought the rest of the series and plowed through those as well. I love dystopian future stories in general, but the creativity of the world that Westerfeld has created is impressive. In *Uglies*, the protagonist Tally is nearing her 16th birthday, which means that she is about to undergo surgery to make her beautiful and will move across the river to live with the other Pretties in a sort of utopian pleasure city. Her best friend has already become pretty and moved away, and she is counting the days until she too becomes pretty. Then she meets Shay, a rebellious 15 year old who shows Tally what life is like beyond the city and makes Tally question everything she's ever known about her society. This book is a quick read and is a lot of fun. If you liked *The Hunger Games*, the *Divergence* series, the Philip K. Dick stories, or *The Handmaid's Tale*, you will likely enjoy this book too.

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**Feed, by M. T. Anderson****Summary:**

For Titus and his friends, it started out like any ordinary trip to the moon - a chance to party during spring break and play with some stupid low-grav at the Ricochet Lounge. But that was before the crazy hacker caused all their feeds to malfunction, sending them to the hospital to lie around with nothing inside their heads for days. And it was before Titus met Violet, a beautiful, brainy teenage girl who has decided to fight the feed and its omnipresent ability to categorize human thoughts and desires. Following in the footsteps of George Orwell, Anthony Burgess, and Kurt Vonnegut Jr., M. T. Anderson has created a not-so-brave new world — and a smart, savage satire that has captivated readers with its view of an imagined future that veers unnervingly close to the here and now.

**Publishers Weekly Review:**

In this chilling novel, Anderson (Burger Wuss; Thirsty) imagines a society dominated by the feed a next-generation Internet/television hybrid that is directly hardwired into the brain. Teen narrator Titus never questions his world, in which parents select their babies' attributes in the conceptionarium, corporations dominate the information stream, and kids learn to employ the feed more efficiently in School. But everything changes when he and his pals travel to the moon for spring break. There Titus meets home-schooled Violet, who thinks for herself, searches out news and asserts that "Everything we've grown up with the stories on the feed, the games, all of that it's all streamlining our personalities so we're easier to sell to." Without exposition, Anderson deftly combines elements of today's teen scene, including parties and shopping malls, with imaginative and disturbing fantasy twists. "Chats" flow privately from mind to mind; Titus flies an "upcar"; people go "mal" (short for "malfunctioning") in contraband sites that intoxicate by scrambling the feed; and, after Titus and his friends develop lesions, banner ads and sitcoms dub the lesions the newest hot trend, causing one friend to commission a fake one and another to outdo her by getting cuts all over her body. Excerpts from the feed at the close of each chapter demonstrate the blinding barrage of entertainment and temptations for conspicuous consumption. Titus proves a believably flawed hero, and ultimately the novel's greatest strength lies in his denial of and uncomfortable awakening to the truth. This satire offers a thought-provoking and scathing indictment that may prod readers to examine the more sinister possibilities of corporate- and media-dominated culture.

**Reader Review: 5 stars**

This is a not-to-be-missed look at a not too distant future, where technology has been taken to the next degree. Implanted in the brain when a child is just an infant is the Feed, a link to an online world with instantaneous hype. Take a trip to the moon, and the Feed automatically clues you in to where the "in" places are to go. The Feed knows your buying preferences, your entertainment preferences, how to plug the latest fashion to fill your every want and it knows how to generate your next "need". This is consumerism on steroids. And, speaking of steroids, there is a trip to the tissue farm, where filet mignon is growing in the fields. The dialog is so real; the consumerism is so possible; the degradation of the global environment is so near. This book paints a picture of a world that is truly more frightening than horror stories. All of this is ingeniously included in a boy meets girl story of seemingly normal adolescence. Scariest of all: it seems almost inevitable. An outstanding effort by M. T. Anderson.

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## **Preamble of the Constitution of the United States**

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

*This text is in the public domain.*

### Reading Journal

Date/ Pages Read	Summary	Questions/ Reactions

### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<div data-bbox="235 562 345 737" data-label="Text"> <h1>3</h1> </div> <div data-bbox="97 844 483 963" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
<div data-bbox="235 1068 345 1243" data-label="Text"> <h1>2</h1> </div> <div data-bbox="94 1352 487 1390" data-label="Text"> <p>...things that I found interesting.</p> </div>	
<div data-bbox="235 1497 345 1671" data-label="Text"> <h1>1</h1> </div> <div data-bbox="131 1778 449 1816" data-label="Text"> <p>..question that I still have.</p> </div>	

Summary (5 sentences or less):



Keywords/Quotations	Notes
4. 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.	
5. 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?	
6. What choices does Jonas make that he has not made before? Why are these significant?	



### 3-2-1 Summarizer for Independent Reading

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<div data-bbox="235 562 345 737" data-label="Text"> <h1>3</h1> </div> <div data-bbox="97 844 483 963" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
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Summary (5 sentences or less):

## The Human Abstract

William Blake

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

And mutual fear brings peace, 5  
Till the selfish loves increase:  
Then Cruelty knits a snare,  
And spreads his baits with care.

He sits down with holy fears,  
And waters the grounds with tears; 10  
Then Humility takes its root  
Underneath his foot.

Soon spreads the dismal shade  
Of Mystery over his head;  
And the Catterpillar and Fly 15  
Feed on the Mystery.

And it bears the fruit of Deceit,  
Ruddy and sweet to eat;  
And the Raven his nest has made  
In its thickest shade. 20

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

*This poem is in the public domain.*

TP-CASTT Poetry Analysis

<b>T</b>	<b>Title:</b> Before reading the poem, make a prediction about what the poem is about based on the title.
<b>P</b>	<b>Paraphrase:</b> Translate the poem by writing each stanza in your own words. Look for complete thoughts and look up unfamiliar words.
<b>C</b>	<b>Connotation:</b> What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
<b>A</b>	<b>Attitude/Tone:</b> Notice the speaker's attitude toward the subject of the poem. This is the author's tone.
<b>S</b>	<b>Shifts:</b> As you look for patterns, also look for contrasts or shifts/changes in poem. Look for changes in language, attitude, setting/imagery, mood, punctuation, other literary devices.
<b>T</b>	<b>Title:</b> Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?
<b>T</b>	<b>Theme:</b> State what the poem is about (subject) and what the poet is trying to say about subject (theme).

## Grade 7: The Giver

[illegible]

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### Incident Chart

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 specific 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?

### Vocabulary Chart: The Giver

Keep a list of words you have learned throughout the unit.

Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence



Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence



### 3-2-1 Summarizer for Independent Reading

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

Chapter Number: \_\_\_\_\_

<div data-bbox="235 562 344 737" data-label="Text"> <h1>3</h1> </div> <div data-bbox="99 844 482 963" data-label="Text"> <p>...actions that Jonas takes/ experiences that Jonas has that advance the plot</p> </div>	
<div data-bbox="235 1068 344 1243" data-label="Text"> <h1>2</h1> </div> <div data-bbox="94 1352 487 1390" data-label="Text"> <p>...things that I found interesting.</p> </div>	
<div data-bbox="235 1497 344 1671" data-label="Text"> <h1>1</h1> </div> <div data-bbox="131 1778 449 1816" data-label="Text"> <p>..question that I still have.</p> </div>	

Summary (5 sentences or less):



[illegible]

### Vocabulary Chart: The Giver

Keep a list of words you have learned throughout the unit.

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

Chapter Number: \_\_\_\_\_

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

Summary (5 sentences or less):

### Evaluating Text-Based Claims

Text-Based Claim	Evidence that Supports the Claim	Is the evidence relevant and sufficient to support the claim? Why/ why not?

## **Harrison Bergeron**

Kurt Vonnegut, Jr.

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

Some things about living still weren't quite right, though. April for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh" said George.

"That dance-it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good-no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday-just chimes. Kind of in honor of religion."

"I could think, if it was just chimes," said George.

"Well-maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

"Good as anybody else," said George.

"Who knows better than I do what normal is?" said Hazel.

"Right," said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

"Boy!" said Hazel, "that was a doozy, wasn't it?"

It was such a doozy that George was white and trembling, and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

"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."

George weighed the bag with his hands. "I don't mind it," he said. "I don't notice it any more. It's just a part of me."

"You been so tired lately-kind of wore out," said Hazel. "If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few."

"Two years in prison and two thousand dollars fine for every ball I took out," said George. "I don't call that a bargain."

"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."

"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?"

"I'd hate it," said Hazel.

"There you are," said George. The minute people start cheating on laws, what do you think happens to society?"

If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

"Reckon it'd fall all apart," said Hazel.

"What would?" said George blankly.

"Society," said Hazel uncertainly. "Wasn't that what you just said?"

"Who knows?" said George.

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and Gentlemen."

He finally gave up, handed the bulletin to a ballerina to read.

"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."

"Ladies and Gentlemen," said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. "Excuse me-" she said, and she began again, making her voice absolutely uncompetitive.

"Harrison Bergeron, age fourteen," she said in a grackle squawk, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."

A police photograph of Harrison Bergeron was flashed on the screen-upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

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 cover his even white teeth with black caps at snaggle-tooth random.

"If you see this boy," said the ballerina, "do not - I repeat, do not - try to reason with him."

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have - for many was the time his own home had danced to the same crashing tune. "My God-" said George, "that must be Harrison!"

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood - in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

"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.

"Even as I stand here" he bellowed, "crippled, hobbled, sickened - I am a greater ruler than any man who ever lived! Now watch me become what I can become!"

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow.

Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all he removed her mask.

She was blindingly beautiful.

"Now-" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first-cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.



The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while-listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girl's tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon. The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.

It became their obvious intention to kiss the ceiling. They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

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.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying" he said to Hazel.

"Yup," she said. "

What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

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"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a riveting gun in his head.

"Gee - I could tell that one was a doozy," said Hazel.

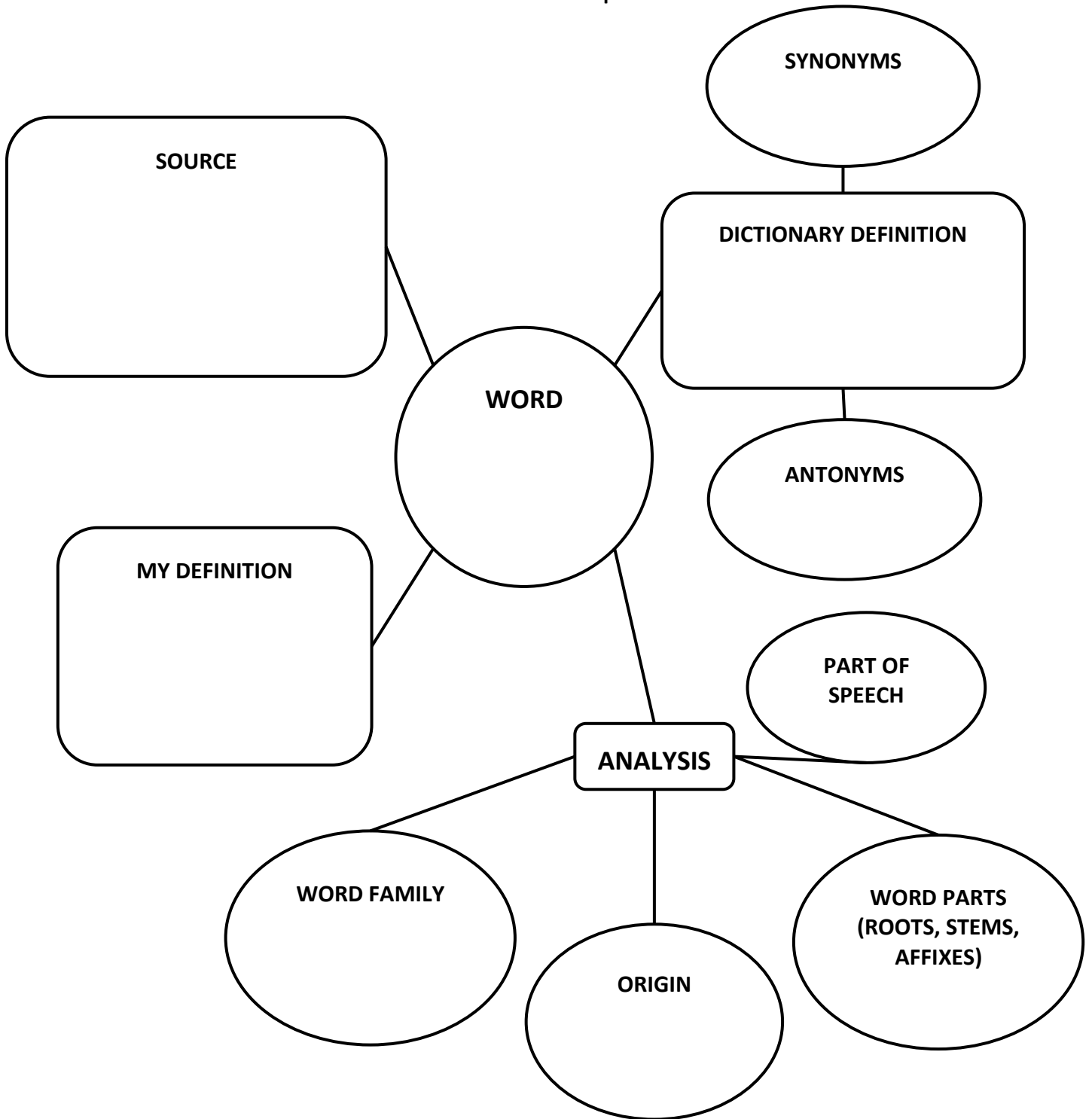
"You can say that again," said George.

"Gee-" said Hazel, "I could tell that one was a doozy."

Source: © Kurt Vonnegut. Harrison Bergeron. Arranged by permission of the Vonnegut Trust, Donald C. Farber, Trustee.

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Semantic Map



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**Character Analysis of “Harrison Bergeron”**

Directions: Use the table to analyze the main characters of the text. Cite text evidence.

Character	Appearance	Actions	Point of View/ Perspective

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### Defining “Sameness” and “Equality”

Review the two texts to locate evidence that either verifies or contradicts your personal definition of each term.

	Personal Definition	“Harrison Bergeron”	<i>The Giver</i>
Sameness			
Equality			

### Culminating Writing Task Directions

How do Jonas' experiences develop a theme over the course of *The Giver*?

To answer this question:

- Identify key events in *The Giver* and Jonas' reaction to or opinion of them.
- Describe the impact of the setting and interactions with characters on Jonas (e.g., How do other characters have an impact on Jonas and what impact does he have on other characters?).
- Compare and contrast the way Jonas views the setting, characters, and events with the way other characters in the novel view the setting, characters, and events.
- Examine how these elements change over the course of the novel (e.g., How does Jonas interact differently with other characters or react differently to events over the course of the novel? What causes Jonas' interactions or reactions to change?).
- Determine a theme of *The Giver* based on these elements. First, identify a topic that is central to key ideas in the novel (for example, perfection or Sameness). Then, identify what the author conveys about that topic through the text.
- Locate evidence that supports the development of a theme of *The Giver*.

Write a literary analysis that develops a claim logically and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

### Culminating Writing Task Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces claim(s), acknowledging counterclaims or a topic previewing what is to follow</li> <li>Development is <b>logically</b> organized with <b>relevant</b> support<sup>2</sup></li> <li>Language creates cohesion and clarifies relationships among ideas</li> <li><b>Formal</b> style <b>consistently</b> demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states claim(s) or topic</li> <li>Development is organized with <b>some</b> support and cohesion</li> <li>Language creates cohesion and links ideas</li> <li>Style demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Development and support are <b>minimal</b></li> <li>Language links ideas</li> <li>Style demonstrates <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

<sup>2</sup> Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

### Analyzing theme

Topic	Theme	Text Evidence That Supports This Theme



How do Jonas' experiences develop a theme over the course of *The Giver*?

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## Painted Essay



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**Prepare to Write Your Essay**

**Introduction**

How will you grab your reader's attention? \_\_\_\_\_

\_\_\_\_\_

Claim: \_\_\_\_\_

\_\_\_\_\_

How will you address alternate or opposing claims (either in the introduction or body of the essay)?

\_\_\_\_\_

\_\_\_\_\_

**Body Paragraph #1**

Reason #1: \_\_\_\_\_

Relevant Evidence #1: \_\_\_\_\_

\_\_\_\_\_

Explanation: How does this support the reason and claim? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Relevant Evidence #2: \_\_\_\_\_

\_\_\_\_\_

Explanation: How does this support the reason and claim? \_\_\_\_\_

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**Body Paragraph #2**

Reason #2: \_\_\_\_\_

Relevant Evidence #1: \_\_\_\_\_

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Explanation: How does this support the reason and claim? \_\_\_\_\_

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Relevant Evidence #2: \_\_\_\_\_

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Explanation: How does this support the reason and claim? \_\_\_\_\_

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**Conclusion**

Restate your claim: \_\_\_\_\_

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Concluding thoughts that follow from and support your argument: \_\_\_\_\_

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### Extension Task Directions

Select a dystopian novel from a list of possible titles to read in addition to *The Giver*. Some possible texts are listed below. The texts are listed in order of complexity from least to greatest.

Possible texts:

- *Maze Runner*, James Dashner
- *Hunger Games*, Suzanne Collins
- *Unwind*, Neal Shusterman
- *Divergent*, Veronica Roth
- *Uglies*, Scott Westerfeld
- *Feed*, M. T. Anderson

Once you have selected your independent reading text, set a schedule and goals for reading and keep track of reading in a reading log or journal. At the end of the unit, you will write an essay that determines a theme of your chosen novel. Then, compare and contrast your novel with the theme of *The Giver*. Explain how the theme is developed in each text. Use evidence from the text to support claims.

Then, you will work with a small group of your peers to create a multimedia presentation to compare and contrast the theme of your novel with the theme of *The Giver*. Your multimedia presentation should presents the common theme across both texts, and then logically explains how it is developed similarly and differently in each text.

### Extension Task Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces claim(s), acknowledging counterclaims or a topic previewing what is to follow</li> <li>Development is <b>logically</b> organized with <b>relevant</b> support<sup>3</sup></li> <li>Language creates cohesion and clarifies relationships among ideas</li> <li><b>Formal</b> style <b>consistently</b> demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states claim(s) or topic</li> <li>Development is organized with <b>some</b> support and cohesion</li> <li>Language creates cohesion and links ideas</li> <li>Style demonstrates awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Development and support are <b>minimal</b></li> <li>Language links ideas</li> <li>Style demonstrates <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

<sup>3</sup> Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

### Analyzing theme

Topic	Theme	Text Evidence That Supports This Theme



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Identify a theme from your independent reading novel and explain how it is developed in the text. Then, compare and contrast this theme with a theme from *The Giver*. How are they similar? How are they different?

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## Painted Essay



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**ET Prepare to Write Your Essay**

**Introduction**

How will you grab your reader's attention? \_\_\_\_\_

\_\_\_\_\_

Claim: \_\_\_\_\_

\_\_\_\_\_

**Body Paragraph #1**

Identify theme and how it is developed: \_\_\_\_\_

\_\_\_\_\_

Relevant Evidence #1: \_\_\_\_\_

\_\_\_\_\_

Explanation: How does this show the theme's development? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Relevant Evidence #2: \_\_\_\_\_

\_\_\_\_\_

Explanation: How does this show the theme's development? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Body Paragraph #2**

Compare/contrast theme to a theme in *The Giver*: \_\_\_\_\_

\_\_\_\_\_

Relevant Evidence #1: \_\_\_\_\_

\_\_\_\_\_

Explanation: How does this show a similarity or difference? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Relevant Evidence #2: \_\_\_\_\_

\_\_\_\_\_

Explanation: How does this show a similarity or a difference? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusion**

Restate your claim: \_\_\_\_\_

\_\_\_\_\_

Concluding thoughts that support your argument: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Multimedia Presentation Rubric

	3	2	1
<b>Demonstration of understanding</b>	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
<b>Organization and development of presentation</b>	The presentation is organized clearly and logically so that listeners can easily identify the central ideas or claims and follow the line of reasoning; the supporting evidence is relevant and from credible sources.	The presentation is organized and has a clear central idea or claim and supporting evidence from credible sources.	The presentation has a central idea or claim and/or supporting evidence.
<b>Multimedia components</b>	The presentation effectively incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas or claims.	The presentation incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays.	The presentation either fails to incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays or the components are distracting and ineffective.
<b>Delivery of presentation</b>	Speaker maintains consistent and appropriate eye contact, adequate volume, and clear pronunciation.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.

Multimedia Presentation Storyboard

Theme:			

Multimedia Element	Access Link	How will this element be incorporated	How does this element clarify, support, or enhance the topic?

**Multimedia Presentation Peer Feedback**

Group	<b>Demonstration of understanding</b> <ul style="list-style-type: none"> <li>Does the presentation address all elements of the task?</li> <li>Does the presentation demonstrate understanding of the topic?</li> </ul>	<b>Organization and development of presentation</b> <ul style="list-style-type: none"> <li>Is the presentation organized clearly and logically so that listeners can easily identify the central ideas and follow the line of reasoning?</li> <li>Is the supporting evidence relevant and from credible sources?</li> </ul>	<b>Multimedia components</b> <ul style="list-style-type: none"> <li>Does the presentation effectively incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas?</li> </ul>	<b>Delivery of presentation</b> <ul style="list-style-type: none"> <li>Do the speakers maintain consistent and appropriate eye contact, adequate volume, and clear pronunciation?</li> </ul>




**What group are you giving feedback to?**

**What did the group do well?**

**Sentence starters:**

I was really interested in what you were saying when...

I could really see/hear/feel what you were describing when...

I could relate to what you said when...

This project reminded me of ...

Your most convincing reason/evidence was...

**What can the group improve in the future?**

**Sentence starters:**

I was confused when you said...

I needed to hear more about....

Why did you include...

How did you decide which part of your presentation to put first?

I don't see how....connects to ....

What is your main point in including ...?