

The University of British Columbia

Faculty of Education



The Giver

Lois Lowry

Hugh Rockett
LLED 314
December 2003

Kyla Ayers

Dear Colleagues,

I decided to base my unit plan on Lois Lowry's *The Giver* because I think it is an excellent novel, which raises many issues worthy of discussion. Students can learn a great deal from *The Giver*. I really enjoyed reading this novel as well as planning this unit. I hope that you and your students enjoy your experience with *The Giver*.

This unit is designed to be taught at grade eight levels over the course of twelve lessons comprised of eighty minutes each. I urge you to be creative with this unit plan. Feel free to alter and adapt the lessons to your own personal teaching style.

My unit plan is comprised of the following: a global rationale, desired learning outcomes as specified by the IRP, an overview of the assessment and evaluation criteria for each lesson, twelve, 80minute detailed lesson plans, additional resources for teaching and evaluating the unit, a bibliography of resources directly related to the novel of study, and an appendix.

I hope that you find this unit useful and interesting!

Thank-you.

Kyla Ayers.

Unit Plan
The Giver by Lois Lowry
Designed by Kyla Ayers
LLED 314
December 2003

Title of Unit: The Giver- A Novel Study
Grade level: 8
Duration: 12 lessons, 80 minutes each

Global Rational: This unit has been designed to provide students with opportunities to explore various issues and concerns presented in the novel, *The Giver*. The aim for students is to engage with the novel in an expressive, creative and meaningful way. As well, this unit aims to encourage students to develop their critical thinking skills and to relate the experiences of the novel to individual life experience.

Desired Learning Outcomes:

The following have been taken from the BC Ministry of Education IRP for English Language Arts 8:

- ♥Students will locate and interpret details in stories, articles, novels, poetry, or non-media to respond to a range of tasks.
- ♥Students will identify and explain connections between new ideas and information and their previous beliefs, values and experiences.
- ♥Students will demonstrate a willingness to experiment with language and enjoy the ways in which language is used in pop culture
- ♥Students will analyze the influence of language and cultural diversity on themselves and their communities.
- ♥Students will compose or create works of communication for specific audiences and purposes
- ♥Students will use language to explore thoughts, feelings, ideas, and experiences.

Source: British Columbia Ministry of Education. English Language arts 8-10: Integrated resource package. 1996.

Overview of Learning Objectives for Each Lesson:

Lesson #1

- Students will use their creative ability to construct 'Individuality Maps'
- Students will work in groups to define the term Community
- Students will work in groups to create a community poster

Lesson #2

- Students will gain an understanding of the concept of utopian and dystopian society.
- Students will be introduced to the novel, *The Giver*, by Lois Lowry
- Students will share their 'rule-breaking' experiences
- Students will discuss the concept of release in regard to their own experiences.

Lesson #3

- Students will work in groups in order to discuss the novel together (modified literary circles)
- Students will gain an understanding of the concept Rites of Passage
- Students will use their creative writing skills.

Lesson #4

- Students will use their writing skills to express their opinions
- Students will work in a 'think, pair, share, environment' to discuss their ideas with their peers
- Students will think critically about their own Job Assignment

Lesson #5

- Students will explore the concept of Memory
- Students will be introduced to an object they are familiar with and they will be asked to remember as much as possible about that object
- Students will use their drawing and writing skills

Lesson #6

- Students will be encouraged to explore memories, emotions, or associations with objects in relation to particular colors
- Students will be introduced to various colors and asked to walk around the room, describing feelings and associations
- Students will be able to analyze a love poem in terms of color
- Students will work on their expressive writing skills.

Lesson #7

- Students will discuss the concept of Sameness
- Students will discuss if the loss of diversity is worth the gain of sameness
- Students will reflect on aspects of the Giver's community
- Students will be able to complete a Venn diagram

Lesson # 8

- Students will learn the term Euphemism
- Students will think critically about the euphemisms in The Giver
- Students will learn about the concept of Euthanasia
- Students will evaluate the advantages and disadvantages of a community that accepts a vision of euthanasia.

Lesson # 9

- Students will be able to see how music is connected to emotion
- Students will develop listening and interpretation skills in relation to music
- Students will express themselves through creative writing

Lesson # 10

- Students will use their interpretation skills to talk about some of the themes in the novel
- Students will work in groups in order to understand the importance of choice and of one's ability to make decisions
- Students will be able to create tableaux depicting key scenes in the final chapter.

Lesson # 11

- Students will work in groups in order to write a script for chapter 24.
- Students will develop their acting skills
- Students will develop their communication skills by sharing thoughts and ideas in a group setting.

Lesson # 12

- Students will present their skits (final projects) to the class
- Students will evaluate each other's presentations based on an evaluation handout
- Students will think critically about the novel and discuss any lingering questions.

Overview of Assessment and Evaluation Criteria for each lesson:
Marking Distribution for Unit: out of 100

Lesson #1
Individuality map /5

Lesson #2
Participation for 'Rule-breaking' exercise /5

Lesson #3
Psychiatrist's report /5

Lesson #4
Job Assignment Handout /5

Lesson #5
Drawing of Jonas's memory of snow
OR
Description of student's own first memory /5

Lesson #6
Monitor for participation /5

Lesson #7
Free verse love poem /10

Lesson #8
Euphemism Handout /5

Lesson #9
Monitor for contribution to discussion/ participation /5

Lesson #10
Tableaux /10

Lesson #11
Monitor progress for skit work

Lesson #12
Final Project (skit of Chapter 24) /20.

Journals Writing Lessons #5, #6, #7, and #9 = 20marks total (5marks per entry)
Students who complete the Dream Book bonus will receive an additional 10 marks.

Lois Lowry's The Giver

English 8

Lesson # 1

Learning Objectives:

- Students will use their creative ability to construct Individuality Maps
- Students will work in groups to share their Individuality Maps
- Students will work in groups to define the term Community
- Students will work in groups to create community posters

Resources:

Magazines

Glue

Scissors

Poster paper

Markers

Dictionaries

An example of an Individuality Map

Introduction:

Write agenda on board

Tell the class that we will be studying The Giver for the next 12 lessons.

Activities:

- Present students with an Individuality Map example (5mins)
- Students will create their own Individuality Map to describe themselves through art and language.
- Students will pick 5-10 things that they would not be able to live without and incorporate them onto their Individuality Map (15-20mins)
- Students will get into groups of four and share their Individuality Maps.
- Students will work in groups to define the word Community and create posters, which express community (30mins)
- Students will share their posters with the class (15mins).

Closure/Homework:

Have students post their 'Community Posters' on a designated classroom wall (last 10mins of class).

Assessment Evaluation:

Students will be graded out of /5 for the 'Individuality Maps'. Marks will be based on creativity and insight.

Lois Lowry's The Giver

English 8

Lesson #2

Learning Objectives:

- Students will gain an understanding of a Utopian society and a Distopian Society
- Students will be introduced to the novel, The Giver, by Lois Lowry
- Students will learn some background information about Lois Lowry
- Students will share their 'rule-breaking' experiences
- Students will discuss the concept of release in regard to their own experiences

Resources:

Lowry, Lois. The Giver (Boston: Houghton Mifflin, 1993)

Young, Ed. Seven Blind Mice (New York: Philomel Books, 1992).

Handouts on Utopia and Distopia

Introduction:

Write agenda on board

Make sure everyone has a copy of The Giver

Activities:

- Ask students to sit down and write a rule that they have broken. Students do not have to put their names (5min). Collect responses, they will be used for next class.
- Have students listen quietly while you read Ed Young's Seven Blind Mice. Explain to the class that this book depicts the basic grounds for a utopian society. In order to get things done and make progress, everyone must have a common vision (15min).
- Provide students with handouts on Utopia and Distopia:
 - Utopia (Greek for nowhere): a place of happiness and prosperity where inhabitants share values and consent to social control, they are free and have transcended social problems
 - Distopia: often begins as a utopia wherein the government takes control with the consent of inhabitants irrelevant; there is often chaos (15min).
- Have students brainstorm on board some ideas of what a perfect world might look like vs. a chaotic world (15min)
- Introduce the novel and teach some background information on Lois Lowry (Biography, about her writing, her website) (10min)
- Read chapter one to the class (10mins)
- Go back to pg. 9 and ask students what 'release' might mean? (Criminal action ...release = some kind of punishment?)

-Leave the class reflecting on the word 'release' and tell them we will be voting next class on which of our own anonymous rule breakers should be released (10min).

Closure/Homework:

Have class read chapter 2 for next class.

Assessment/ Evaluation:

Participation in discussion activities /5

Lois Lowry's The Giver

English 8

Lesson #3

Learning Objectives:

- Students will work in groups in order to discuss the novel together
- Students will gain an understanding of the concept of Rites of Passage
- Students will use their creative writing skills
- Students will be able analyze the text in terms characters and community
- Students will be able to ask open-ended questions about the novel The Giver

Resources:

Lowry, Lois. *The Giver* (Boston: Houghton Mifflin, 1993).

Handout for a modified version of literary circles.

Introduction:

- Write agenda on board
- Recap chapter 2 to make sure that everyone is up to speed

Activities:

- Recap last class and remind students about release vote.
- Carry out vote by reading the rule-breaking responses out loud. Have class vote on whether or not each response is worthy of release (10mins)
- Have students silently read chapter 3 and 4 (15-20mins)
- Once students are finished the reading, have them get into groups of 4
- Working in groups of 4, students will be assigned into roles: one member will record interesting information about the characters; one member will note odd things about the community; one member will make connections between the novel and real life; and the last member must ask as many open-ended questions as possible (30mins)
- Group must nominate a speaker to present a few key points from each category (15mins)
- Class will close with a discussion on Rites of Passage common in today's society. Also discuss cultural Rites of Passage. Why are these passages important to people? (10min)

Closure/Homework:

You are the community psychiatrist:

Write a 1/2 page psychiatrist's report on Jonas's character so far. What have you observed so far? Is Jonas acting strange? Does he need more medication? What are your recommendations?

Have students read chapters 5 and 7 for next class.

Assessment/ Evaluation: Psychiatrist's Report /5.

Lois Lowry's *The Giver*
English 8
Lesson #4

Learning Objectives:

- Students will use their writing skills to express their opinions.
- Students will work in a 'think, pair, share' environment to discuss their ideas with their peers.
- Students will discuss in pairs, what they think the 'Stirrings' are and why it is a good/bad idea to remove the Stirrings from society.
- Students will engage in a group discussion on various topics.
- Students will think critically about their own Job Assignment.

Resources:

Job Assignment Handout and Index cards
Lowry, Lois. *The Giver*. (Boston: Houghton Mifflin, 1993).

Introduction:

- Write the agenda on the board
- Collect the homework
- Check to see if chapters 5 to 7 have been read.

Activities:

- Introduce students to the 'dream book' bonus:
 - students may either draw images from a min. of 3 separate dreams, or they may describe dream images. Students must respond to the question: Did your dream make sense to you? Why/why not?
 - Dream books will be collected at the end of the Unit for an additional 10 bonus points (5-10min)
- Re-read the last few pages of ch. 5 again. Ask students to get into 'think, pair, share' groups and discuss what 'Stirrings' are: Discuss why this community takes a pill to get rid of the 'Stirrings' (5min)
- Have class agree or disagree if 'Stirrings' should require treatment in order to be gotten rid of? (Why are feelings of passion, love, desire, attraction...dangerous feelings?)(10min)

Part Two

- Students will be given an index card with a job assignment:
 - this is a job you must train to do
 - you have NO choice
- Students will be asked to think about how they feel about their Job Assignment (5min)
- Read ch. 7 to the class (10min)

- Give students handout on Job Assignment to complete in class. Students may get into pairs to discuss their Jobs and students may work on handouts together (15-20min)
- Students may NOT trade assignments.
- As a class, ask students to share some of their jobs. Ask students to respond to how they feel about their job (15min).

Closure/Homework:

Students must complete Job Assignments. Have students read chapters 8-10 for homework.

Assessment/Evaluation:

Students will be graded out of /5 for their Job Assignment Handout.

Lois Lowry's *The Giver*
English 8
Lesson #5

Learning Objectives:

- Students will explore the concept of memory
- Students will be introduced to an object they are familiar with and asked to remember as much as possible about the object
- Students will be able to associate memory with identity
- Students will be able to connect memory to emotion

Resources:

Lowry, Lois. *The Giver*. (Boston: Houghton Mifflin, 1993).
Several Gerber daisies.

Introduction:

Write agenda on board

Make sure everyone has done the required readings

Overhead Projector

Activities:

- Stand at front of the classroom holding Gerber daisies.
- Ask students to tell you things they know about flowers.
- Ask students how they know what they know?
- Ask students what they think about the colors of the flowers? How do they know what color is? (15min memory activity).
- As a class, discuss the concept of memory:
 - Why is memory important?
 - How do people accumulate memories?
- Reader-response: questions on overhead
 - In *The Giver*, what does the receiver of memories do?
 - Why is the Giver so tired and sad?
- Mock Debate: Students will have an informal debate. Half of the class will think about how memories define us. This side will argue that all memories are essential, even the bad ones and they will have supporting reasons. The other half of the class will argue that a society does not need any bad or past memories to function.
- Students will have 5min to 'think, pair, share' with a partner to come up with a point.
- The debate will go back and forth for 15-20 min.
- Have students respond to the following question in their journals:

Why is the first memory that the Giver chooses to transmit to Jonas one of snow?

Is it possible that the Giver chooses snow because every snowflake is unique...? (10min)

-Have students choose one of the following:

-have students draw the memory of snow as they

-think Jonas experiences it.

OR

-Have students describe their first memory.

Closure/Homework:

Journal response is homework. All responses will be collected at the end of the Unit.

Have students read chapters 11 - 13 for homework.

Assessment/Evaluation:

Students may choose to submit either the drawing or a description of their first memory

/5.

Lois Lowry's *The Giver*
English 8
Lesson #6

Learning Objectives:

- Students will be introduced to various colors and asked to walk around the room to describe feelings associated with colors.
- Students will be encouraged to explore memories, emotions or associations with objects in relation to particular colors.
- Students will be able to analyze a love poem in relation to color.

Resources:

Handout on Poem "As You Come In" by Anne Marriott 1981.

Poster Paper (assorted colors around the room)

Markers

Lowry, Lois. *The Giver*. (Boston: Houghton Mifflon: 1993).

Introduction:

Write agenda on board

Ensure that required chapters have been read

Hand out poem "As You Come In"

Pre-teach that each response to a poem is based on personal experience and interpretation. Every response is valid and there is no one correct answer.

Activities:

- Read poem "As You Come In" to class.
- Ask student to read the poem aloud again.
- Have the class read the poem silently.
- Ask another student to read the poem again (15min).
- Reader Response:
 - How does the poem make you feel?
 - How does this poet feel about love?
 - What does the poet mean by "A year from now, /I may not love you"
- Have students get into groups of 4 and have them choose what color they think the poem is. Make sure students have a few points to support their answers (20min total)

Part Two

- Introduce students to the colors around the room (poster size)
- Ask students to go to a poster and write down whatever comes to mind when they see that particular color (idea by Nicola Kuhn)
- Every few minutes call out "SWITCH" and have students move to a different color (rotate until each student has had a turn).
- Have students wander around the room to look at other student responses (connections between color and emotion will be discussed) (40min)

-As a class, discuss why a community such as Jonas' might be colorless. (Chapter 12) (5min). (sameness = no color, no emotion).

Closure/Homework:

Journal Response: What do you think is the most severe pain?

What do you think the Giver will transmit

to Jonas to give him his first real impression of pain?

Have students read chapters 14 and 15 for homework.

Assessment/Evaluation:

Students will receive a mark out of /5 for their participation in the colors activity.



Lois Lowry's *The Giver*
English 8
Lesson #7

Learning Objectives:

- Students will discuss the concept of 'Sameness'.
- Students will reflect on aspects of the Giver's community (climate is controlled, everyone works for common good, etc.).
- Students will explore advantages that 'Sameness' might yield for a contemporary community.
- Students will evaluate how our differences make us human.
- Students will discuss if the loss of diversity is worth the gain of 'Sameness'.

Resources:

Handout on Venn Diagram

Lowry, Lois. *The Giver*. (Boston: Houghton Mifflon, 1993).

Colored chalk

Pencil crayons

Introduction:

Write agenda on board

Ask students to get into groups of 2

Give handout. Ask students to work together to fill in everything that Jonas's world has vs. what student's world has. In the overlapping circle space get students to note any similarities between worlds.

Activities:

- Have students fill out Venn Diagrams (15mins).
- Do a compare/contrast activity on the board. First column should list all of the advantages of 'Sameness'. Second column should list all of the differences that make humans individual.
- Have students brainstorm some advantages of diversity (20min total)
- Have students do a ballot vote on whether or not the loss of diversity is worth the gain of sameness. Why/why not?
- Have students submit votes and read responses aloud, keeping responder's names anonymous (15min).
- Ask students to respond to question in their journals:
What are some things a modern day community could do to eliminate racism but still keep diversity? People should still be individual and unique but they should not fear being different (10min).

Part 2/ Reader Response

-Jonas fears love because he feels it might be dangerous (pg. 126-7). Jonas acknowledges that there is risk involved in love, but he is not really sure why.

-Have students discuss why Jonas' relationship with the Giver might be the most dangerous relationship of all? (Jonas and the Giver's relationship is based on love) (15min).

-Assignment: have the class write a free verse love poem 8-10 lines on an existence absent of love. Show the class one of your own examples.

Closure/Homework:

Love poems will be due at the end of the Unit.

Assessment/Evaluation:

Love poems will be marked out of /10 for content and creativity.

Journals will be collected and assessed at the end of the Unit.

English 8
Lesson #8

Learning Objectives:

- Students will learn the term EUPHEMISM and how it differs from the term SLANG.
- Students will think critically about the euphemisms used in *The Giver*.
- Students will discuss why Jonas' community uses language that clouds meaning.
- Students will learn to define the term EUTHANASIA
- Students will evaluate the advantages and disadvantages of a community that accepts a vision of euthanasia.

Resources:

Lowry, Lois. *The Giver*. (Boston: Houghton Mifflon, 1993).

Handout on Euphemisms

Dictionaries

Introduction:

Write agenda on board.

Have half of class grab a dictionary.

Activities:

- Now that class knows what release actually is, read the 'rule-breaking' responses again and have a new class vote.
- Release now means death!(10min)
- Discuss the concept of Euphemism. Why would people try to use a language that is less offensive and vaguer.(5min)
- Have students get into pairs. Find a partner with a dictionary and look up definitions for the terms 'Slang' and 'Euphemism'. In a coherent sentence describe the differences between the two and pick a word to show example.
- Give paired students worksheet on 'Euphemisms in the Giver' and have students work to complete.(35min)
- Discuss some answers as a class.
- Have students focus on the term 'RELEASE' and ask anyone if they know what Euthanasia is? (10min)

Euthanasia- "Underneath the placid calm of Jonas's society lies a very orderly and inexorable system of euthanasia, practiced on the very young who do not conform the elderly and those whose errors threaten the stability of the community".

-On the board, have students brainstorm how euthanasia might benefit a community and have them counter brainstorm how disadvantages and moral/ethical concerns of such a practice(ex. No grandparents Λ). (20min)

Closure/Homework:

Have students read chapter 20-21 for homework. Euphemisms handouts will be collected next class.

Assessment/Evaluation:

Handout will be evaluated out of /5.

Lois Lowry's *The Giver*
English 8
Lesson #9

Learning Objectives:

- Students will explore how music is connected to emotion.
- Students will develop listening and interpretation skills in relation to music.
- Students will express themselves through creative writing.
- Students will think critically about the significance of music in *The Giver*.

Resources:

CD player.

Song titles: Black Eyed Peas, (Shut-up); Enya (Only time knows); Wycleff (Midnight Lovers); Jesse Cook (Incantation).

Activities:

- Play a series of songs and ask students to write down whatever feelings, images or memories come to mind.
- Ask students to jot down whatever colors come to mind while listening.
- Have students invent titles to the songs.
- After every song, pause the player and ask students to answer a series of questions in their journals: What does this song remind you of? What emotion is being expressed by the song? (10min per song x 4 songs = 40min).
- Have some of the class share their written responses. Teacher should go first. If some students do not want to share personal responses, ask them to share their song titles (10min)
- Have students think about music in relation to *The Giver*.

Students should respond to questions:

- What does the Giver mean by "hearing beyond" (157).
- Why is music so special to the Giver?
 - What would life be like without music?

-Have students write a Journal Entry:

You are Jonas and you have just heard music for the first time. Describe Music.

Closure/Homework:

Have students read chapters 22 and 23 for homework. Journals will be due at the end of the Unit.

Assessment/Evaluation:

Journals will be assessed at the end of the Unit.

Lois Lowry's *The Giver*
English 8
Lesson #10

Learning Objectives:

- Students will use their interpretive skills to gain an understanding about the novel.
- Students will express themselves creatively through language.
- Students will work in groups in order to understand the importance of choice and of one's ability to make decisions.
- Students will create their own tableaux.

Resources:

Lowry, Lois. *The Giver*.(Boston: Houghton Mifflon, 1993).
Overhead/Handouts w/Reader Response questions
Flashlight.

Introduction:

Write agenda on the board
Make sure required reading has been done.

Activities:

- Read Chapter 23 to the class (dim the lights, close curtains and use a flashlight for effect). (10min)
- Give students two minutes to 'think, pair, share' on what happens to Jonas at the end of the novel.
- Introduce what Lois Lowry had to say in her acceptance speech for the Newbery Medal:
 - Jonas and Gabe fall into a coma and freeze to death
 - Jonas perceives a warm house where people are waiting to greet him.
- Lowry states that both endings are possible. (10min)
- Ask students to think about other possible endings:
 - does Jonas hear music from the place he left behind?
 - has Jonas walked in a circle back to his own community?
 - Who is waiting for Jonas and Gabe?
- Have students decide if it is ok for the reader to decide the ending or should the writer have an obligation to end his/her novel? (Response time 20min)
- Teach the students what Tableaux are and how they serve as an effect means to capture emotion and action.
Tableau- a picturesque representation
- Have students get into groups of 4-5 and do one tableau from the final chapter:
 - encourage students that they can become birds, trees, emotions, memories, etc. Every member must contribute to the tableau.(15min to prepare a tableau).
- Students will present tableaux to the class (25min)

-Have students guess which scenes from chapter 23 are being represented.

Closure/Homework:

Instruct students for next class that everyone must bring something to class that has to do with color, music, emotion, love, family, animals, giving or receiving. Have students write this down in their agendas.

Assessment/Evaluation:

Students will be evaluated out of 10 for their tableaux. (originality, creativity and realism will count for marks).

Lois Lowry's *The Giver*
English 8
Lesson #11

Learning Objectives:

- Students will work in groups in order to write a script for a potential chapter 24.
- Students will develop their acting skills.
- Students will express themselves creatively through drama
- Students will analyze the ending and decide what happens to Jonas.
- Students will develop their communication skills by sharing thoughts and ideas in a group setting.

Resources:

Lowry, Lois. *The Giver*. (Boston: Houghton Mifflon,1993).

Materials/ props that students have brought from homes.

Introduction:

Write the agenda on the board

Have students get into the same groups from last class

Tell students that the prop they have brought will become part of the skit they are writing today

Criteria Handout

Activities:

- As class comes in have song "Where is the Love" playing in CD player.
- In groups have students silently re-read the last two chapters of the novel.(15-20min)
- Working in groups, students will be asked to write a script for a potential chapter 24.
- Give students a criteria handout so that they know what you will be looking for.
- Students will perform these skits next class as their 'final project' for the novel.
- Make sure that every member of the group has a role in the skit.
- Have students incorporate their props into their skits (60min).

Closure/Homework:

Remind students that they will be performing skits next class.

Assessment/Evaluation:

- Walk around the room to monitor participation and progress.

Lois Lowry's The Giver
English 8
Lesson #12

Learning Objectives:

- Students will present their skits with scripts (final project) to the class.
- Students will evaluate each other's presentations based on a criteria handout
- Students will think critically about the novel and discuss any lingering questions.

Resources:

Student Assessment criteria

Lowry, Lois. The Giver. (Boston: Houghton Mifflon, 1993)

Surprise Envelope prepared for Finale.

Cookies for play intermission.

Introduction:

Write the agenda on the board.

Have member from each group draw numbers for order of presentations.

Hand out criteria marking sheets to class.

Activities:

- Open the theatre floor by re-reading the last five paragraphs from chapter 23.
- Introduce the first presenters, and after each presentation pause for a brief Q and A period/and give positive feedback.
- second, third,(intermission 5mins) fourth presenters, etc.
- Make sure students complete evaluation sheets (60min)
- Conclude teaching on the Giver by explaining that Lowry has now come out and said that she thinks Jonas and Gabe are still alive.

GRAND FINALE!!!

- Have someone deliver an envelope in the last 5mins of class.
- Appear confused as the envelope is addressed to your class, with no return address.
- Open the envelope in front of the class: inside the envelope is the word "THERE"...smaller envelope inside "IS" and last little envelope "HOPE".

There is hope

Closure/Homework:

Thank the students for their participation and hard work. Collect the scripts and the class evaluations. Collect journals from students. Collect any dream books for bonus marks.

Assessment and Evaluation:

Skits /10 and script writing /10.

Bibliography of Sources Related to *The Giver*

1. <http://teachers.net/lessons/post/664.html>
 2. <http://www.teachers-connect.net/TNT/mlp0043.htm>
 3. <http://www.eduplace.com/tview/tviews/g/giver.html>
 4. <http://www.carolhurst.com/authors/l/lowry.html>
 5. <http://www.theliterarylink.com/cs/novelgiver/>
 6. <http://www.7-12educators.about.com/cs/novelgiver/>
 7. <http://vennadon.sd/42.ca/online/langarts/giver/6.10html>.
-
7. Heather Dreger and Andrea Rubin. Unit Plan: The Giver. 1998.
 8. Lowry, Lois. *The Giver*. (Boston: Houghton Mifflon, 1993).
 9. Young, Ed. *Seven Blind Mice*. (New York: 1998).
 10. Marriott, Anne. *As You Come In* (1981).

Additional resources for teaching the Giver

1. www.bdd.com/teachers/give.html

2. The giver (by) Lois Lowry: A Study Guide. Written by Kathleen M. Fischer.
LB 1575.57 2001 c.1

3. Lowry, Lois. Looking Back: a book of memories. 1998.
PS3562.0923247 1998.

(From Google):

[SCORE - The Giver](#)

... The **Giver** presents a "today" world of sameness: no ... During these **lessons**, students will explore our history ... **Plan** internet search [Writing 1.4]; Write narratives ...

www.sdcoe.k12.ca.us/score/Giver/givertg.htm - 11k - [Cached](#) - [Similar pages](#)

[The Giver Lesson Plans](#)

... the origin, one of many, of The **Giver**. Why does Jonas take what he does on his journey? He doesn't have much time when he sets out. He originally **plans** to make ...

www.theliterarylink.com/giver_lessons.html - 15k - [Cached](#) - [Similar pages](#)

[Lesson Exchange: The Giver \(Middle, Literature\)](#)

... Colours and emotions This **lesson** can be used as a pre, during, or post reading activity with Lois Lowry's "The **Giver**". It is a good ...

teachers.net/lessons/posts/664.html - 4k - [Cached](#) - [Similar pages](#)

[Online Lesson Plans for Sonlight Books by Year](#)

Lesson Plans for Sonlight Books. Updated May 19, 2000. ... The Outsiders; The Outsiders; The Outsiders; The Outsiders; The Outsiders; The **Giver**; The **Giver**; ...

www.nucleus.com/~nicola/lessonson.html - 46k - [Cached](#) - [Similar pages](#)

[lesson plans and resources for The Giver - novel by Lois Lowry](#)

Here are some great resources for Lois Lowry's novel The **Giver**. These can be used as **lesson plans** or to supplement your own information. ...

7-12educators.about.com/cs/novelsgiver/ - 19k - [Cached](#) - [Similar pages](#)

[SMart Books Lesson Plan](#)

... Other mathematical questions can be posed regarding the Community in the **Giver**: Will order make a difference ... I used an article for this **lesson plan** idea from ...

www.ksu.edu/smartbooks/Lesson003.html - 23k - [Cached](#) - [Similar pages](#)

[Unit and Lesson Plans](#)

... Math, Science, Technology Essential Question: How do we predict trends and **plan** for the future ... A Novel Study of The **Giver** Grade: 6-8, 9-12 Subject: Language Arts ...

www.intel.com/ca/education/unitplans/ - 21k - [Cached](#) - [Similar pages](#)

[\[PDF\] The Giver NOTES: Vocabulary words are given to the students to ...](#)

File Format: PDF/Adobe Acrobat - [View as HTML](#)

The **Giver** by: Lois Lowry **Lesson Plans** 12 Days -----

Lesson Plan Day 1 ...

www.smls.org/downloads/pdf/giver/Giver_Lesson_Plans.pdf - [Similar pages](#)

[LessonPlanz.com Lesson Search : Lesson Plans/Language Arts/***](#) ...

... Rate It. The **Giver** Teaching Guide Grades 7-8 - Theme: Freedom of Choice. Includes summary ... The Pigman .. complete **lesson plans**. Grade Level ... [lessonplanz.com/Lesson_Plans/Language_Arts/___Book_Activities/Grades_6-8/more2.shtml](#) - 33k - [Cached](#) - [Similar pages](#)

[Activity, Curriculum, and Technology Lesson Plan](#)

... As students continue to read The **Giver**, they will record any unfamiliar words and use the above strategies to ... The concept for this **lesson plan** was submitted by. ... [its.guilford.k12.nc.us/act/grade5/act5.asp?ID=489](#) - 15k - [Cached](#)

[High School Book Lesson Plans](#)

... The Crucible- It is a three day **lesson**. ... a short note to Feld from his daughter Miriam, discussing her own dreams and **plans**. The **Giver**- Curriculum use ideas. ... [www.teach-nology.com/teachers/lesson_plans/literature/high/](#) - 45k - [Cached](#) - [Similar pages](#)
[adolescent literature lesson plans and resources](#)

... See also **Giver** Teacher CyberGuide, The **Giver** TeacherView, Random House Teacher's Guide for the **Giver**, and The **Giver** (middle-grade **lesson plan**). ... [www.cloudnet.com/~edrbsass/edadolescentlit.htm](#) - 101k - [Cached](#) - [Similar pages](#)

[Lesson Tutor : Lesson Plans and activities in language arts' ...](#)

... Creative Writing **Lesson** - Don't Bore Them with the Thank You Note! ... Writing a thank you note can be scary if you don't have a **plan**. ... Dear Ms. Gift-giver,. ... [www.lesstutor.com/ees10.html](#) - 15k - [Cached](#) - [Similar pages](#)

[Language Arts](#)

... The **Giver**, My Brother Sam is Dead, Roll of Thunder Hear My Cry, Jip, His Story, Across Five ... Stranded Web Quest, Explore the Island of the Blue Dolphin, **Lesson Plans**. ... [www.milford.k12.il.us/Grade%20School/Junior%20Hi/Curriculum/language_arts.htm](#) - 18k - [Cached](#) - [Similar pages](#)

[Language Arts](#)

... The **Giver**. Sparknotes, Cyberguide, About the **Giver**. **Lesson** Exchange, Give Jonas a New Home, My Brother Sam is Dead. **Lesson Plan**, Web English Teacher, Web Project. ... [www.milford.k12.il.us/Grade%20School/Curriculum%20Resources/Language%20Arts/language_arts.htm](#) - 19k - [Cached](#) - [Similar pages](#)

Appendix:

1. "Individuality Maps"

Instructions: Have the students put their name in the center of the paper. Have the students draw five to ten things that they could not live without. Have the students describe themselves in terms of scenery, color and emotion.

2. Job Assignment Handout

3. Poem "As You Come In"

4. Colors with emotions example.

5. Euphemism handout

6. Venn Diagram