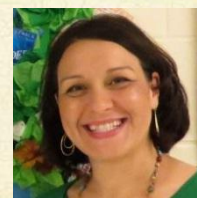


Sarah Oelke

"We are such stuff as dreams are made on, and our little life is rounded with a sleep."

William Shakespeare, The Tempest



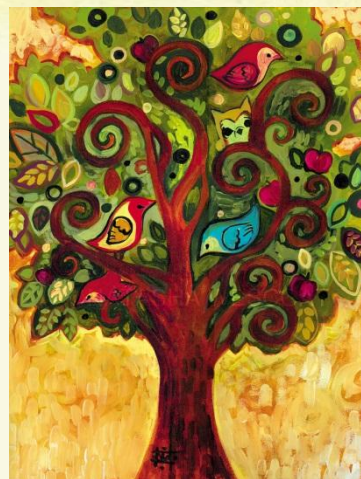
In all her years before and soon to be after, she would have never guaranteed that she would be who she is today. That person, and who she is, is someone who has experienced the vast expanse of life without explanation and it is only now in retrospect that she can say she did, indeed, live.

It was an act of flamboyant defiance that brought her to this place of clear understanding for her purpose and desires to become real. There is no point in questioning the journey. Every obstacle has fulfilled its purpose. Every daydream has led her to this point. The most important thing that she can realize about herself now is that she is, here.

The people that brought her to this point have moved onto others and continued their paths. She recognizes their contributions and is grateful for the blink of time that their lives were combined into moments of mutual benefit.

She is where she belongs. She, like me, knows it.

"she, like me" by Sarah Oelke



"The tree of knowledge is neither static nor stunted. Keep climbing."

~ S.A. Strinko

"Wife & Creative Counterpart" to Jer

"Mom" to Mel, Geo, and RubySue

"Fearless Leader" to Junior Troop #2402

"Pre-Service Teacher" to UMSL

**Master of Disguise & Fantastic Adventurer
Exquisite in the Kitchen & Downright Dirty in the Garden**

**A Worm for a Good Book & Poet in Progress
Keeper of Compliments & Lover of Mother Nature.**

"Words are, in my not-so-humble opinion, our most inexhaustible source of magic. Capable of both inflicting injury, and remedying it."

~Albus Dumbledore

"Treat people as if they were what they ought to be and you help them become what they are capable of becoming." -- Goethe



Unit II - “The Giver”

Teacher - Mrs. Sarah Oelke

8th Grade English

Fall 2013

“Simply stated, although it's not really simple at all, my job is to transmit to you all the memories I have within me. Memories of the past.” -Lois Lowry, *The Giver*

Rationale: Using literature as a model text for student writing engages students as readers as well as writers. This practice is especially effective when the connection between model text and student writing is reflexive, as in the case of *The Giver*, in which storytelling and memories are central to understanding and appreciating the literature.

Summary:

INITIATE-This lesson tightly integrates personal writing, research, and thematic response to literature, students discuss the importance of having a recorded history of humanity and brainstorm common problems in modern society.

CONSTRUCT - As they explore the complex topics, they gain a deeper understanding of the virtues and horrors of Jonas's dystopian society in Lois Lowry's *The Giver*. The novel provokes deeper questions of one's own place in life compared to a Utopian fantasy life. This understanding generates a keen interest in the context for the descriptive writing of students' own histories.

UTILIZE - Students gather ideas from several sources, including their own memories, interviews, and photographs, and then write their own descriptive memoirs with the intention of passing on their memories. They compare and contrast their lives with the dystopian story elements.

Essential Question(s):

Can the TRUE Power of Memory ever be completely understood?

Questions of Individuality vs. Conformity

What must we give up in order to live in peace?

How much should the individual lose of him/herself for the collective good of all?

Can we ignore and minimize pain in our lives (physical and emotional) to live happier existences?

Common Core:

[CCSS.ELA-Literacy.RL.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

[CCSS.ELA-Literacy.RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

[CCSS.ELA-Literacy.RL.8.9](#) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Literacy Strategies: Read-Alouds, KWL Charting, Graphic Organizers, Vocabulary Building, Writing to Learn (5 minute reflections), Marginalia, Structured Note taking & Reciprocal Teaching through group work.

Length of Unit: 3 Weeks

Materials and Resources:

school – Student Copies of “The Giver” by Lois Lowrey

teacher – Supplementary Learning materials, Handouts

students – “Flashbacks” (Pictures from their childhood, memories, interviews with relatives.)

Assessment:

Pre We will begin reading the novel, making note of the ways in which Jonas’s community has appeared to solve societal problems. Students will explore the idea of a utopian society.

Formative Students will write several brief journal entries reflecting on the concepts discovered in the novel and various activities as our reading progresses. These journal entries will be exit slips. Various worksheets and construction materials will be provided and discussed in small groups. Students’ participation during class will be evaluated by walking around and listening to discussions within their groups and the grading of their work.

Summative

Part A – CREATIVE ENDING - Write a sequel chapter of “The Giver”. It must be 2-3 pages in length, double spaced. Include details about what happens to Jonah and Gabriel. Decide what you want the end of the book to look like for them and create that chapter. Write a Comedy, a Tragedy, a Twist or a Happy Ending - Be creative! – stay true to the style of author Lois Lowrey.

Part B - BIG QUESTION Essay – Students will choose one of the following to complete out of class; students must include with the final copy of the essay, two rough drafts; essays should be anywhere from two to three pages long, double spaced.

1. The idea of happiness is addressed on numerous occasions in the book. In your essay analyze the theme of happiness. Relate the theme to yourself and the world around you; come up with a thesis that answers the questions: how is happiness related to individuality? How is happiness related to knowledge? Do you think Jonas would have been happy not knowing? Use examples from the novel in your response.
2. In *The Giver*, memories are instilled in Jonas that makes him question the world around him. Why are memories/history so important? Include one reference to real history we have talked about in class (i.e. government controls people by rewriting history, censoring/burning books, brainwashing etc.). What is lost when memories fade?
3. Throughout the unit we have discussed the ideas of collectivism and objectivism. Discuss in your essay the meaning of the two words, how they apply to *The Giver* compare this to your own life and give well-thought out examples.
4. Imagine that you were like Jonas and could both receive and give memories away. Pick several interesting “real” historical memories that you would like to be given and explain why you’d like to have these memories. As a contrast, are there any memories that you would give to another person? Who would you share with and why?

Summative Assessment Part A will be graded with feedback and peer evaluations in class. Students will be able to vote on the ending that they like the best in the categories of Tragedy, Comedy, Twist or Happy Ending.

Summative Assessment Part B will be graded with a Rubric. Students will be given time in class to work on their writing and revisions.

Unit/Course <i>The Giver</i> by Lois Lowrey	Topic – Introduction to Unit	
Rationale	CC-Standards Addressed	
This lesson will be an introduction activity into reading Lois Lowry’s novel <i>The Giver</i> .	CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
Materials	Prior Knowledge Needed	
Student Copies of <i>The Giver</i> by Lois Lowrey	Students are familiar with the basic elements of a story. Brief introduction to the idea of a utopian society.	
Objectives (Skills/information that will be learned)		Lesson Plan Format
<ol style="list-style-type: none">1. Discuss some of the problems facing society;2. Collaborate with groups to rank the problems, according to their opinions;3. Explain their results to classmates;4. Compare results between the groups.		Direct / Presentation / Concept
		Student Centered
		Lecture / Co-Op. Learning / Problem Solving
Lesson Phase 1 (Demonstration / Lesson Details)		Grouping
<p>Before beginning the activity, I will introduce the activity by reminding students of the conversation we had about utopian societies in our previous lesson. I will then remind them of the list we composed during our class discussion.</p> <p>Students will be divided into small groups of 4 or 5.</p> <p>Students will be given the following list of problems facing society, (generated during a class discussion):</p>		Whole Class / Pairs / Small Groups
		Teaching Aids/Materials Needed
		<ul style="list-style-type: none">• Two pads of sticky notes• Markers• Two large sheets of posterboard <p>A list of the problems the students will be ranking:</p> <ul style="list-style-type: none">• Hunger• Poverty• Sexism• Violence• Crime• War• Hate• Racism
Lesson Phase 2 (Engage Student understanding)		Assessment (Formative / Summative)
Each group will be given a pad of sticky notes. They will be asked to write each item from the list on a separate sheet. The students will then sort the sheets so that the biggest problem is on top, and the rest are ranked accordingly. Using the posterboard, each group will create a billboard displaying their rankings. As a class, we will compare the results between the two groups.		
Lesson Phase 3 (Summary of Learning / Relatable Application)		
Students will be asked to discuss real-world examples of the social problems we’ve identified. As a group we will identify and analyze them.		Homework
Activity (Independent activity to reinforce lesson)		
EXIT SLIP - Students will write a brief journal entry (reflecting on the activity) answering the following questions: What must we give up in order to live in peace? Can we ignore and minimize pain in our lives (physical and emotional) to live happier existences?		
Strategies		Additional Notes
Writing to Learn (5 minute reflections)		
Instructional Framework <i>Initiating</i> / Constructing / Utilizing		Start thinking about Utopia!
Reminders!!		

Unit/Course <i>The Giver</i> by Lois Lowrey	Topic – Introduction to Unit	
Rationale	CC-Standards Addressed	
This lesson will be an interactive “Ceremony of the Twelves” where students will be factiously assigned to their life position. We will explore anticipation, feelings and ideas through writing and role play.	CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
Materials	Prior Knowledge Needed	
Student Copies of <i>The Giver</i> by Lois Lowrey & Characterization Chart	Students must have read chapters 1-15 to understand what the “Ceremony of Twelve’s” is in the novel.	
Objectives (Skills/information that will be learned)		Lesson Plan Format
<ul style="list-style-type: none">Students will be able to respond to literary material from personal, creative and critical points of view.Students will be able to analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.Students will be able to adequately demonstrate the ability to apply key concepts to new situations.		Direct / Presentation / Concept
		Student Centered
		Lecture / Co-Op. Learning / Problem Solving
Lesson Phase 1 (Demonstration / Lesson Details)		Grouping
Teacher will create assignment tags for students to draw out of a hat. We will hold a mock “Ceremony of the Twelves” and assign each student a life role. All the possible “life rolls” (Laborers or Community Helpers) will be placed on the board and students will write which roles they feel they should get based on their qualities, personalities and nature.		Whole Class / Pairs / Small Groups
		Teaching Aids/Materials Needed
		Characterization Chart – Drawing Slips
Lesson Phase 2 (Engage Student understanding)		
Role Play: Teacher will act as the “Chief Elder” asking each student (according to their “assignment”) how s/he feels they can better the “community”? Students will respond in character. A debate will ensue, as students are encouraged to comment on the previous student’s answer. The teacher will indirectly demonstrate how status limits or excels the validity of their answers, this will lead into the importance of and how we make decisions based on our expectations and roles in history.		
Lesson Phase 3 (Summary of Learning / Relatable Application)		
Students will be asked to sit with their “assigned” groups of laborers or community helpers and reflect on their assigned life roles. Did they get the assignment they anticipated? Will they “appeal” at what cost?		Assessment (Formative / Summative)
Activity (Independent activity to reinforce lesson)		
EXIT SLIP - Students will write a brief journal entry (reflecting on the activity) answering the following questions: Would you feel comfortable with the idea of a Committee assigning you a job/role that you would be expected to keep the rest of your life? What are the positive and negative aspects of that process? How much should the individual lose of him/herself for the collective good of all?		
Strategies		Homework
Writing to Learn (5 minute reflections)		Read Chapters 16, 17 & 18
Instructional Framework Initiating / Constructing / Utilizing		Additional Notes
Reminders!!		It’s Utopia - Don’t Complain!

Unit/Course <i>The Giver</i> by Lois Lowrey	Topic – Your Day in History
Rationale	CC-Standards Addressed
Memories Matter – Students will be able to research and demonstrate the power of memories collected in a central location. We will discuss the benefits as well as limits to gathering this kind of data.	CCSS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Materials	Prior Knowledge Needed
Access to a Computer for research	How to search a website and write down information
Objectives (Skills/information that will be learned)	Lesson Plan Format
During this session students will be taking a break from reading <i>The Giver</i> and visiting at a Web site that believes very strongly in the importance of memory as they do some research connected to today's date and their birthday (or another significant date of their choice).	Direct / Presentation / Concept
	Student Centered
	Lecture / Co-Op. Learning / Problem Solving
Lesson Phase 1 (Demonstration / Lesson Details)	Grouping
Distribute copies of the Memories Matter: A Look at the American Memory Website handout and discuss the activity. Have students choose a date for their independent research and record it in the appropriate space on the handout.	Whole Class / Pairs / Small Groups
Model for students the process of recording the event, summarizing some key facts, and reflecting on the event's significance.	Teaching Aids/Materials Needed
	Have some important dates in history ready to search for and use as examples in class. (Example JFK being shot, Moon Landing #1, 9/11/2001)
Lesson Phase 2 (Engage Student understanding)	
Have students Pair-up at a computer station. Give students time to research and respond to their findings for the date of their choice.	
Walk around and help students facilitate reaserch.	http://memory.loc.gov/ammem/index.html
Lesson Phase 3 (Summary of Learning / Relatable Application)	
Have students share some of their reflections for their individually chosen dates. Discuss why such a website is important? Who or what is represented? Who makes the decisions about what gets added to the website or is considered important?	
Activity (Independent activity to reinforce lesson)	Assessment (Formative / Summative)
Headline It! – Turn the events of your day into a Headline (similar to a Facebook status only with more pizzazz!) – Write your own “American Memory” for the day you were born, the day your sibling was born or another significant day in your own personal history. Have student supply a picture to go with their “Headline”.	I will evaluate the students’ participation during class by walking around and listening to discussions within their pairs/groups. Headlines and handouts will be turned in for grades.
Strategies	Homework
Writing to Learn (5 minute reflections) Answer this question: Can the TRUE Power of Memory ever be completely understood?	Read the Final Chapters of <i>The Giver</i>
Instructional Framework Initiating / <i>Constructing</i> / Utilizing	Additional Notes
Reminders!!	History is not written by the losers...

Name _____

Date _____

Reading: "*The Giver*"

Chapters 1-5



Discussion Questions

1. What two times was releasing not considered to be a punishment?
2. What was unique about the way children are born and infants are cared for in the community?
3. What was significant about the Ceremony of the Nines?
4. Why was it so difficult to get a rule changed in the community?
5. Why was the Ceremony of the Twelves so important?
6. Why are stuffed animals referred to as "imaginary creatures"?
7. Why were Gabe's eyes of such interest to Jonas?
8. What was the social status of Birthmothers in the community?
9. What do you think Jonas witnessed when he tossed the apple to Asher?
10. Why was Jonas interested in finding out where Roberto went when he was released?

The Giver – Assignment Tags

The Receiver	Birthmother	Street Cleaner
Nurturer	Department of Justice	Committee Member
school Instructor	Elder	Leader of the Community
Committee Member	Director of Recreation	Doctor
Laborer	Speaker	Rehabilitation Director
taker of the Old	Food Distributor	Committee Member
Elder	Planning Committee Dir.	Laborer
Pilot	Committee Member	Fish Hatchery Attendant
Birthmother	Department of Bicycle Repair	Instructor of Sixes
Laborer	Childcare Specialist	Elder
male Attendant	Food Distributor	Committee Member

The Giver by Lois Lowrey – Argumentative Essay Topic Choices

1. In *The Giver* Jonas was not assigned a job; He was selected. He was selected to be the next Receiver of Memory. The characteristics for a Receiver of Memory are intelligence, integrity, courage, wisdom, and the capacity to see beyond. When compared to the other job assignments, Jonas realizes that he has lost many pleasures due to his selection as the Receiver of Memory. Decide whether Jonas's assignment as the next Receiver of Memory is an honor or a punishment. Support your ideas with evidence from the text to show how the selection affects Jonas.
2. In Lois Lowry's, *The Giver*, Jonas's community does not have choice and free will. However, Jonas as the next Receiver begins to receive memories, which allows him to learn about different changes and choices in life. Jonas believes that the community should experience these memories. In Chapter 22, it states, "Once he had yearned for choice. Then, when he had had a choice, he had made the wrong one: the choice to leave." As Jonas leaves the community, he discovers many things. Decide if Jonas made the right choice in leaving the community. Did his leaving produce more positive or more negative results? Support your response with evidence from the text.
3. In several of the texts read in this unit, the authors have tried to portray a utopian society. After having read and learned about utopian societies within these works of literature, do you believe Utopia is possible? Which is a better place to live, the utopian communities presented in these works of literature or in the world we live in today? Explain your reasons by using textual evidence from several of the texts used in the unit.
4. One of the more controversial topics that Lowry touches upon in the *Giver* is euthanasia, or the practice of ending someone's life to ease their suffering. Jonas's community practices euthanasia on very old citizens as well as upon unhealthy new children. Jonas's horror at this practice motivates him to take drastic measures to reform the society, and yet many people in our own society consider euthanasia to be a compassionate practice and one that should be available to all citizens. Discuss the attitude toward euthanasia as expressed in the *Giver*. Does the novel condemn, promote, or conditionally accept the practice?
5. It is difficult for us to imagine a world without color, personal freedoms, and love, but in the *Giver*, the society relinquishes these things in order to make room for total peace and safety. Consider the pleasures and experiences that our own society discourages in order to preserve the public good (certain recreational drugs, for example.) In the context of the lessons Jonas learns in the *Giver*, explain why we should or should not sacrifice an orderly community in order to allow individuals more spiritually or sensually satisfying experiences. Where do you think the line between public safety and personal freedom should be drawn?