



Print & Digital Versions INCLUDED

THE GIVER

LOIS LOWRY



CREATED FOR LEARNING

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LOIS LOWRY

THE GIVER

Thanks for looking at our complete teaching unit for Lois Lowry's fantastic novel, THE GIVER.

All 232 Google Slides of activities, organizers, and essays included in this bundle are designed to enhance your reading experience, save you (the teacher) prep time, and help your learners enjoy and appreciate the novel that much more.

INCLUDED:

PreReading Bias Activity

— *CCSS.ELA-Literacy.RL.2*

Introduction to Utopias

— *CCSS.ELA-Literacy.RL.5*

Utopia Project & Travel Brochure Activity

— *CCSS.ELA-Literacy.RL.5*

Plot Chart Organizer Diagram Arc

— *CCSS.ELA-Literacy.RL.2*

Conflict Graphic Organizer - 6 Types of Conflict

— *CCSS.ELA-Literacy.RL.2*

Journal - Quickwrite Writing Prompts - PowerPoint

— *CCSS.ELA-Literacy.W.1*

Ceremony of 12 Activity

— *CCSS.ELA-Literacy.RL.2*

Jobs List Organizer

— *CCSS.ELA-Literacy.RL.9*

Vocabulary Word Lists & Quizzes

— *CCSS.ELA-Literacy.RL.4*

Comprehension Pop Quizzes

— *CCSS.ELA-Literacy.RL.10*

Character Organizer

— *CCSS.ELA-Literacy.RL.3*

Persuasive Essay & Speech and Quotes Organizer

— *CCSS.ELA-Literacy.W.1*

Projects - Creative, Artistic, Differentiated

— *CCSS.ELA-Literacy.RL.10*

Pain Gallery - Final Activity and Discussion

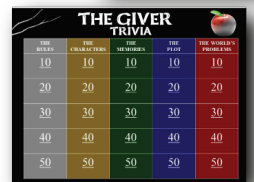
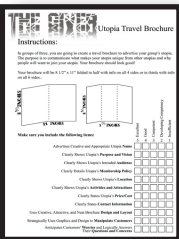
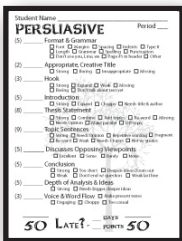
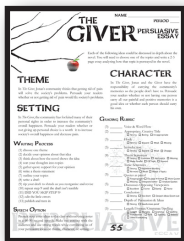
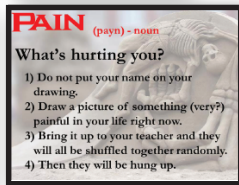
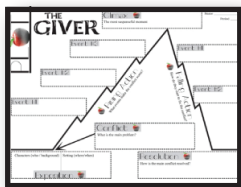
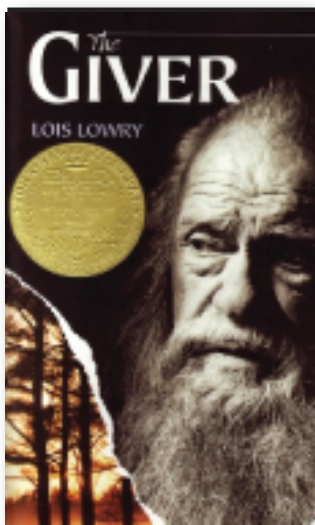
— *CCSS.ELA-Literacy.RL.10*

Jeopardy Trivia Competition

— *CCSS.ELA-Literacy.RL.10*

Newbery Award Speech & Response

— *CCSS.ELA-Literacy.RL.10*



THE GIVER

CURRICULUM MAP

This is a suggested 7-week plan for students to study Lois Lowry's novel, THE GIVER. As with all teaching resources, this plan is for your reference and to give you ideas, and you should certainly adjust it according to your classroom's needs. This unit can be easily adjusted to meet the rigor of honors, regular, reading, or RSP students.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Introduce them to the concept of dystopias using the Google Slides and utopia videos. Assign project groups.	STUDENTS WORK ON UTOPIA PROJECTS →			
UTOPIA PROJECT GROUP PRESENTATIONS	QW: PERFECTION		Hand out novel analysis packet - Plot, Conflict, Character, Jobs List, Essay Organizer, Newbery Response. Start reading novel.	PREREADING BIAS ACTIVITY & DISCUSSION
READ NOVEL →	Stop to do quickwrites and discussions whenever you reach the corresponding section of the novel.			
CH. 1-2 QW: ADULTHOOD	CH. 3-4 QW: THE OLD	CH. 5-6 QW: COMPLAINTS	CH. 7-8 QW: SAFETY	VOCABULARY QUIZ #1 QW: COLOR Work on novel analysis organizers.
READ NOVEL →	Give Comprehension Pop Quizzes whenever students had at-home reading or you need to assess their understanding.			
CEREMONY OF 12 ACTIVITY	CH. 9-11 QW: MEMORIES	CH. 12-13 QW: BACK & BACK	CH. 14-16 QW: FAMOUS	CH. 17-19 QW: GIVING
DISCUSS THE ESSAY/SPEECH OR THE FINAL PROJECTS	CH. 20 QW: SORRY	CH. 21-23 QW: PAIN	QW: LOVE Discuss novel's ending & whether or not Jonas died. Use evidence from the story.	VOCABULARY QUIZ #2 Work on Essay/Speech or Final Projects.
Work on Essay/Speech or Final Projects. QW: WAR	Work on Essay/Speech or Final Projects. QW: LEGACY	SPEECHES OR PROJECT PRESENTATIONS If students write essays, this time can be used to revise their 1st drafts or peer edit before they turn in their final versions.		
READ THE NEWBERY AWARD SPEECH	PAIN ACTIVITY & DISCUSSION			
THEME DISCUSSION				

THE GIVER

ACTIVITIES PEDAGOGY

We know...opening that .zip folder to find all these cool resources can be a tad bit overwhelming. That's why we've explained the various activities in this unit and the Common Core standards each one accomplishes. 😊

ACTIVITY	CC STANDARD	PEDAGOGY
UTOPIAS & DYSTOPIAS	<i>Literacy.RL.5</i>	THE GIVER storyline fits squarely within the tradition of dystopian literature. This resource gives the students a common background about utopias and dystopias, so they can start to think about what would make an ideal world.
UTOPIA PROJECT GROUP PRESENTATIONS	<i>Literacy.RL.5</i> <i>Literacy.RI.7</i> <i>Literacy.RI.8</i> <i>Literacy.W.1</i> <i>Literacy.SL.1</i>	Students need to apply their knowledge of utopias/dystopias to create their own utopian community. Each group will invent a utopia, design a persuasive travel brochure, which will require them to practice manipulative propoganda as well as effective design elements. They will then present their utopian vision to the class, persuading the crowd and discussing the weaknesses or concerns in their ideas. This requires the crowd to listen intently for questions they have about the utopia and craft quality response questions to spur serious analysis and problem-solving.
PREREADING BIAS ACTIVITY & DISCUSSION	<i>Literacy.RL.1</i> <i>Literacy.SL.1</i>	Students are challenged with nine controversial statements that are created to divide the students into two sides. We like to go question by question and have students physically separate to different sides of the classroom. "If you agree, come to this side...If you disagree, come to this side. Try not to be a maybe or I don't know." Then we have students on both sides express their opinions, while the teacher offers challenging-yet-respectful questions back to each speaker. As students move through the statements, they'll be activating prior knowledge about the deeper issues in the story, while practicing their polite argument skills and getting emotionally connected to the story's ideas.
PLOT ORGANIZER	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 parts of the plot and find scenes/events that fit into each of the parts. The graphic-rich organizer will visually remind of the tension map of the story as they read.
CONFLICT ORGANIZER	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 kinds conflict and find scenes/events that illustrate the various kinds of conflict.

ACTIVITY	CC STANDARD	PEDAGOGY
CHARACTERS ORGANIZER	<i>Literacy.RL.3</i>	Students will follow the various characters through the story and analyze various details/quotes/situations about them. They will consider physical descriptions, inner desires, and important traits about those characters in order to determine uniqueness and importance to the story.
QUICKWRITE WRITING PROMPTS	<i>Literacy.RL.1</i> <i>Literacy.RL.2</i> <i>Literacy.W.1</i>	These writing prompts require students to write their unedited off-the-cuff responses to various quotes, situations, issues that arise from within the story. The questions take the students into memories from their lives (activating prior knowledge), connections with the story's characters and history (encouraging empathetic reading and understanding), and deep areas of thematic meaning (spurring informal argumentation). These discussions might prove to be some of the most meaningful explorations your students experience.
CEREMONY OF 12 ACTIVITY	<i>Literacy.RL.2</i> <i>Literacy.RL.9</i> <i>Literacy.SL.2</i>	Using data from the Top 200 Jobs from CareerCast.com, students will go through a simulation of the Ceremony of Twelve that Jonas undergoes. They will each be assigned a job from either #1-25 or #176-200 in the rankings. They will explore what this random assignment feels like and how it might or might not suit their skills and desires. Then they'll try it again, receiving a 2nd job, this time from the opposite end of the rankings (the top 25 job cards have a bar under it for easy sorting). After they've experienced both a good and bad job, the class will discuss why certain jobs are ranked higher for satisfaction, salary, and future job prospects. This discussion will connect the students to Jonas and the other kids' situation as they receive their assignments.
JOBS LIST ORGANIZER	<i>Literacy.RL.9</i>	Students will list the various jobs required and assigned by Jonas's community. This will lead to a discussion about which jobs are more or less necessary than the others and if any should be given a place of higher honor in Jonas's society or our society today? The discussion leads to unmentioned jobs that would be important.
VOCABULARY LISTS & QUIZZES	<i>Literacy.RL.4</i> <i>Literacy.L.4</i>	We've all seen the matching or multiple choice vocabulary assessments with the words in one column and the dictionary definitions in the other. These assessments require the students to understand the context of the word in a sentence from the novel. Not only does this require them to know the definition, but it forces them to use the word in the right situation.
COMPREHENSION POP QUIZZES	<i>Literacy.RL.10</i>	These quizzes are crafted to assess whether or not students read the chapters. If the students read the chapters, they should earn 100%...if they didn't read, they should not be able to guess their way to success. These can also be used as exit cards or quick comprehension assessments to see if the teacher needs to further explain the main events of the chapters.

ACTIVITY	CC STANDARD	PEDAGOGY
ESSAY / SPEECH	<i>Literacy.W.1</i> <i>Literacy.W.9</i> <i>Literacy.SL.1</i> <i>Literacy.SL.4</i> <i>Literacy.SL.6</i>	<p>Students will choose from a few deep topics to either write an essay or turn their essay outline into a speech on the topic. During the speeches, students will need to understand and chart the speakers' thesis statements. And for you . . . no-hassle grading rubrics are included to make your teaching life easier and save you time.</p>
FINAL PROJECTS	<i>Literacy.RL.10</i>	<p>In lieu of essays or speeches, you might want to have your students choose a final project to create and present to the class. A wide variety of project options are provided to meet students' preferences, artistic skills, technology access and talents, and create diversity in the final products and presentations. It also allows students the ability to work alone or in groups. The students will find these project ideas as engaging as they are challenging.</p>
PAIN ACTIVITY & DISCUSSION	<i>Literacy.RL.2</i> <i>Literacy.RL.9</i> <i>Literacy.RL.10</i>	<p>This activity, if given enough time and emotional space, promises to be an unforgettable thematic experience for your students.</p> <p>The day before the activity, prepare your students by telling them to start thinking about a seriously large pain in their recent or current life. It can be any kind of pain: physical, emotional, relational, familial, social, spiritual, etc. On discussion day, start by having each student draw an anonymous picture or illustration of their recent pain. They should each write a 1-3 word label for the pain so the whole class knows what the picture represents. Shuffle the collected pictures for further privacy.</p> <p>Start displaying the pictures one at a time, giving moments of respect for each pain - magnets or clips work great on the white board. As they get displayed, start sorting them into pain categories (death, love, depression, physical, friends, etc.) FAIR WARNING: Some of the pains might be eye-opening and intense.</p> <p>After they're all displayed, discuss how Jonas's world "fixed" all these pains and what lengths our world would have to go to to fix these pains. Wait for them to realize they'd have to give up choice. And like Jonas, they love being able to choose things. At the end, don't let them leave your class completely sad and depressed. Finish with some words about how to take all these pains and go live and feel what it means to be human. They should be feeling a fuller reality and truth about life now that they realize pain is a necessary part of the full, shared human experience.</p>
NEWBERY AWARD SPEECH & DISCUSSION	<i>Literacy.RL.2</i> <i>Literacy.RL.10</i>	<p>Students will read Lois Lowry's Newbery Award Acceptance Speech and analyze the deeper thematic meanings that Ms. Lowry mentions and explains the background of.</p>
JEOPARDY TRIVIA COMPETITION	<i>Literacy.RL.10</i>	<p>The students will love this fun trivia competition. Let the students do it alone or in teams. Finish the unit with some frivolity?!</p>