



GRADE 7
ELA CCGPS UNIT PLAN: 3rd 9 weeks

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Literary

THEME: Individuality vs. Conformity: Realizing the Relationships and Responsibilities between Individuals, Societies, and Communities

EXTENDED TEXT: The Giver, Lois Lowry

SHORT TEXTS (mixture literary and informational):

1. "Origins of the Utopian Idea," by Rustin Quaide (<http://crm.cr.nps.gov/archive/24-09/24-09-13.pdf>)
2. Excerpt from Utopia, "Book II: Of Their Trades, and Manner of Life," by Sir Thomas More (<http://oregonstate.edu/instruct/phl302/texts/more/utopia-trade.html>)
3. "Newbery Acceptance Speech," by Lois Lowry (http://www.loislowry.com/index.php?option=com_content&view=article&id=67&Itemid=196)
4. "The Pedestrian," by Ray Bradbury (<http://englischlehrer.de/texts/pedestrian.php>)
5. "There Will Come Soft Rains," by Sara Teasdale (<http://www.poemhunter.com/poem/there-will-come-soft-rains/>)
6. "There Will Come Soft Rains," by Ray Bradbury (http://www.jerrywbrown.com/datafile/datafile/110/ThereWillComeSoftRains_Bradbury.pdf)
7. "The Lottery," by Shirley Jackson (<http://www.americanliterature.com/Jackson/SS/TheLottery.html>)
8. "Harrison Bergeron," by Kurt Vonnegut, Jr. (<http://www.tnellen.com/cybereng/harrison.html>)
9. "The Lake Isle of Innisfree," by W.B. Yeats (<http://www.poets.org/viewmedia.php/prmMID/15529>)

SUPPLEMENTAL MATERIALS:

1. Utopias and Dystopias – Characteristics Handout (http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf)
2. Lois Lowry's Biography (http://www.loislowry.com/index.php?option=com_content&view=article&id=67&Itemid=196)
3. "The Truman Show," (Peter Weir, director; Andrew Niccol, writer)

4. Ray Bradbury's Biography (<http://www.biography.com/print/profile/ray-bradbury-9223240>)
5. "2081," (<http://www.youtube.com/watch?v=x7mftzcZfJ0>) Film version of "Harrison Bergeron" (It lasts 26 minutes and 38 seconds.)
6. "Blowin' in the Wind," by Bob Dylan
7. "Utopia," by Alanis Morissette
8. "Little Boxes," by Malvina Reynolds
9. "The Trees," by Rush
10. "Somewhere over the Rainbow," by E.Y. Harburg
11. "Imagine," by John Lennon
12. "Mad World," by Michael Andrews and Gary Jules

WRITING FOCUS: ARGUMENTATIVE

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. ARGUMENTATIVE: 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. ARGUMENTATIVE: 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. ARGUMENTATIVE: "The Pedestrian," "There Will Come Soft Rains" and "The Lottery" are famous short stories that offer visions of utopian/dystopian societies. These short stories were designed to show a variety of societies at work. In choosing one of the short stories that we have read, decide which one of these stories portrays a utopian society in the best possible way. Provide textual evidence from the short story you have chosen, and explain why it is a better example of a utopian society than the other stories. Provide detailed arguments to support your opinion and provide reasons with your response.
4. ARGUMENTATIVE: 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.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. Jonas's community was a society of perfection. It allowed the community members to be free of pain and to experience Sameness. The creators/founders of this community felt that if the community members did not experience or feel pain or hold memories or make choices that they would be better off and live in a more perfect society. Describe how you feel about this idea of a perfect community. Do you think no pain and no memories and no choices is the perfect society?

2. Describe how you would feel and what your reactions would be if you had to live in a community in which everyone was the same. Everyone had the same level of intelligence, and the community members all had the same talents and looks.

3. In "Harrison Bergeron," social equality has been achieved through handicaps imposed on the people by the Handicapper General. Describe in your own words what it would be like to be a young person living through this kind of treatment and experiencing these events firsthand. Provide specific details as to what handicaps you think would be imposed on you and what reactions and effects it would have on you and your family and friends.

RESEARCH CONNECTION(S)

- Utopian societies
- Memory
- Sameness
- Utopia
- Color/Vision
- Diversity
- Freedom

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Compare written and film versions of the extended text
- Express opinions in a debate
- Short reflections/responses
- Make predictions
- Rewrite a passage in the scene from a different point of view
- Compare and contrast characters and literary elements in two or more texts

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

PROMPT:

ARGUMENTATIVE: 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. Discuss 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 its effects on Jonas.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does the context and background knowledge of the text improve my understanding?

TASK: Pre-reading; direct instruction on utopia/dystopia; exploring new vocabulary

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELACC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Instruction:

- Introduce the unit theme, "Individuality vs. Conformity: Realizing the Relationships and Responsibilities between Individuals, Societies, and Communities."
- Provide direct instruction on a utopia and a dystopia. Use the following handout as a resource:
 - (http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf)
- Have students read "Origins of the Utopian Idea," by Rustin Quaide, and have students read an excerpt from Sir Thomas More's, *Utopia*. Students should read the excerpt from "Book II: Of Their Trades, and Manner of Life." Have students read these readings in collaborative pairs. Have students write down four or five main facts from the Quaide article to share with the class.
- With the excerpt from *Utopia*, have students pull textual evidence from it that makes it characteristic of a utopian or dystopian society. Instruct students to use the handout on utopian and dystopian characteristics for help in completing this task. For example, students may write down, "In More's *Utopia*, it states, 'Throughout the island they wear the same sort of clothes, without any other distinction except what is necessary to distinguish the two sexes and the married and unmarried.'" This statement from the text is characteristic of a dystopian society because the custom of wearing the same clothes throughout the island makes citizens conform to uniform expectations. In making all citizens wear the same clothes, the society has no individuality. (Provide this as an example to model for students how to examine the characteristics of a utopian and dystopian society.)
 - Use the following link(s) to access these readings:
 - "Origins of the Utopian Idea," by Rustin Quaide (<http://crm.cr.nps.gov/archive/24-09/24-09-13.pdf>)
 - "Book II: Of Their Trades, and Manner of Life," by Sir Thomas More (<http://oregonstate.edu/instruct/phl302/texts/more/utopia-trade.html>)
- For homework, have students brainstorm a list of things that would make a "perfect society." Instruct students to bring their list of things to class tomorrow for a discussion.

ESSENTIAL QUESTION: How do I effectively research and create my own utopian society?

TASK: Sharing responses; creating and planning student utopian societies

Standards:

ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELACC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students share their list of ideas that would make a "perfect society." As students share, write their ideas on the board. Discuss these ideas as a class.
- Have students review what the word "utopia" means from the previous task. Write the word "utopia" on the board and have students share the meaning of the word. Write these meanings on the board next to the word "utopia."
- Have students brainstorm problems in the American society today. Student examples could include violence, hunger, and homelessness. In discussing this as a class, try and have students brainstorm problems that are seldom mentioned in the news.
- Have students plan, design, and create their "ideal society." In this "ideal society," students must solve at least two of the specific problems mentioned in our society. They must show how their "ideal society" would incorporate schools, families, and government and what rules would be placed on these organizations.
- Have a class discussion about the different ideas of an "ideal society" that students created.

ESSENTIAL QUESTION: How can background and context improve my reading experience?

TASK: Reading author's biography; exploring and researching utopian communities

Standards:

ELACC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELACC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC7W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC7SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instruction:

- Distribute copies of Lois Lowry's biography.
- Have students read the biography of Lois Lowry found on her website:
(http://www.loislowry.com/index.php?option=com_content&view=article&id=67&Itemid=196).
 - As students read, have them write down important facts and events about her life. For example, instruct students to write down what were some of her childhood dreams, hobbies, and interests, and have the students see how all of these impacted and affected her life.

- Have students share some of the important information that they learned about Lois Lowry with the class. Have a class discussion about some of the following ideas:
 - Lois Lowry's childhood
 - Lois Lowry's education
 - Lois Lowry's proudest and saddest moments
 - Lois Lowry's events in her life and what effect they had on her life
- Have students in collaborative pairs or in groups of three or four research a utopian community in American history. Students can choose one of the following utopian communities to research:
 - Historic Harmony, Harmony, PA
 - Old Economy Village, Ambridge, PA
 - New Harmony, New Harmony, IN
 - Mt. Lebanon Shaker Village, New Lebanon, NY
 - Sabbathday Lake Shaker Village, Poland Spring, ME
 - Canterbury Shaker Village, Canterbury, NH
 - Hancock Shaker Village, Pittsfield, MA
 - Shakertown at Pleasant Hill, Harrodsburg, KY
 - Shakertown at South Union, South Union, KY
 - Shaker Historical Museum, Shaker Heights, OH
 - Enfield Shaker Museum, Enfield, NH
 - Oneida Community Mansion House, Oneida, NY
 - Amana Colonies, Amana, IA
 - Zoar Village State Memorial, Zoar, OH
 - Bishop Hill Heritage Association, Bishop Hill, IL
 - Icarian Living History Museum, Nauvoo, IL
 - Ephrata Cloister, Ephrata, PA
 - Historic Bethel German Colony, Bethel, MO
 - Old Aurora Colony Museum, Aurora, OR
 - Old Salem, Winston-Salem, NC
- Have students research these utopian communities for the following things:
 - Basic community rules and laws
 - Family guidelines
 - Marriage guidelines
 - Education
 - Careers
 - Religious beliefs
 - Medical guidelines
 - Government guidelines
- Have students report to the class on their utopian community in American history.

ESSENTIAL QUESTION: How do authors use specific literary elements to convey the setting in a text?

TASK: Reading text; annotating text for literary elements; analyzing for setting

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
 ELACC7RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instruction:

- Instruct students that The Giver is a novel that shows a utopian society that is extremely different from ours.
- Provide students with a copy of the novel, The Giver. Read the title of the book and ask the students to read only the first page of the novel. Have students then make a prediction about what they are going to be reading.
- The teacher should read aloud Chapters 1 and 2.
- Provide explicit instruction on elements of setting in literature and how this particular element (setting) interacts with the characters and the plot. Please see the following websites for help in explaining and teaching this to your students:
 - Notes over Setting (<http://serc.sogang.ac.kr/erc/Literature/Setting.htm>)
 - Notes over Setting (http://www.susanlake.net/publications/unit/content/literature_setting.html)
- Have students analyze the elements of setting in Chapters 1 and 2. Instruct students to analyze the text for evidence that provides the time, place, and/or social/environmental factors.
- Please use the following chart to help students organize their evidence for the analysis.

○ (The

Setting Graphic Organizer – Chapters 1 and 2			
Elements of Setting	Time	Place	Social/Environmental Factors
Chapter 1	- almost December - evening meal	- community - landing field - river - hatchery - play area	- against rules to fly over the community - rituals (evening telling of feelings)
Chapter 2	- December - coming Ceremony - future	- school - Nurturing Center	- Ceremonies

organizer is only an example, and there are several other elements in the chapters that are not listed.)

ESSENTIAL QUESTION: How does an author use euphemisms in the text?

TASK: Reading text; exploring euphemisms; annotating text for euphemisms

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
 ELACC7L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Instruction:

- Provide explicit instruction on euphemisms. Please see the following website for an acceptable definition:
 - (<http://teachers.sduhsd.net/ppennock/ap%20resource%20packet.pdf>)
- Teacher should conduct group read-aloud of Chapters 3, 4, and 5.
- Have collaborative pairs analyze these three chapters for euphemisms. As students find textual examples, have the students write down the word that is being used as a euphemism, and then have the students write down what is really being stated in the example.
- After giving each group time to find and analyze euphemisms found within the text, have the students complete the euphemism chart. Students should find these examples and more within these chapters.

Euphemism Chart	
Examples of Euphemisms with Page Numbers	Meaning
Example: Page 31 "This morning we celebrated the <u>release</u> of Roberto," she told him. "It was wonderful."	Meaning of release – to be killed by lethal injection; to be euthanized
Example: Page 31 "She was a Birthmother , and then she worked in Food Production for years, until she came here."	Meaning of Birthmother – a surrogate mother
Example: Page 31 "She never even had a <u>family unit</u> ."	Meaning of family unit – a family that consists of father, mother, sister, and brother
Example: Page 37 "It was your first Stirrings. Father and I have been expecting it to happen to you."	Meaning of Stirrings – feelings of lust or sexual excitement; the onset of puberty

ESSENTIAL QUESTION: How does the author create and develop characters within the text?

TASK: Reading text; analyzing for characterization; annotating text

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instruction:

- Conduct group read-aloud of Chapters 6 and 7.
- Provide explicit instruction on characterization and how it interacts with other elements in the novel.
- Have the students mark phrases and passages that describe Jonas and The Giver as they read. Have students describe Jonas and The Giver from what they have read and from the analysis that they have completed.
- After giving each group time to mark phrases and passages, have the students complete the classification chart over Jonas and The Giver. Students should have found textual evidence that shows the characters' appearances, emotions, and traits.

Characterization – Jonas and The Giver

Character Name	Actions of Character	Speech	Appearance	Thoughts/Feelings	Affects on Others
Jonas					
The Giver					

ESSENTIAL QUESTION: How does one correctly use and write coordinate adjectives?**TASK: Reading text; exploring coordinate adjectives**

Standards:

ELACC7L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Instruction:

- Conduct group read-aloud of Chapters 8, 9, and 10.
- Provide students with explicit instruction on coordinate adjectives. Please see the following website(s) for help in explaining and teaching this to your students:
 - (http://www.writing.com/main/books/entry_id/458319)
 - (<http://owl.english.purdue.edu/owl/resource/607/02/>) For this website, you will need to scroll down to number 6 on the webpage to find the information needed for instruction.
- Point out different examples that Lois Lowry consistently uses of coordinate adjectives in Chapters 8, 9, and 10. Model identifying these coordinate adjectives in the reading of the extended text. (In Chapter 8, on page 59, Lois Lowry writes, “Jonas moved his hands together, clapping, but it was an automatic, meaningless gesture that he wasn’t even aware of.” On the same page, Lois Lowry later writes, “‘I know,’ she said in her vibrant, gracious voice, ‘that you are all concerned. That you feel I have made a mistake.’”)
- In looking at these sentences in Chapter 8, ask the class why these are examples of coordinate adjectives. Have the students perform the two tests to make sure that they are correctly punctuated with a comma and pass both tests (uses the word “and” and both words can be reversed).
- Have students examine Chapters 8, 9, and 10 for other examples of coordinate adjectives and compile a running list. Instruct the students to perform the two tests for each example found to make sure that they are correctly punctuated. Other examples that students may find can be found on the following pages:
 - Page 60 – “Earlier that day, dressing in his own dwelling, he had practiced the kind of jaunty, self-assured walk that he hoped he could make to the stage when his turn came.”
 - Page 60 – “He felt a collective, questioning stir from the audience.”
 - Page 60 – “In a firm, commanding voice she announced, ‘Jonas has been selected to be our next Receiver of Memory.’”

ESSENTIAL QUESTION: How do my personal reactions affect my understanding of the text?**TASK: Reading text; narrative writing**

Standards:

ELACC7RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELACC7W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

ELACC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Instruction:

- Conduct group read-aloud of Chapters 11, 12, and 13.
- Discuss with students the importance of memories to Jonas's society, and have the students discuss what relevance memories hold for members of a society.
- Have students complete the narrative writing prompt listed below:
 - Jonas's community was a society of perfection. It allowed the community members to be free of pain and to experience Sameness. The creators/founders of this community felt that if the community members did not experience or feel pain or hold memories or make choices that they would be better off and live in a more perfect society. Describe how you feel about this idea of a perfect community. Do you think no pain and no memories and no choices is the perfect society?
- For homework, have students listen to an older person's memories. Instruct the students to write down two or three memories that this older person holds dear to his or her heart. Instruct the students to be prepared to share at least one of the memories that they hear in class tomorrow.

ESSENTIAL QUESTION: How does an author use symbolism in the text to help convey meaning?

TASK: Exploring symbolism; annotating text for symbols

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students share one memory that they learned from an older person in last night's homework. Hold a class discussion about these memories and why these specific memories were important to these older people.
- Initiate class discussion about symbols in everyday life. For example, the American flag symbolizes the United States of America. Allow this discussion to lead into other symbols found in religion and literature.
- Provide students with explicit instruction on how to effectively analyze and annotate texts for the use of symbolism. Please see the following websites

for help in explaining and teaching this to your students:

- (<http://www.worsleyschool.net/socialarts/symbolism/page.html>)
- (http://www.holmdelschools.org/schools/satz/eng_dept/Elements%20of%20Literature/symbolism.htm#Allegory)
- (<http://www.cudaclass.info/enc1102/ShortStory/NotesOnSymbolism.asp>)
- Point out to students that for them to read deeper, then they have to be on the lookout for symbolism while they read.
- Have students revisit the text for a close analysis of symbolism. Instruct students to look for tangible items (objects) in the chapters that they have read that could represent an intangible item (abstract idea). Instruct students that as they revisit the chapters that they need to find textual evidence that supports their reasoning about why that tangible item or object is a symbol in the novel.
- As students revisit the text for symbolism, have them complete the chart with their list of symbols and textual evidence. (Please note that the symbols listed in the chart are only a few of the ones found within the novel.)

Symbolism in Literature			
Symbol (Object/Tangible)	Definition of Symbol	Textual Evidence (Page Numbers and sentences)	Explanation or Meaning of Symbol
Apple	The apple is a symbol for "shame."	It first appears in Chapter 3. The textual evidence can be found on pages 24 and 25. "But suddenly Jonas had noticed, following the path of the apple through the air with his eyes, that the fruit had – well, this was the part that he couldn't adequately understand – the apple had <i>changed</i> ."	In the story of Adam and Eve, Eve eats a fruit that was forbidden to eat in the Garden of Eden (a perfect society). As a result, God was displeased and took away their perfect paradise. In eating of the fruit, Adam and Eve both felt ashamed and knew they were naked.
Color (Red)			
Gabriel			
The Sled			
Light Eyes			
The River			
The Giver			

ESSENTIAL QUESTION: How do writers organize and research information to form a well-written piece of writing?

TASK: Writing Assessment

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7W1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Instruction:

- Using their notes, the extended text, and referring to the prompt, students will begin the writing process to produce a well-written essay arguing whether Jonas's assignment as the next Receiver of Memory is an honor or a punishment.
- Provide students with the writing prompt:
 - Writing Prompt: 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 its effects on Jonas.
- Students are expected to complete at least a rough draft of this work within the class period, allowing them an opportunity to request clarification or support from the instructor. The final draft of this essay (recommended length 2 pages, 500 words) will be due at the beginning of the next class period.
- Have students use textual evidence from the novel (literary extended text).

PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task*

PROMPT:

ARGUMENTATIVE: 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.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does reading and interpreting social issues in the text help in understanding the text?

TASK: Reading text; exploring social issues within the text; analyzing and annotating text

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7RL9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.
 ELACC7SL3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
 ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Allow students to compare final writing pieces from Assessment 1.
- Have students conduct a peer review over their writing; then have students share enlightening or surprising paragraphs with the class that they found to be interesting.
- Have students read Chapters 14, 15, and 16.
- Have students in groups of three or four analyze a certain social issue found within the novel. Assign these social issues to the different student groups. Have the students analyze and find textual evidence of how Jonas's society deals with their group's particular issue. Here are some of the social issues that you can assign to the groups:
 - Care of the elderly
 - Sexuality and nudity
 - Education and job selection
 - Creation of family units
 - Assisted suicide (euthanasia)
 - Control of climate and environment
- Point out to students that they should have textual evidence from the text that supports their discussion/analysis of the social issue. Students should also compare and contrast how the social issue is dealt with in Jonas's society versus American society.
- Have student groups share their social issue with the class. As students share, write similarities and differences between the major issues on the board.

ESSENTIAL QUESTION: How do I support my argument with sufficient evidence?

TASK: Exploring rules and guidelines of a debate; researching evidence to support my opinion/side

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELACC7W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELACC7W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instruction:

- Initiate class discussion about diversity and "Sameness" found within Jonas's community. Point out to the students that Jonas says "Sameness" when he is referring to his society. As students discuss, write these ideas on the white board or chart paper as students report aloud.
- Provide explicit instruction on conducting a debate. The following websites provide great resources and handouts for conducting a classroom debate:
 - (http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)
 - (<http://712educators.about.com/cs/lessonsss/ht/htdebate.htm>)
- Explain to the students that they are going to begin the research process and consider evidence from the extended text in order to conduct a debate on "Sameness" versus diversity.
- Have students revisit the text for a close analysis of "Sameness" found within Jonas's community.
- Allow students ample time to brainstorm ideas, perform close reading of the text, and make annotations on key issues to support their decision about "Sameness" or diversity.

ESSENTIAL QUESTION: How do I conduct a debate and support my argument?

TASK: Conducting classroom debate; reflecting on role in debate

Standards:

ELACC7W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

ELACC7SL3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instruction:

- Divide the class into two large groups. One group will debate on the side of "Sameness," and the other group will debate for diversity. Instruct students to think of all the positives and pros that involve their group's debate situation. Students should write these down for the group.
- Conduct classroom debate over "Sameness" versus Diversity.
- Have students reflect on the classroom debate and the debate process. Students should write a reflection including the following things:
 - Describe their role in the debate
 - Explain what happened in the debate
 - Explain why this debate was relevant to the novel
 - Describe any other events or happenings that could relate to this debate
 - Describe the overall feelings for this activity – what went well? What didn't? Why?
 - Explain the learning that has been gained in doing this activity
- Allow students to share some of their reflections with the class if they would like to do so.

ESSENTIAL QUESTION: How do authors incorporate life issues to help convey the importance of characters in a piece of text?**TASK: Reading text; researching and analyzing euthanasia**

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELACC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELACC7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- ELACC7SL5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Instruction:

- Have students read Chapters 17, 18, and 19.
- Have the students recall from a previous task what a euphemism is and that one of the euphemisms discussed was “Released.”
- After having read Chapter 19, we now know that to be “released” is a euphemism for euthanasia, and the reader also sees how horrified Jonas is of this practice. Inform students that euthanasia is the practice of ending someone’s life to ease their suffering.
- Have student groups research and analyze information about euthanasia and the data/opinions of euthanasia using the following websites:
 - (<http://www.britannica.com/EBchecked/topic/196711/euthanasia>)
 - (<http://www.euthanasia.com/index.html>)
 - (<http://euthanasia.procon.org/view.resource.php?resourceID=000126>)
- After researching, have student groups complete a visual (Prezi, PowerPoint, poster, podcast), showcasing the information learned about euthanasia. This visual should contain the following information:
 - Definition of euthanasia
 - Explanation of what it means in our society
 - Explanation of what it means in the book
 - Textual examples/evidence of where it has been used in the book
 - Textual examples/evidence of reasons why someone was released in the book
- Have students share their research findings and visuals with the class.
- For homework, have students respond to the following questions:
 - Do you believe euthanasia is wrong?
 - Is euthanasia acceptable in certain situations and not others?

ESSENTIAL QUESTION: How does an author develop point of view within a text?

TASK: Reading text; exploring point of view; annotating and analyzing for point of view

Standards:

- ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC7RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ELACC7W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Instruction:

- Have students read Chapters 20, 21, and 22.

- Provide direct instruction to the class on point of view. Instruct students on the different types of point of view, especially focusing in on third person limited and third person omniscient. The following websites may be useful in planning for this instruction:
 - (http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/pov.pdf)
 - (<http://www.austincc.edu/dws/assign6lecture02.html>)
- Have the students complete an analysis of the extended text's point of view. Instruct students to find textual examples within the text to show which type point of view the author uses. (For example, pose the following questions to the students: Which type of point of view did Lois Lowry use in the novel? Why do you think the author selected this type point of view? How would the story's perspective change if it were told from a different point of view? Which other type of point of view would the author have selected (third person omniscient, objective, first person)? What were the benefits of the author writing in a third person limited point of view?)
 - Textual Analysis Example – On page 159, Lowry writes, "They both laughed a little nervously. But Jonas was certain that he could slip away, unseen, from his house, carrying an extra set of clothing." In this example from the text, the reader is privy to Jonas's thoughts, but the reader is limited to only Jonas's thoughts and feelings. This author chose third person limited point of view in telling the story through the character of Jonas.
- For homework, have students retell the Ceremony of Twelve scene read earlier in Module 1 from a different character's point of view. Instead of it being told from Jonas's point of view, have the students rewrite the scene from Lily's point of view. Point out to students that the retelling of the scene should also include the selection of Jonas as Receiver. Have the students choose either a first person point of view or a third person limited point of view from Lily's perspective.

ESSENTIAL QUESTION: How can we determine the theme or underlying meaning in a text?

TASK: Exploring theme; annotating and analyzing for theme

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

ELACC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

ELACC7SL3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC7SL5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Instruction:

- Explicit instruction should be given over theme. The following websites may help when planning for instruction:
 - (http://www.education.com/magazine/article/Tackling_Theme_Literature/)
 - (http://www.ttms.org/say_about_a_book/themes_and_variations.htm)
- Have students read Chapter 23.
- Have students in groups of three or four to analyze and determine possible themes that the author is trying to convey in this work of literature. Students may determine some of the following as possible themes:
 - Memory – importance of this in our lives

- Individuality – sameness and diversity
- Love/family – worth the risk to feel the love from friends and family
- Pain and Pleasure – the relationship that exists between the two
- Have student groups plan and create a 3 to 5 minute presentation for the class over the possible theme or themes that their group determined about the novel. Instruct student groups that they must cite evidence and incidents in the novel that support the possible theme or themes that they determine. Student groups can use the following chart to help in determining the theme or themes in the novel:

The Giver – Finding the Theme		
Theme(s)	Evidence or Incidents from the Text	Explanation/ Details on the Evidence/Incident

- Have student groups share their reports with the class.
- For homework, have students write their feelings on how the story ended. Have students write their opinion on whether Jonas and Gabriel lived or died at the end of the novel. Instruct students that they will share their responses in class the next day.

ESSENTIAL QUESTION: How do my personal experiences relate to the text?

TASK: Narrative writing

Standards:

ELACC7W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instruction:

- Have students share their homework responses from the previous day's task.
- Discuss with students the importance of diversity and differences among people and in societies.
- Have students complete the narrative writing prompt listed below:
 - Describe how you would feel and what your reactions would be if you had to live in a community in which everyone was the same. Everyone had the same level of intelligence, and the community members all had the same talents and looks.
- After students have completed the narrative writing prompt, allow those students who would like to share the opportunity to do so.

ESSENTIAL QUESTION: How can reading nonfiction help us make connections to literature?

TASK: Reading speech; analyzing and annotating speech; viewing interview clip

Standards:

- ELACC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELACC7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ELACC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ELACC7RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- ELACC7RI5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- ELACC7RI6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- ELACC7RI7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- ELACC7RI8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ELACC7RI9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.
- ELACC7RI10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELACC7W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
- ELACC7SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Instruction:

- Have student groups read Lois Lowry's "Newbery Acceptance Speech." The speech can be found at the following link:
(http://www.loislowry.com/index.php?option=com_content&view=article&id=81&Itemid=200)
- After students have read her speech, have the student groups answer the following questions:
 - Throughout her speech, Lowry repeats the words or phrases, ". . . it was comfortable. It was familiar. It was safe." Why does Lowry make the community in the novel comfortable, familiar, and safe? What personal life incidents caused her to want this kind of community?
 - By having a society that is comfortable, familiar, and safe, Lowry says that we lose out on certain things. What certain things did she say that we would lose or become obsolete?
 - What do you think about the influence that Carl Nelson had on her life? Who is someone who has influenced you in your life? Did you think that he was the person on the cover of the novel?
 - Lowry writes in her speech, "We can forget pain, I think. And it is comfortable to do so." Do you agree with Lowry's statement that we can forget pain? Why or why not?
 - Lowry questions whether or not it is safe to forget pain or not. Do you think it is safe to forget pain?
 - Lowry writes about an incident in which she did not react to a violent act of murder because it did not affect her or her community. How do you react to violence when it doesn't affect you or your family or community? Would you react the same way that Lowry reacted? Is this right?
 - Lois Lowry does not provide a "right" ending to her novel. She does give some different interpretations from students though. Do you believe or agree with any of these students' interpretations of the ending? Did they match what you thought the ending was? How do you feel about their not being a "right" ending to this novel?

- Lowry makes several statements near the end of her speech about the importance of reading a book. She says, “But each time a child opens a book, he pushes open the gate that separates him from Elsewhere. It gives him choices. It gives him freedom. Those are magnificent, wonderfully unsafe things.” How do you take Lowry’s advice on reading books? Does she encourage you in some way to want to read more books? What is her overall tone in this speech?
- What do you feel that Lois Lowry is trying to accomplish or get across to her audience?
- What were the most important points that your group felt Lowry made in her speech?
- What was probably the most interesting or surprising fact that you learned from reading this speech?
- After reading her speech, how do you feel about her as a person and as a writer?
- What similarities in Lowry’s life did you see in the novel? Were there any specific incidents in her life that you may have seen portrayed in the novel? Describe those incidents and the comparison to the event in the novel. (For example, she met the man named Carl Nelson, and his eyes were different. In the novel, the reader sees Jonas who also has different eyes.)
- Have student groups report back to the class their responses and reactions to the speech. Hold a class discussion over these questions.
- Have students view an interview with Lois Lowry as she discusses her book, The Giver. You can access the interview at the following link: <http://www.youtube.com/watch?v=YYGGs2xtjY>
 - Have students compare and contrast Lois Lowry’s “Newbery Acceptance Speech” with her live interview. Hold a class discussion comparing and contrasting the two versions.
- For homework, have students write a letter to Lois Lowry, describing and explaining their personal feelings and reactions to the novel. Instruct the students to simply tell the author how they feel about the book.

ESSENTIAL QUESTION: How does visual text differ from written text?

TASK: Viewing film; comparing and contrasting text and film

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELACC7W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Instruction:

- Have students share some of their homework responses (letters) that they have written for Lois Lowry.
- Have students view the film titled “The Truman Show.”
- As the students view the film, have students keep in mind the following questions:
 - What key similarities are made between the novel, The Giver, and the film?
 - What key differences are made between the novel, The Giver, and the film?
 - How do you feel about the storyline in the film version compared to the novel?
 - How do you feel about the overall representations of characters in the film versus the novel? Are there any similarities or differences between the characters in the novel and the film?
 - How does this film portray a utopian society?
 - Are there any similarities and differences between Jonas in the novel and Truman Burbank in the film? If so, what are those similarities and differences?
- After students finish viewing the film of “The Truman Show,” have students provide a detailed response listing the similarities and differences between

the film and the extended text. The student's response should be between 250 and 500 words. They must include the following responses in their response:

- Provide similarities and differences between the film and the extended text
- Provide ways and devices that the producers used in the production of this film
- Provide opinions and feelings about the film and the extended text
- Provide justification and explanation of personal opinions and feelings
- Have students share these personal responses with the class. Discuss the student's responses and see how they all felt about the film.

ESSENTIAL QUESTION: How can I effectively show what I have learned in this text study?

TASK: Writing Assessment

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7W1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Instruction:

- Have students complete the following writing assessment:
 - **ARGUMENTATIVE:** In Lois Lowry's, *The Giver*, Jonas's community does not have choice and free will. However, Jonas as the next Receiver of Memory 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.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

PROMPT:

ARGUMENTATIVE: "The Pedestrian," "There Will Come Soft Rains," and "The Lottery" are famous short stories that offer visions of utopian/dystopian societies. These short stories were designed to show a variety of societies at work. In choosing one of the short stories that we have read, decide which one of these stories portrays a utopian society in the best possible way. Provide textual evidence from the short story you have chosen, and explain why it is a better example of a utopian society than the other stories. Provide detailed arguments to support your opinion and provide reasons with your response.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does knowing about an author's background help us better understand his writing?

TASK: Reading biography; reading new text; completing QFR chart**Standards:**

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ELACC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Instruction:

- Lead a class discussion about students' prior knowledge of utopia/dystopia. Have students discuss and define utopian and dystopian societies.
- Have students in groups of three or four read a summary of Ray Bradbury's life. (<http://www.biography.com/print/profile/ray-bradbury-9223240>)
- Students should also highlight or star important facts or surprising statements that they find interesting. Students then share one or two facts with the class as we review Bradbury's life.
- Point out to students that Bradbury had different visions of the dystopian society. As the students read, instruct them to analyze the society that Bradbury depicts in this short story.
- Have students read "The Pedestrian," by Ray Bradbury. (<http://englischlehrer.de/texts/pedestrian.php>)
- As students read, have them complete a QFR chart. Instruct the students that a QFR chart is simply where one writes questions, facts, and emotional reactions that one may have while reading a text. In today's reading, instruct students to have at least 8 to 10 items in their QFR chart.

QFR CHART – "The Pedestrian"		
QUESTIONS	FACTS	EMOTIONAL REACTIONS

- For homework, have students write a reaction to the story that they read in class today. What was Ray Bradbury saying about the world in 2053? What were his opinions on technology and television?

ESSENTIAL QUESTION: How does a writer effectively use literary elements in a text?**TASK: Analyzing and annotating the text; sharing responses**

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students share their reactions to the story and share two or three things from their QFR charts.
- Have students in groups of three or four write a description of the society in which Leonard Mead lives. Have students explain and answer the following questions:
 - What is the setting of this society?
 - What are the similarities and differences to this society to the one in which Jonas lived in his community?
 - Why does Leonard Mead not fit into this society?
 - What are some rules in this short story that are similar to the rules in The Giver?
 - Why would this short story be classified as a dystopian work of literature?
- Have student groups share their responses with the class.

ESSENTIAL QUESTION: How does the author's use of figurative language affect the meaning of the text?

TASK: Exploring figurative language; reading new text; sharing responses

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students discuss the following question: "What would the world be like without humans?"
- As students respond, write their answers on the white board or chart paper.
- Provide mini-lesson on figurative language and sound devices.
- Give notes over the following figures of speech and sound devices:
 - metaphor
 - simile
 - personification
 - hyperbole
 - idioms
 - alliteration

- assonance
- consonance
- onomatopoeia
- Instruct students that they are going to be reading a poem by Sara Teasdale. Set the purpose for today's reading to focus on figurative language and sound devices found within this poem and later on the short story that accompanies this poem. Have students focus on this poem, analyzing the author's perspective of how important mankind is to nature and vice versa.
- Have students read the poem, "There Will Come Soft Rains," by Sara Teasdale. (<http://www.poemhunter.com/poem/there-will-come-soft-rains/>)
- Have students share their initial reactions to the poem with the class. Then have students explain what the poem means to them and what message the author was trying to get across through her poem.
- Discuss with the students figurative language and sound devices found within this poem. For example, point out to students that the first stanza is a rhymed couplet. Then have the students find the other end rhymes in the poem. Have students identify the rhyme scheme in this poem.

ESSENTIAL QUESTION: How can authors effectively use figurative language?

TASK: Reading new text; annotating and analyzing text; comparing and contrasting texts

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have read-aloud of the short story, "There Will Come Soft Rains," by Ray Bradbury. Point out to students that this story takes a look at the rise of technology in our human lives, and the story was actually based on a poem with the same title. (http://www.jerrywbrown.com/datafile/datafile/110/ThereWillComeSoftRains_Bradbury.pdf)
- As the story is read, have students annotate the text for important phrases and passages that center around figurative language and sound devices.
- Have students compile a list of the figurative language and sound devices that they find as they annotate the text. Here are some of the following responses that they may list:
 - "The house was an altar with 10,000 attendants, big, small, servicing, attending, in choirs. But the gods had gone away and the ritual of the religion continued senselessly, uselessly."
 - "There, down tubes which fed into the cellar, it was dropped into the sighing vent of an incinerator which sat like evil Baal in a dark corner."
 - "At 4:00 the tables folded like great butterflies back through the paneled walls."
 - "The dinner dishes manipulated like magic tricks."
 - "And Spring herself, when she woke at dawn . . ."
 - "The fire crackled up the stairs."
- Have students share some of their findings with the class. As students share, write their responses on the marker board or chart paper.
- Have students compare and contrast the short story, "There Will Come Soft Rains," with the poem, "There Will Come Soft Rains." As students compare

and contrast these two texts, instruct the students to describe what these two texts say about utopia and utopian societies. Have the students explain what message both of these texts are saying about human life, nature, and technology.

ESSENTIAL QUESTION: How do authors use symbolism to further their arguments?

TASK: Exploring symbolism; annotating and analyzing text

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
ELACC7L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Instruction:

- Have students share what they think of when they hear the word “lottery.” As students share, write their responses on the white board or chart paper.
- Have students review symbolism from an earlier module. As students read, instruct them to look for objects that symbolize something in the story.
- Have students read the short story titled, “The Lottery,” by Shirley Jackson. (<http://www.americanliterature.com/Jackson/SS/TheLottery.html>)
- Discuss with students the symbolic meaning of the black box, the black dot, and the stones within the story.
- Have students discuss the characterization of men and women in the story and how each gender is portrayed.

ESSENTIAL QUESTION: How do authors use setting to help impact the mood of the text?

TASK: Exploring setting and mood; annotating and analyzing for setting and mood

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Provide mini-lesson on setting and mood and how authors use setting to create the mood of a story.
 - It is important to note that students need to know more than just where and when the story takes place, but students need to realize that setting can create a feeling or emotional response in the text, which we call mood.
- Discuss with students the setting of the short story, “The Lottery.” Have students pull out specific words, phrases, or sentences that support the setting of the story and convey the mood of the story. In analyzing the story for setting and mood, students may find the following examples:
 - “The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green.”
 - “The people of the village began to gather in the square, between the post office and the bank, around ten o’clock . . .”
 - “. . . but in this village, where there were only about three hundred people . . .”
- Have students share their setting examples with the class. As students share, write their responses on the white board or chart paper. Have students discuss what kind of feeling or emotional effect these have on the mood of the story. For example, these setting details listed above establish a mood

- that is of excitement because it is a beautiful, sunny morning, and every citizen is in attendance for the lottery.
- Have students discuss the mood at the beginning of the story and how this mood begins to change throughout the course of the story.

ESSENTIAL QUESTION: How does understanding a character's traits, emotions, and appearances impact the meaning of the text?

TASK: Exploring characterization; analyzing and annotating text

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.

ELACC7W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC7L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Instruction:

- Provide a review lesson over characterization in fiction. Make sure students know the following terms:
 - characterization
 - indirect characterization
 - direct characterization
 - protagonist
 - antagonist
 - static
 - dynamic
 - character's appearance, behavior, emotions, intellect, and traits
- Have students choose a character from one of the short stories that we have read. Students could also choose the house in the short story, "There Will Come Soft Rains." In choosing this character, point out to the students that they are going to have to do a comparison and contrast with another character from a short story or from the novel, The Giver.
- Have the students mark phrases and passages that describe this character. After giving students time to mark phrases and passages, have the students complete the classification chart over their character. Students should have found textual evidence that shows their character's appearances, emotions, and traits. They should also find similarities and differences between the character that they chose and another character in another text studied in this unit.

Characterization Comparison

Characters' Names	Textual Evidence	Similarities	Differences

- | | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|
- After students have compared and contrasted their two characters, have students write a response describing their characters' similarities and differences. Instruct the students to specifically include in their responses the following descriptions and explanations:
 - Main characters' responses or reactions to the environment in which they lived
 - Main characters' appearances and physical attributes
 - Main characters' traits and qualities that they possessed

ESSENTIAL QUESTION: What are the differences between phrases and clauses? How can I correctly use phrases and clauses within a sentence?

TASK: Exploring phrases and clauses; annotating the text

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
 ELACC7L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 a. Explain the function of phrases and clauses in general and their function in specific sentences.

Instruction:

- Provide explicit instruction on the function of phrases and clauses in general and in specific sentences. Please see the following websites for help in explaining and teaching this to your students:
 - <http://owl.english.purdue.edu/owl/resource/598/01/>
 - http://www.prismnet.com/~hcexres/style/phrases_clauses.html
- Point out to students the elements of a phrase versus the elements of a clause and make sure students can explain the function of phrases and clauses within a sentence.
- Have students use one of the short stories ("The Pedestrian," "There Will Come Soft Rains," and "The Lottery") and pull out several different sentences. Have students explain the function of the phrases and clauses within those specific sentences. For example, the students may pull the following sentence and explain its function of phrases and clauses:
 - From the short story, "The Pedestrian," by Ray Bradbury: "On this particular evening he began his journey in a westerly direction, toward the hidden sea."
 - In this sentence, one sees how several phrases and clauses function:
 - on this particular evening – adverb phrase
 - he began – independent clause
 - his journey – noun phrase
 - in a westerly direction – adverb phrase
 - toward the hidden sea – adverb phrase
- Have students complete this activity with at least 8 to 10 sentences from the short story they choose. Then have students share sentences and explain it to the class.
- Have students compare and contrast the short stories that we have read about utopian/dystopian societies.
- Instruct the students to use the following chart to complete this task:

Utopia vs. Dystopia – Comparison of Short Stories

Short Story – Title	Utopian Qualities or Characteristics	Dystopian Qualities or Characteristics
“The Pedestrian,” by Ray Bradbury		
“There Will Come Soft Rains,” by Ray Bradbury		
“The Lottery,” by Shirley Jackson		

ESSENTIAL QUESTION: How can I succeed on the assessment for this module?

TASK: Pre-writing; brainstorming; ideas and organization

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 ELACC7W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Instruction:

- Using their notes, the text(s), and referring to the prompt, students will begin the pre-writing process.
- Provide students with a copy of the writing task for this module. Discuss key terms and vocabulary with the students that are important to include within their essay.
- Provide students with a grading rubric and review the rubric with the students.
- Students are expected to complete at least the brainstorming/prewriting phase of the writing process in today’s task and aim for at least beginning the rough draft phase, allowing them an opportunity to request clarification or support from the instructor.
- Allow students time to brainstorm and pre-write and conference with students if they need help.

ESSENTIAL QUESTION: How do writers organize and research information to form a well-written piece of writing?

TASK: Writing Assessment

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC7W1. Write arguments to support claims with clear reasons and relevant evidence.
 a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 d. Establish and maintain a formal style.
 e. Provide a concluding statement or section that follows from and supports the argument presented.

Instruction:

- Have students complete the following writing assessment:
 - ARGUMENTATIVE: “The Pedestrian,” “There Will Come Soft Rains,” and “The Lottery” are famous short stories that offer visions of utopian/dystopian societies. These short stories were designed to show a variety of societies at work. In choosing one of the short stories that

we have read, decide which one of these stories portrays a utopian society in the best possible way. Provide textual evidence from the short story you have chosen, and explain why it is a better example of a utopian society than the other stories. Provide detailed arguments to support your opinion and provide reasons with your response.

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

PROMPT:

ARGUMENTATIVE: 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.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does understanding conflict help in understanding the meaning of the text?

TASK: Exploring types of conflicts; reading new text; analyzing and annotating text

Standards:

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

- Have student groups define the following words: freedom, democracy, equality, inequality, and handicap.
- Have class discussion over these terms and allow student groups to share their responses with the class. As the student groups share, write their responses on the white board or chart paper.
- Instruct students on types of conflict within a fictional piece of literature. Use these websites for additional resources in instructing students on types of conflict: (http://www.mce.k12tn.net/survival/hatchet/story_elements/conflict.htm) (<http://owl.english.purdue.edu/owl/owlprint/754/>)
- Provide each student with a copy of the short story, "Harrison Bergeron," by Kurt Vonnegut, Jr. Have students read the short story in read-aloud.
- As they read, students should use sticky notes to mark phrases, sentences, or passages that lead to the main problem or conflict in the story. Have the students pull the textual evidence and classify what the conflicts are in this story.
- For example, students may compile something as seen below:

Conflict – "Harrison Bergeron"			
Type of Conflict:	Characters or Forces Involved:	Evidence from the Story:	Internal or External:

Person vs. Society	Harrison Bergeron vs. Society/Utopia	Harrison is against the type of government that they are trying to impose on the community and the people. He is against the rules and the handicaps that they impose upon him.	External
Person vs. Person	Harrison Bergeron vs. Handicapper General		
Person vs. Environment (Nature)			
Person vs. Self			

- Discuss with the students the state of the U.S. society in 2081. Have students share their feelings on this type of utopian society that the author presents in this work of literature.
- For homework, have students write down what they think the U.S. society will actually look like when it is the year 2081.

ESSENTIAL QUESTION: How does understanding a character's traits, emotions, and appearances impact the meaning of the text?

TASK: Exploring characterization; analyzing and annotating text; comparing and contrasting texts

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have student groups mark phrases and passages that describe Harrison Bergeron. Students have already read the short story, so have them describe Harrison Bergeron from what they have read.
- After giving each group time to mark phrases and passages, have the students complete the classification chart over Harrison Bergeron. Students should have found textual evidence that shows Harrison's appearances, emotions, and traits.

Characterization – Harrison Bergeron			
Trait:	Textual Evidence:	Student Explanation:	Characterization Method (actions of character, speech, appearance, thoughts/feelings, affects on others)
Athletic	"He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."	Harrison is a true athlete in regards to talent and physical capability.	Direct Characterization
Genius			

- Have students share some of their traits with the class. As students share, write their responses on the white board or chart paper.

- Have students work in collaborative pairs and list as many similarities and differences between “Harrison Bergeron” and The Giver as they can find. Instruct students to specifically find similarities and differences for the following things:
 - Characters – Jonas and Harrison; Jonas’s family and Bergeron’s family (other characters may include: The Giver, Fiona, ballerina, etc.)
 - Themes – What messages were the authors trying to convey in each story? Were they the same or different?
 - Plot – What conflicts were evident in each story? Did Jonas and Harrison have the same types of conflict? What were the exposition, rising action, climax, falling action, and resolution of each literary text?
 - Setting – United States in year 2081; The Community in The Giver
- Have the collaborative pairs share with the class their findings on the similarities and differences in the texts.

ESSENTIAL QUESTION: How do I correctly use different types of sentence structure to show relationships among ideas?

TASK: Exploring types of sentence structure; narrative writing

Standards:

ELACC7W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

ELACC7L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Instruction:

- Provide explicit instruction on using different types of sentence structure to show different relationships among ideas. Please see the following websites for help in explaining and teaching this to your students:
 - (<http://www.kimskorner4teachertalk.com/writing/sixtrait/sentencefluency/sentencefamily.html>)
 - (<http://www.towson.edu/ows/sentences.htm>)
 - (<http://www2.bakersfieldcollege.edu/dmoton/sc%20lecture.htm>)
- Point out different types of sentence structure that Kurt Vonnegut, Jr. uses consistently in the text. He consistently uses compound, complex, and compound-complex sentences. Model identifying these types of sentence patterns. (In the story, Kurt Vonnegut, Jr. writes the following sentence: “Having no mental handicap herself, she had to ask George what the latest sound had been.”)
- In looking at this sentence that Kurt Vonnegut, Jr. wrote, ask the class what sentence pattern is noticeable. Point out how many independent/dependent clauses and phrases are identifiable. This sentence should be identified as a complex sentence. More importantly, point out why Kurt Vonnegut, Jr. uses a variety of sentence patterns in his short story.
- Have students complete the following narrative writing prompt:
 - In “Harrison Bergeron,” social equality has been achieved through handicaps imposed on the people by the Handicapper General. Describe in your own words what it would be like to be a young person living through this kind of treatment and experiencing these events firsthand. Provide specific details as to what handicaps you think would be imposed on you and what reactions and effects it would have on you and your family and friends.
- After students have completed the narrative writing prompt, allow those students who would like to share the opportunity to do so.

ESSENTIAL QUESTION: How does visual text differ from written text?**TASK: Viewing film; comparing and contrasting film and text**

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL3. Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELACC7RL7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students watch the film version of “Harrison Bergeron” titled “2081.” The film version lasts 26 minutes and 38 seconds. You can view the full film version at this link: (<http://www.youtube.com/watch?v=x7mftzcZfJ0>)
- Instruct students that they are going to watch the film of the short story, “Harrison Bergeron,” which depicts a dystopian society set in the future.
- As students watch the film, have them identify utopian and dystopian characteristics seen within the movie. Have the students complete the following graphic organizer:

“2081” – Utopian and Dystopian Characteristics		
Scene in the Film	Utopian/Dystopian Characteristic	Student Explanation of the Characteristic

- After watching the film, have students share some of the utopian/dystopian characteristics that they found within the film. As students share, write these on the white board or chart paper.
- Have students in collaborative pairs answer the following questions:
 - How does the film version connect with the short story? How does it connect with the other things you’ve learned so far in this unit?
 - Did you prefer the short story or the film version?
 - What similarities did you notice between the short story and the film version?
 - What differences did you notice between the short story and the film version?
 - What specific scenes did the film portray in a more effective manner than the story in trying to convey the author’s message?
 - How did the movie portray the setting of the story? Did the movie setting of the story coincide with the story’s setting?
 - Were there any points during the movie that you were confused? Why were you confused? Explain these scenes.
 - In several scenes of the movie, the viewer sees quotes that are written on the wall. One of the quotes written on the wall was: “Live free or die: Death is not the worst of evils.” After reading the story and viewing the film, what does this quote mean? What do you think it meant to Harrison Bergeron?
 - The viewer was also able to see Harrison Bergeron quote one of the lines of the story when he said: “If it is greatness that we must destroy, let us drag our enemy out of the darkness where it has been hiding. Let us shine a light so that at last all the world can see.” What does this quote mean to you? What do you think it meant to Harrison Bergeron?
- Have student pairs share their answers with the class and hold a class discussion with these questions.

ESSENTIAL QUESTION: How do I recognize and correct misplaced and dangling modifiers?**TASK: Exploring misplaced and dangling modifiers; analyzing and annotating text****Standards:**

ELACC7L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Instruction:

- Provide students with explicit instruction on misplaced and dangling modifiers. Please see the following websites for help in explaining and teaching this to your students:
 - (<http://www.towson.edu/ows/moduledangling.htm>)
 - (<http://owl.english.purdue.edu/owl/resource/597/1/>)
 - (http://www.writingcenter.emory.edu/resources/grammar_resources/dangling_and_misplaced_modifiers.html)
- Provide students with eight to ten examples of misplaced and dangling modifiers. Have students to practice with these so that they are able to recognize the difference between a misplaced modifier and a dangling modifier. More importantly, point out to students how to recognize and correct a misplaced modifier and a dangling modifier. Demonstrate and model this with students before you begin the task below.
- Have students take out the short story, "Harrison Bergeron;" instruct students that they are going to be using the story to learn about misplaced or dangling modifiers.
- Ask students to pull two or three sentences from the story to examine the modifiers in the sentences. The following are some examples from the text:
 - "The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake."
 - "But he didn't get very far with it before another noise in his ear radio scattered his thoughts."
 - "They weren't only equal before God and the law."
 - "And George, while his intelligence was way above normal, had a little mental handicap radio in his ear."
 - "Hazel turned to comment about the blackout to George."
- Have students take these sentences and change their modifiers so that they are misplaced in the sentences. For example, if we take sentence one above, it would look like this:
 - The photograph of Harrison Bergeron jumped again and again, as though dancing to the tune of an earthquake on the screen.
 - By moving the modifier "on the screen," to the end of the sentence, it is misplaced. This sentence would now contain a misplaced modifier.
- Practice doing this with the rest of the example sentences. Then have students pull three or four sentences from the story to practice moving modifiers to see what the sentence may sound and look like if a modifier was misplaced. Have students share one or two sentences from the story that they chose.

ESSENTIAL QUESTION: How do an author's lyrics create a message?**TASK: Listening to text; analyzing and annotating song lyrics; sharing responses****Standards:**

ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELACC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the

ideas clarify a topic, text, or issue under study.

ELACC7SL3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC7SL5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Instruction:

- Divide students into groups of three or four and provide student groups with a copy of the song lyrics from one of the songs listed below or one of teacher selection. These songs are simply suggested utopia/dystopia themed songs.
 - "Blowin' in the Wind" – Bob Dylan
 - "Utopia" – Alanis Morissette
 - "Little Boxes" – Malvina Reynolds
 - "The Trees" – Rush
 - "Somewhere over the Rainbow" – E.Y. Harburg
 - "Imagine" – John Lennon
 - "Mad World" – Michael Andrews and Gary Jules
 - "From a Distance" – Bette Midler
 - "Another Day in Paradise" – Phil Collins
- Have student groups listen and analyze one of the following songs, which has a utopian/dystopian theme. Students should follow the steps listed below:
 - Your group members should listen to the song for the first time with the lyrics in front of you all.
 - As the song plays, think about the utopian and dystopian characteristics that we have discussed in this unit.
 - Your group members should try and visualize and imagine what the song writer is trying to convey through the words of the song.
 - Write down your individual response (at least a paragraph) to the song. In this response, you should write down the meaning of the song and the message that the writer is trying to convey. You should also include your emotional response to the song.
 - As a group, share your individual responses with each other. In doing this, examine and notice the similarities and differences between your group's responses.
 - As a group, analyze the song lyrics for characteristics of a utopian/dystopian society. Write down specific textual evidence from the song that shows characteristics of a utopian or dystopian society.
 - Write a group summary of the characteristics and textual examples that your group found in your song. In this summary, your group should include the following: the meaning of the song, the group ideas discussed, and utopian/dystopian characteristics found. Your summary should also include the name of the song and the artist.
- Have student groups answer the following questions:
 - How does your song artist or author define utopia in the lyrics?
 - What ideas do they give or suggest should be in their utopia?
 - What things would be needed to plan and create their utopia?
 - What are your personal reactions and feelings toward the lyrics of your song?
 - Would this be a utopia that you would like to live? Why or would not?
 - How does the song writer portray a utopian society? What descriptions or characteristics are given?
 - How does your group's song fit into our discussion of utopia/dystopia?
 - How is your song's utopia like or unlike Jonas's society in The Giver?
- Have student groups present to the class on their group's song. Instruct the students to be creative in teaching and presenting their song to the class.

ESSENTIAL QUESTION: How does listening to a poem affect the meaning?**TASK: Viewing pictures; reading new text; listening to poem; sharing personal responses****Standards:**

ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELACC7RL7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have students discuss places that they think would be the perfect place for a utopian community.
- Provide students with pictures of what W.B. Yeats envisioned as his utopia (The Lake Isle of Innisfree). The following links will provide you with some pictures that you may want to use:
 - (<http://www.askaboutireland.ie/learning-zone/primary-students/looking-at-places/sligo/yeats-and-sligo/the-lake-isle-of-innisfre/>)
 - (<http://www.sligozone.net/Innisfree.htm>)
- Provide students with some background of the poem, "The Lake Isle of Innisfree," by W.B. Yeats.
- Have students listen and view the reading of this poem. The audio clip can be found at this link: (<http://www.poets.org/viewmedia.php/prmMID/15529>)
- As students listen to the audio recording of the poem, have students pay close attention to the following things:
 - Yeats's accent and punctuation
 - Yeats's choice of words
 - Yeats's pace and delivery
 - Yeats's tone
- As students listen, have them mark which sections of the poem inspire or appeal to them as a listener.
- After students have marked and annotated the poem as a listener, have students break down Yeats's poem by giving a detailed summary of each stanza in the poem. For example, the student's summary of the first stanza may be along the following lines: Yeats begins the first stanza by deciding to go to the island of Innisfree. Once there, he will build him a small cabin, and he will plant beans and produce honey. These ideas have been pre-planned, and the speaker has been thinking of this plan for a long time. He will live alone, and he will listen to the bees in the glade." Students should continue these summaries for the other two stanzas.
- Have students share their summaries for the class. As students share, write some of their responses on the marker board or chart paper. Discuss these summaries with the students as a class.

ESSENTIAL QUESTION: How does the author's use of figurative language affect the meaning of the text?**TASK: Analyzing and annotating the poem for figurative language; comparing and contrasting the poem to other texts****Standards:**

ELACC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7RL5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELACC7RL7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques

unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ELACC7RL9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

ELACC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

- Have student groups analyze and annotate the poem, “The Lake Isle of Innisfree,” for figurative language and sound effects taught in an earlier task. These are simply some suggestions to discuss with students; there are others that you may wish to analyze. Have students analyze the poem for the following things:
 - alliteration: “lake water lapping with low sounds by the shore”
 - assonance: “And I shall have some peace there, for peace comes dropping slow,”
 - rhyming (end rhyme): The end word in the first and third lines rhyme and the end word in the second and fourth lines rhyme.
 - Discuss with students the pattern of rhyme scheme as well.
 - internal rhyme: “While I stand on the roadway, or on the pavements grey,”
- Have student groups share their findings with the class.
- Discuss with the class how Yeats sees Innisfree as a Utopia. Allow the students to share their responses and pull textual evidence from the poem that shows how this is his utopian society, his perfect world.
- Have student groups compare Yeats’s vision of his utopian society with other utopian societies that we have read so far in this unit. The student groups can choose which other utopian society that they would like to compare Innisfree with in their comparison. They could choose the utopian society found within The Giver, “The Pedestrian,” “There Will Come Soft Rains,” “The Lottery,” or “Harrison Bergeron.” In the student groups’ comparisons, have the students describe and explain the following things:
 - each utopia societies’ rules and conventions
 - each utopia societies’ basic needs
 - each utopia societies’ ability to succeed or fail
 - each utopia societies’ ability to have peace and harmony
 - compare one aspect of the following: government, currency, education, agriculture, labor, or religion
- Have student groups present their comparisons to the class.

ESSENTIAL QUESTION: How can I succeed on the assessment for this module?

TASK: Pre-writing; brainstorming

Standards:

ELACC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC7W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

ELACC7W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Instruction:

- Using their notes, the text(s), and referring to the prompt, students will begin the pre-writing process.
- Provide students with a copy of the writing task for this module. Discuss key terms and vocabulary with the students that are important to include within their essay.

- Provide students with a grading rubric and review the rubric with the students.
- Students are expected to complete at least the brainstorming/prewriting phase of the writing process in today's task and aim for at least beginning the rough draft phase, allowing them an opportunity to request clarification or support from the instructor.
- Allow students time to brainstorm and pre-write and conference with students if they need help.

ESSENTIAL QUESTION: How can I effectively demonstrate what I have learned in this text study?

TASK: Writing Assessment

Standards:

ELACC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7W1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

ELACC7L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Spell correctly.

Instruction:

- Have students complete the following writing assessment:
 - ARGUMENTATIVE: 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.