BCSCR

The Giver
by Lois Lowry

New Mexico - Colorado
Grades 9-10
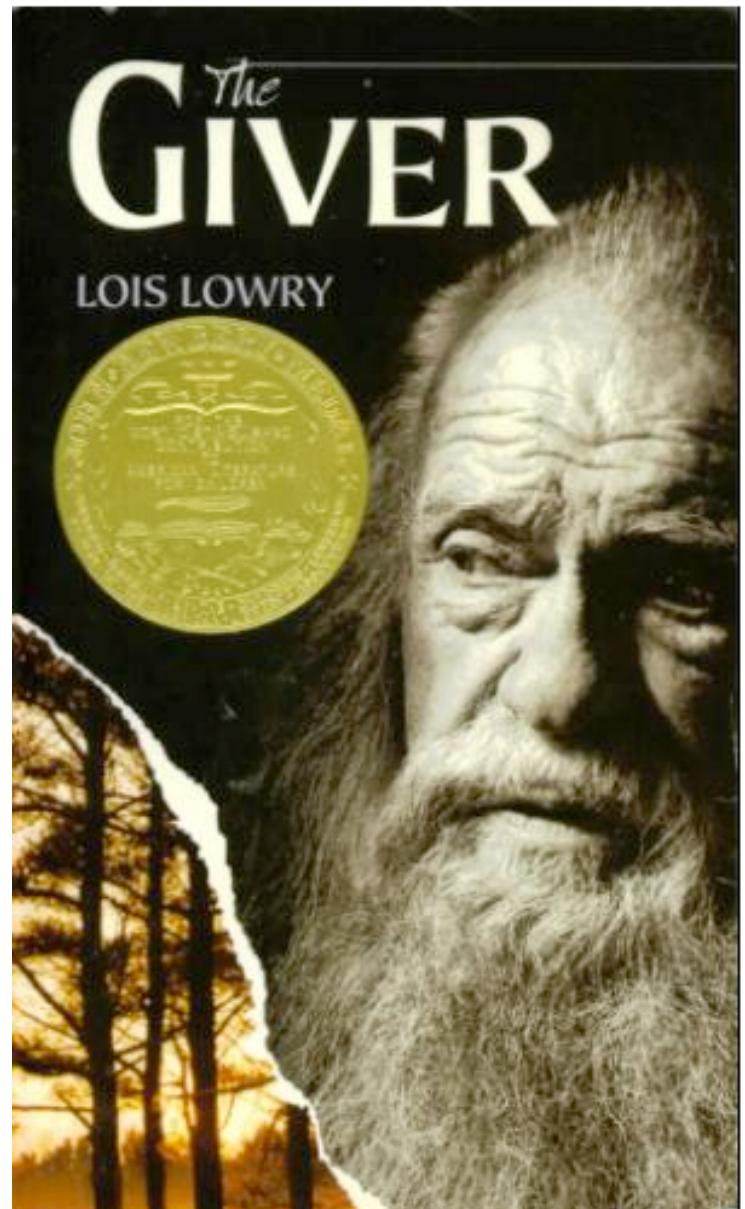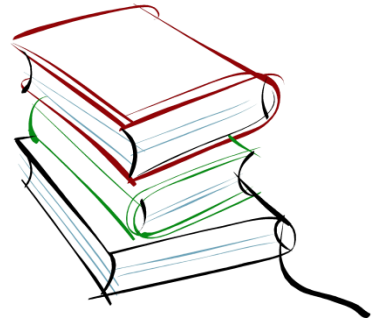
Building Communities that
Support Children's Reading

Contents

Synopsis
The Giver

Set in a society which at first appears to be utopian, *The Giver* is a 1993 American social science fiction children's novel. The novel follows a boy named Jonas through the twelfth and thirteenth years of his life. Everyone and everything has been converted to "Sameness;" no poverty, war, pain. At the age of 12, all young people are awarded their duties that they will have for the rest of their lives. Jonas is selected to inherit the position of Receiver of Memory, the person who stores all the past memories of the time before Sameness. As he receives the memories of the past, it is here that he realizes for the first time what has been extinguished in his community all in an effort to make life easier for everyone.

New Mexico & Colorado CCSS

These are the main New Mexico/Colorado Common Core State Standards addressed by the activities in this module.

RL.9-10.1: I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 I can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 I can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 I can analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.3 I can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6 I can determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.9-10.1 I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence.

W.9-10.3 I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6 I can use technology to produce, publish, and display information flexibly and dynamically.

W.9-10.7 I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9 I can draw evidence from literary or informational texts to support analysis, reflection, and research

SL.9-10.4 I can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Vocabulary
The Giver

Aptitude – an inherent (pre-existing characteristic) capacity for learning understanding, or performing

Palpable – capable of being handled, touched, or felt; tangible

Distraught – deeply agitated or troubled

Apprehensive – anxious or fearful about the future, uneasy

Disposition – one's usual mood or temperament

Supplementary – something added to complete a thing – to make up for a deficiency

Prominent – immediately noticeable

Appeal – a request or application to a higher authority as for a decision

Chastise – to criticize severely

Humiliation – the act or state of lowering the pride, dignity or self-respect of

Nondescript – lacking distinctive qualities

Rehabilitation – act or state of restoring to good health or useful life or condition

Using *Pro's & Con's*

An integral part of the story *The Giver* is that it is so vastly different from the society we live in today.   There is such juxtaposition between the society/community that Jonas (the protagonist) lives in and the society/community the students of today live in and a pro's/con's list makes that more evident and eventually, better understood. Following is a template for students to record what they discover in the utopian society of *The Giver*. The utilization of this graphic organizer gives the student an opportunity to explore and discover about the differences between these two societies/communities. Giving the graphic organizer to the student at the beginning of the book and encouraging them to record instances on both sides as they read will provide valuable information for future writing endeavors and in-depth discussions.

Jonas's Community

Pro's	Con's

Writing Opportunities

Jonas's Community - Students will create a Pro's and Con's list (template to follow) of Community attributes. What are the good things about Jonas's Community? What are the bad things? Students will keep the list and add to it as they travel through the story. Encourage students to make a note of things that they may change on their list and explain why they have changed their mind about their value i.e., what used to be a pro they have changed into a con and what changed their mind.

Journals - Students will keep a journal throughout the reading of the journal. Here they will record responses to prompts in ten or more lines (Journal Prompts page to follow). These journals will require a title and a date for each response and more than one response can be written on a page. Journal writing can be used as an anticipatory set at the beginning of class where students are preparing to read a particular part of the book. Journals can also be used as a pre-group discussion device. Encourage students to use the space between journal entries as a place to record student-generated questions of the story i.e., "Why Jonas didn't say something to Asher about seeing beyond the apple?"

Using Journal Prompts

Journal writing in response to a provided prompt is beneficial for student integrating the text and relating it to their own lives. As we strive for more concrete text-to-text, text-to-world and text-to-self connections, journal writing fulfills this in a way that also employs writing. Although one can use journal prompts as an impetus to a discussion, they are best utilized for writing first so a student has time to consider how the question affects them personally. Providing a quiet 5-10 minute personal class time to do this writing makes for a better outcome and the oral responses can be voluntarily (some may be too personal to share out loud) given if the student so chooses.

As journals are more of a personal nature, assure your students that you won't share what they have entrusted to you alone to read (unless it is of a legal issue like harming or killing oneself or another). If they wish to share orally to the class, that is their prerogative. You may wish to grade journals simply on the fact that they have responded to a journal prompt or that they have completed so many out of the total given over the course of the book – this might include the amount of writing per entry. Ten lines or more per entry should give an acceptable-in-length response.

Journal Prompts

Title **"No Animals"** Imagine your world without animals. Explain how your life (or life in general) would be different.

Title **"Volunteer Work"** Should volunteer work be required of youth in your community? Why or why not? Explain.

Title **"Absence of Fictional Stories"** How would the absence of fictional stories affect your life, personality, and perspective of the world? How about the absence of historical texts? Explain.

Title **"Past Memories"** What memories of the past have helped you to make wise decisions in the present? How? Explain.

Title **"Lying"** Is there ever a time in your own life when it is okay to tell a lie? Explain. AND is there a difference between a big lie and a little lie? Explain.

Title **"Norms/Rules"** Have you ever been in a situation where the "norms" or "rules" were different than what you were accustomed to? How did this make you feel? What did you do to adapt to this difference? Explain.

Title **"Play War"** Do you agree that children shouldn't "play" war? How do you feel about other media (video games, music videos, etc.) that portray violence? Explain.

Title **"Choice"** What does it mean to have choice? How would you feel if it was taken away from you? Explain.

High Level Questions
The Giver
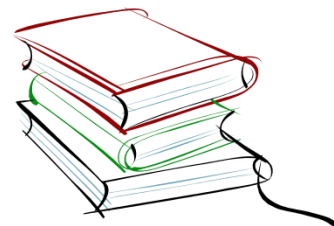
These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. What is the significance of rules in Jonas's Community? Why are some rules socially acceptable, while others are strictly forbidden?
2. What happens when someone moves to a place where customs and rules of society are different? (Share a personal story about a time in which you were in a similar situation where you felt strange and/or foolish for not knowing the rules. How did others make the situation feel better . . . or worse?)
3. How do friendships change across the duration of the story? What causes those changes?
4. With which character in the story do you most closely identify or sympathize? Why?
5. The Five Qualities a Receiver must have are intelligence, integrity, courage, wisdom and the capacity to See Beyond. Explain what each of these traits mean to you and identify examples of ways one may demonstrate them. [To extend this – ask students to rank order the most to least important of the character traits noted above – encourage them to justify why they view some traits are more valuable than others.]
6. Jonas is most struck by the new rule that he is allowed to lie – Why is permission to lie particularly startling to Jonas? How does lying affect others in the Community?
7. Consider the difference between being *assigned* a job versus being *selected* for a job. Why is being "selected" thought of as more of an honor if one cannot really refuse the selection? Explain.
8. What does it mean to have choice? In Jonas's Community, is choice a luxury or is it a burden for its members? Explain. When could too many choices be problematic?
9. What significance does the absence of love have on the Community as a whole? On its individual members?
10. Even though the Giver is technically required to transfer *all* memories to the Receiver, both good and bad, is this absolutely necessary? Explain.
    [1]

[1] Information from *Educator's Resource Guide* by Robert L. Selman and Tracy Elizabeth

Concept Organizer

New concept - **Individualism**	
Example sentence:	

Synonyms:	Essential Characteristics:
	*
	*
Definition:	*
	*

Examples:	Non-examples:
*	*
*	*
*	*

My sentence:

Concept Organizer

New concept -

Example sentence:

Synonyms:	Essential Characteristics:
	*
	*
Definition:	
	*
	*

Examples:	Non-examples:
*	*
*	*
*	*

My sentence:

Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understating of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BCSCR are coded for specific Common Core State Standards.

Choice Board
The Giver

SL9-10.4 Revisit the rules that were given to Jonas when he became the Receiver. After reading the story, decide what changes you would make to the rules and the reasons for your decisions.	**SL9-10.4** Consider how the novel ends. Write an ending where your audience has closure for its two characters, Jonas and Gabriel. Where do they go and do they survive?	**SL9-10.4** When Jonas was tossing an apple with his friend Asher, he noticed something different about the apple that no one else observed. Write a paragraph explaining what was happening.
SL9-10.5 Locate an existing song that you believe best represent the character's relationship and explain how that song applies to Fiona and Jonas.	**SL9-10.5** Write a song or poem that describes Jonas's and Fiona's developing relationship.	**SL9-10.5** Imagine you are a filmmaker. Make a list of the major artists and songs that you would include in the soundtrack for the film. Explain your choices and comment on the relevance the lyrics of each song have in relation to the scenes.
RL9-10.3 Analyze the character of Jonas and how he develops over the course of the novel. How does this advance the plot of the novel? Cite textual evidence to support your findings.	**RL9-10.3** The relationship between Jonas and Asher changes drastically throughout the novel. Write a skit depicting the changes and with a partner, present your skit to the class.	**RL9-10.3** Rewrite the scene where Jonas is shown the "release" of the baby from his father's point of view keeping with his father's character.

Choice Board

_____
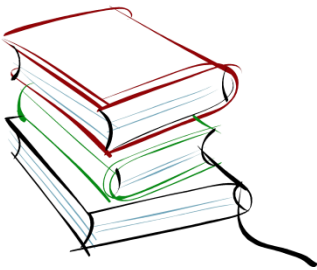
Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role, audience, format* and *topic:*

- **Role** – The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience** – The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format** – The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic** – The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BCSCR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.

RAFT Matrix
The Giver

Role	Audience	Format	Topic
Committee of Elders	Community	Public Service Announcement	Sameness will no longer exist
The Elderly of the Community	Committee of Elders	Letter of Complaint	No longer part of children's lives
Jonas	Gabe	Instruction Manual	How to be a great Giver
Rosemary	Her father, the Giver	A Letter	Her Release

RAFT Matrix Rubric

Student_____ Novel_____

Accuracy Information is accurate and supported with specific details from the novel	5	4	3	2	1

Comments:

Role The writing is credible in the role assigned	5	4	3	2	1

Comments:

Format The proper format was used	5	4	3	2	1

Comments:

Conventions The writing had no errors in grammar, punctuation, capitalization, or spelling	5	4	3	2	1

Comments:

Creativity Writing shows imagination and originality	5	4	3	2	1

Comments:

Assessment Guide
5 = Above and beyond
4 = Meeting standard
3 = Working to standard
2 = Developing
1 = Incomplete

RAFT Matrix
The Giver

Role	Audience	Format	Topic

Extended Resources
The Giver

Online Sources for student writers
www.gradesaver.com/writing-help
www.writing.com
www.english-editing-express.com

Drones
http://dronewars.net
http://diydrones.com
http://www.cbsnews.com/news/amazon-unveils-futuristic-plan-delivery-by-drone

Heat Seeking Missiles
http://thetartan.org/2011/3/28/scitech/heatseekingmissiles
http://www.wired.com/wired/archive/12.03/start.html?pg=4

Grades 9–10 Narrative Writing Rubric

	Not Yet **1 (Not Meeting)**	*Approaches* **2 (Approaching)**	*Meets* **3 (Effective)**	*Advanced* **4 (Distinguished)**
Focus/Controlling Idea **CCSS.ELA-Literacy.W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. **CCSS.ELA-Literacy.W.9-10.4:** Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.	I attempt to address the prompt, but my paper lacks focus or is off-task. I do not focus on a specific experience or event, which weakens the unity and coherence of my narrative.	I address the prompt appropriately, but my focus is uneven. I focus on a specific experience or event, but I lose focus, which weakens the unity and coherence of my narrative at times.	I address the prompt appropriately and maintain a clear and steady focus. I focus on a specific experience or event in a clear way, and my narrative is unified and coherent.	I address all aspects of the prompt appropriately, and I have a strongly developed focus that builds reader interest. I focus steadily on a specific experience or event in an engaging way, and my writing is unified and coherent.
Organization (Structure: Overall, Lead, Transitions, Ending) **CCSS.ELA-Literacy.W.9-10.3a:** Engage and orient readers by setting out problems, situations, or observations, establishing one or multiple points of view, and introducing narrator sand/or characters; create smooth progressions of experiences or events. **CCSS.ELA-Literacy.W.9-10.3c:** Use a variety of techniques to sequence events so they build on one another to create a coherent whole. **CCSS.ELA-Literacy.W.9-10.3e:** Provide conclusions that follow from and reflect on what is experienced, observed, or resolved during the course of narratives.	I do not present my narrator and/or characters, or I am not clear in how I present them. I do not have a distinct point of view. The progression of experiences or events is not smooth. I do not use transitions to convey sequence and signal shifts from one time frame to another or to show relationships among experiences and events. I do not have a clear conclusion to my narrative, or I do have a conclusion, but it does not connect to the rest of the narrative.	I present my narrator and/or characters, but sometimes I present them in a confusing or unclear way. I try to establish a point of view, but I am not consistent. I try to show a smooth progression of experiences or events, but I am unclear or confusing in parts. I use transitions to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events, but I am not consistent. I have a conclusion, but it does not reflect on what is experienced, observed, or resolved during the course of the narrative.	I present my narrator and/or characters in a clear manner. I establish one or multiple points of view that is/are distinct and consistent. I include a smooth progression of experiences or events. I consistently use transitions to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences or events. My conclusion provides a sense of closure by reflecting on what is experienced, observed, or resolved during the course of the narrative.	I present my narrator and/or characters clearly, but I also make them interesting to readers. I establish one or multiple distinct and consistent points of view that is/are captivating to readers. My narrative includes a smooth progression of clear and appealing experiences or events. I consistently use transitions to connect the different parts of my narrative, and I use them to build readers' interest. My conclusion provides a sense of closure by reflecting on what is experienced, observed, or resolved during the course of the narrative.

Development (Elaboration, Description)				
Development (Elaboration, Description) **CCSS.ELA-Literacy.W.9-10.3b:** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CCSS.ELA-Literacy.W.9-10.3d:** Use precise words and phrases, telling details, and sensory language to convey vivid pictures of experiences, events, settings, and/or characters.	I do not include descriptions related to my narrative. I do not include dialogue, or I use it incorrectly. My narrative is either underdeveloped or the pacing is very inconsistent. I use a lot of choppy sentences. I do not reflect on any events in my narrative. I do not include multiple plot lines. My word choice is very basic. I do not include sensory language or precise words to describe the action, experiences, events, setting, and/or characters.	I include some descriptions related to my narrative. I use dialogue, but it is not realistic. I try to use pacing in my narrative, but some parts drag because some of my sentences are choppy. I try to reflect on events in my narrative, but I am unclear. I attempt to include multiple plot lines, but I present them in a confusing way. I use some precise words and/or sensory language when describing the action, experiences, events, setting, and/or characters, but I am not consistent.	I provide descriptions that bring my characters and events to life and are related to my narrative. I include realistic dialogue to show character relationships and motivations. My narrative moves at a good pace. I vary my sentence structure to keep my narrative progressing. I reflect on events in my narrative. I include multiple distinct and understandable plot lines. I use precise words and sensory language in my description to create a clear picture of the action, experiences, events, setting, and/or characters.	I include thoughtfully stated descriptions that help develop my narrative in an interesting manner. I creatively include dialogue to show character relationships and motivations. My narrative shows excellent pacing; it moves along quickly, and my sentence structure is consistently varied and engaging. I reflect on events in my narrative in a thought-provoking manner. I include multiple distinct plot lines that hook readers' attention. I thoughtfully select precise words and sensory language. The sensory language I select creates a vivid picture that engages readers and fully captures the action, experiences, events, setting, and/or characters.

	Not Yet	*Approaches*	*Meets*	*Advanced*
	1 (Not Meeting)	**2 (Approaching)**	**3 (Effective)**	**4 (Distinguished)**
Conventions **CCSS.ELA-Literacy.L.9-10.1:** Demonstrate command of conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.L.9-10.1b:** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CCSS.ELA-Literacy.L.9-10.2:** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	I attempt to demonstrate standard English conventions, but I lack control of phrases and clauses, which makes my narrative hard to understand. I make many errors in punctuation, spelling, and capitalization that detract from my narrative. My sentences are all short and choppy.	I show an uneven command of standard English conventions, such as phrases and clauses, which makes my narrative hard to understand at times. I make several errors in punctuation, spelling, and/or capitalization that occasionally detract from my narrative. I try to vary my sentence structure, but I am not consistent.	I show a steady command of standard English conventions, including phrases and clauses, and have few errors, but they do not detract from my narrative. I have a few minor errors in punctuation, spelling, and/or capitalization, but they do not detract from my narrative. I vary my sentence structure several times throughout my narrative.	I show a well-developed command of standard English conventions, including phrases and clauses, with few, if any, errors. I consistently use correct punctuation, spelling, and capitalization, which contributes to the coherence of my narrative. My sentences are different lengths, which makes my narrative more interesting to readers.

BCSCR

Building Communities that Support Children's Reading

Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.

- **Little Libraries:** Little Libraries will be placed in each community. A Little Library is a location where anyone may stop by and pick up a book (or two) and bring back another book to share if they have one.

- **Reading and Outreach:** Public service announcement (PSAs) placed in print and electronic media outlets, as well as brochures placed throughout the community.

- **Community Reading Nights:** One-hour reading blocks with follow-up discussions and book distribution for all community members of all ages.

- **School and Community-Based Tutoring:** Small group (3-4 students) tutoring will be offered at each targeted school, to over 12,000 students over 2 years.

School-Based Components

Regional coordinators will work with school administrators to determine critical areas for enhancing reading instruction in a particular school or district and to address professional development needs focused on literacy.

- **Book Distribution:** Class sets of books and instructional packets with multiple options per grade level are available for checkout.

- **Reading Achievement and Readiness:** Analysis of state standardized testing; reporting of assessment data.

- **Needs Assessment:** Collaboration with district personnel to identify areas of need for supporting student literacy development.

Classroom Book Sets

Teachers have access to a variety of fiction and informational classroom book sets selected to address rigorous college and career readiness skills.

- **Materials available for K-3, 4-6, and 7-12:** Each set comes complete with high quality curriculum unit plans and additional resources appropriate for a specific grade level. For a complete list of books available, visit the bcscr.3riversed.org website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.

Contact your regional BCSCR coordinator to schedule a time to utilize these resources with your students. Your coordinator will deliver the book set directly to your school site and retrieve the set 6-8 weeks later.

Parent-Based Components

- **Book Distribution:** Take home books with activity packets based on books for each reading component, for all age groups.

- **Monthly 'help your kids read' workshops:** Parent training will be held in each district on a monthly basis. Workshops will be broken down by age group (Pre-K, K-3, grades 4-6).

- **Understanding Your Child's Assessment Scores:** A 4th workshop will help parents understand what reading achievement scores mean and how they might support their child's reading success.

Fully funded through a federal grant from the Department of Education

Project Goals

By the end of the funding period, in comparison to 2014 baseline:

- 40% of participating 4-year-old children will achieve significant gains in oral language skills;
- the percentage of 3rd-grade, 8th-grade, and high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of parents who report reading with their children will increase by 25 percentage points; and
- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments