

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 local rhetorical choices such as repetition, rhetoric devices, alliteration, onomatopoeia, imagery, word choice, and syntax, and their connections to structure, subject, and tone; analyze the impact of specific lines, stanzas, paragraphs, or scenes, and how they relate to the overall structure, subject, and tone of the text.
- 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).
- ELACC7SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate 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 what 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. 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 release of Roberto," she told him. "It was wonderful."	Meaning of release – to be killed by lethal injection; to be freed
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 family unit ."	Meaning of family unit – a family that consists of father, mother, 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 at the onset of puberty

- 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 and characters interact, how the characters react to their environment and how those reactions affect the 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
Jonas					
The Giver					

Symbolism in Literature

Symbol (Object/Tangible)	Definition of Symbol	Textual Evidence (Page Numbers and sentences)	Explanation or Meaning
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, Adam eats a fruit that was forbidden in the Garden of Eden (the forbidden society). As a result, God is displeased and took Adam out of the perfect paradise. In eating the fruit, Adam and Eve became ashamed and knew they were naked.
Color (Red)			
Gabriel			
The Sled			
Light Eyes			
The River			
The Giver			