***The Giver***

**Independent Reading and Projects**

**Pre-Reading:**

Write a one-page paper describing your version of a utopian—perfect—community. (1)

Read the short story “Harrison Bergeron” with the class. Complete a six-word story about any character, theme, or conflict from the story. (1)

Write a four paragraph informative essay about the similarities and differences between a utopia and a dystopia. Make sure you have an introduction, one paragraph for similarities, one for differences, and a conclusion.(4)

**Novel Requirements:** (3)

You must read ***three*** books about a dystopian society. We will all read *The Giver*. Books two and three can be dystopian books of your choosing. See the list of “Totally Awesome Dystopias” on the board or cabinet door. Please see me for prior approval if the book you would like to read is not on the list.

**During Reading**

Complete five inner voice reading strategy pages during our reading of *The Giver*. (3)

During reading, complete two half-page journal entries.

1. Choose a specific event from the novel and write a paragraph analyzing how it reveals an important trait about a character. (5)
2. Select a section from the novel that proves the novel’s point of view is limited omniscient. Write a paragraph on the value of having characters and us as the audience have limited information. Be specific. (6)

**First Half of the Book**

**Choose and complete two project choices:** (3)

* Complete a Venn Diagram comparing and contrasting the rules in your life to the rules in Jonas’ life. See chapters 3-5.
* Draw Jonas’ sledding memory. Pay particular attention to the colors you use in this drawing. On the back of your drawing, write at least one paragraph about your color choices and also how this event propels or pushes forward the action in the story. See chapters 11-12.
* Read the non-fiction article about population control. Complete a silent annotation on the article.
* Collect at least 10 quotes about individuality, freedom, or wisdom. Type each quote and relate it to the Giver. Also write a comment about how it relates to your life. You must include at least two sentences for each quote.

**Complete one opinion paper:** (1)

* Complete a half-page opinion paper about the importance of being able to make your own choices. Should people be allowed to make choices about their own futures? Please staple the blue opinion paper rubric to the top. See chapters 6-7.
* Complete a half-page opinion paper about individuality vs. the need for the common good. Which do you think is the most important? Please staple the blue opinion paper rubric to the top. See chapters 8-10.

**Second Half of the Book**

**Choose and complete two project choices:** (3)

* Draw Jonas’ memory of war. Pay particular attention to the colors you use. On the back of your drawing, write at least one paragraph about your color choices and also how this event propels or pushes forward the action in the story. See chapters 15-17.
* Imagine a world without music. What would it be like? Find a poem about music. Write or print it out. Then, write your own poem that expresses your feelings about music (at least 8 lines in length). Staple the printed poem to your original poem.
* Find two poems about courage or freedom. Make a copy of each and write a half-page personal response for each poem.
* Create a collage using hand-drawn or printed scenes from your reading. (Do not just google image search “The Giver.”) Interpret through pictures what you have read. You must have at least ten pictures, consider using color wisely, and write a short paragraph on the back explaining why you included what you did on your collage.

**Complete one opinion paper:** (1)

* Complete a half-page opinion paper about the need for pain. Can pain and suffering ever be good? What would your life be like if you never felt emotional or physical pain? Please staple the blue opinion paper rubric to the top. See chapters 13-14
* Write a half-page opinion paper about natural death vs. being released. How is Jonas’ society different from our own in its attitudes about death? Please staple the blue opinion paper rubric to the top. See chapters 18-19.
* Write a half-page opinion paper about courage and freedom. Why does it take a lot of courage for Jonas to obtain his own freedom? What would your life be like if you lacked either courage or freedom? How are courage and freedom related? Please staple the blue opinion paper rubric to the top. See chapters 22-23.

**Argument Paper** (2) (10) (11)

Think about the opinion papers you have written. Make a claim about something you feel strongly about that is a theme in *The Giver*.

**Prove It!**

Verbs in active and passive voice. (7)

Indicative, imperative, interrogative, conditional and subjunctive mood. (8)

Inappropriate shifts in verb voice and mood. (9)

Student Learning Objectives

1. Produce writing which is appropriate to task, purpose, and audience. (W.8.4)
2. Write an argument. (W.8.1)
3. Read and comprehend literature at the eighth grade level. (RL.8.10)
4. Write an informative essay. (W.8.2)
5. Write for a range of purposes. (W.8.10)
6. Analyze how different points of view create different experiences for the reader and characters. (RL.8.6)
7. Verbs in active and passive voice. (L.8.1.B)
8. Indicative, imperative, interrogative, conditional and subjunctive mood. (L.8.3.A) (L.8.1.C)
9. Inappropriate shifts in verb voice and mood. (L.8.1.D)
10. Cite your sources. (W.8.8)
11. Develop and strengthen writing. (W.8.5)

Quarter 3 Standards

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| --- | --- | --- | --- |
| **DOK 1: Recall** | **DOK 2: Skill and Concept** | **DOK 3: Strategic Thinking** | **DOK 4: Extended Thinking** |
| Verbs in active and passive voice. (L.8.1.B) | Verbs in active and passive voice. (L.8.1.B) | Read and comprehend literature at the eighth grade level. (RL.8.10) | Introduce a topic clearly. (W.8.2.A) |
| Indicative, imperative, interrogative, conditional and subjunctive mood. (L.8.3.A) (L.8.1.C) | Indicative, imperative, interrogative, conditional and subjunctive mood. (L.8.3.A) (L.8.1.C) | Analyze how different points of view create different experiences for the reader and characters. (RL.8.6) | Develop the topic with relevant details. (W.8.2.B) |
| Inappropriate shifts in verb voice and mood. (L.8.1.D) | Inappropriate shifts in verb voice and mood. (L.8.1.D) |  | Provide a conclusion. (W.8.2.F) |
|  | Use precise language and vocabulary. (W.8.2.D) |  | Provide a conclusion. (W.8.1.E) |
|  | Use appropriate transitions. (W.8.2.C) (W.8.1.C) |  | Produce writing which is appropriate to task, purpose, and audience. (W.8.4) |
|  | Establish and maintain a formal style. (W.8.1.D) (W.8.2.E) |  | Write an argument. (W.8.1) |
|  | Quote and avoid plagiarism. (W.8.8) |  | Write an informative essay. (W.8.2) |
|  | Develop and strengthen writing. (W.8.5) |  | Support claim with logical evidence. (W.8.1.B) |
|  |  |  | Introduce claim, counterclaim, and evidence. (W.8.1.A) |
|  |  |  | Write for a range of purposes. (W.8.10) |