

7th Grade: Unit Three

THE GIVER

Unit at a Glance

Grade Level: 7th

Essential Question: Which matters more: safety or love?

Length: 5–7 weeks (see [Pacing Guide](#))

Unit Texts: (see [full list of texts](#))

- *The Giver* by Lois Lowry, Houghton Mifflin Harcourt, 1993 edition (Novel)
- Supplemental Texts Included (English + Spanish)

Focus Skills: (see [Reading and Writing Skill Arcs](#))

Reading:

- Theme [RL.7.2]
- Story elements and characters [RL.7.3]
- Point of view [RL.7.6]

Writing:

- Argument writing [W.7.1]

Language:

- Compound-complex sentences [L.7.1.B]
- Grade-appropriate academic vocabulary [L.7.6]

Speaking and Listening:

- Referring to evidence in a discussion [SL.7.1.A]

Unit Overview

This 360 Unit is anchored around the novel *The Giver* by Lois Lowry (Houghton Mifflin Harcourt, 1993 edition). Students will read *The Giver*, the dystopian story of a 12-year-old boy who comes to realize his seemingly idyllic existence actually lacks freedom and love. Students will examine aspects of the novel's society that they would wish to see in their own — and aspects they would never wish to see. Students will practice analyzing the interactions between text elements and how the setting shapes both character development and plot. To help students further engage with the themes of the unit, they will discuss the author's message about rules and expectations in a society and their opinions about those rules.

By the end of this unit, students will be able to analyze how characters are shaped by the setting in which they live and the events which they experience, and how the development of these characters reveals the theme of the novel. Students will also be able to write a literary analysis essay which includes a discussion of how character change affects point of view.

WHAT'S INCLUDED

- ✓ 18 Reading Lessons
- ✓ A Set of Supplemental Texts
- ✓ A Writing Baseline Assessment
- ✓ 2 Vocabulary Activity Sets
- ✓ 2 Vocabulary Quizzes
- ✓ 1 Grammar and Usage Activity Set
- ✓ 1 Grammar and Usage Quiz
- ✓ 2 Discussion Lessons
- ✓ 1 Narrative Essay
- ✓ 1 Unit Essay

Skill Focus:

By the end of 6th grade, students should determine how specific details reveal the theme [RL.6.2] and how characters respond and change as the plot develops [RL.6.3]. In addition, students should analyze how the author develops the narrator's point of view [RL.6.6].

In this 7th grade unit, students will take these skills to the next level. In 7th grade, students should determine how specific details reveal the theme [RL.7.2] and how characters respond to the setting and change as the plot develops [RL.7.3]. In addition, students should analyze how the author develops and contrasts points of view of different characters [RL.7.6].

Reading lessons in this unit include scaffolded questions to help students meet these grade level reading standards. Independent practice for each chapter includes multiple choice questions as well as short answer prompts that are aligned to the unit standards RL.7.2, RL.7.3, and RL.7.6.

Writing in this unit is focused on helping students write an end-of-unit literary analysis essay that analyzes how particular elements of the novel interact.

How does RL.2 shift?

6th Grade: Determine a **theme** or central idea of a text and **how it is conveyed through particular details**; provide a summary of the text distinct from personal opinions or judgments.



7th Grade: 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.



8th Grade: 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.

How does RL.3 shift?

6th Grade: Describe how a particular story's or drama's **plot unfolds in a series of episodes** as well as **how the characters respond or change** as the plot moves toward a resolution.



7th Grade: Analyze how particular **elements of a story or drama interact** (e.g., how setting shapes the characters or plot)



8th Grade: Analyze how particular **lines of dialogue** or **incidents in a story or drama** propel the action, reveal aspects of a character, or provoke a decision.

How does RL.6 shift?

6th Grade: Explain how an author **develops the point of view of the narrator** or speaker in a text.



7th Grade: Analyze how an **author develops and contrasts the points of view of different characters or narrators** in a text.



8th Grade: Analyze how **differences in the points of view of the characters and the audience or reader** (e.g., created through the use of dramatic irony) **such effects as suspense or humor**.

ARC OF READING INSTRUCTION

The Giver (Novel) by Lois Lowry Houghton Mifflin Harcourt, 1993 Edition					
Reading Lesson 1	Reading Lesson 2	Reading Lesson 3	Reading Lesson 4	Reading Lesson 5	Reading Lesson 6
Chapter 1 (Pages 1-13)	Chapter 2 (Pages 14-24)	Chapter 3 (Pages 25-32)	Chapter 4 and 5 (Pages 33-50)	Chapter 6 (Pages 51-62)	Chapter 7 and 8 (Pages 63-81)
Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how characters are shaped by the setting in which they live and the events which they experience [RL.7.3].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how characters are shaped by the setting in which they live and the events which they experience [RL.7.3].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].

The Giver (Novel) by Lois Lowry
Houghton Mifflin Harcourt, 1993 Edition

Reading Lesson 7	Reading Lesson 8	Reading Lesson 9	Reading Lesson 10	Reading Lesson 11	Reading Lesson 12
Chapter 9 (Pages 82-90)	Chapter 10 (Pages 91-100)	Chapter 11 (Pages 101-110)	Chapter 12 and 13 (Pages 111-135)	Chapter 14 (Pages 136-148)	Chapter 15 and 16 (Pages 149-162)
Students read to analyze how characters are shaped by the setting in which they live and the events which they experience [RL.7.3].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how characters are shaped by the setting in which they live and the events which they experience [RL.7.3].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how the author develops one of the novel's themes in this chapter [RL.7.2].

The Giver (Novel) by Lois Lowry
Houghton Mifflin Harcourt, 1993 Edition

Reading Lesson 13	Reading Lesson 14	Reading Lesson 15	Reading Lesson 16	Reading Lesson 17	Reading Lesson 18
Chapter 17 (Pages 163-173)	Chapter 18 (Pages 174-181)	Chapter 19 (Pages 182-189)	Chapter 20 (Pages 190-203)	Chapter 21 and 22 (Pages 204-218)	Chapter 23 (Pages 219-225)
Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how an author develops and contrasts the points of view of different characters in a text [RL.7.6].	Students read to analyze how characters are shaped by the setting in which they live and the events which they experience [RL.7.3].	Students read to analyze how the author develops one of the novel's themes in this chapter [RL.7.2].	Students read to analyze how the author develops one of the novel's themes in this chapter [RL.7.2].

This unit also includes:

- Optional supplemental texts in English and Spanish that support students in developing reading volume and stamina.

Unit Test

Coming Soon: Unit Tests will be available for SY 2022-2023 as part of the CommonLit 360 for Schools package of services. For more information, encourage your administrator to email 360@commonlit.org.

ARC OF WRITING INSTRUCTION

Writing Baseline Assessment (Optional): Would you rather have complete freedom in a dangerous world, or very little freedom in a world that is very safe?

Literary Analysis Essay	Narrative Essay (Optional):
<p>Prompt: How does gaining feelings change Jonas's opinion of his community?</p>	<p>Prompt: You have just read chapter 12 of <i>The Giver</i> by Lois Lowry. The Giver has just begun transferring memories to Jonas.</p> <p>Lois Lowry wrote this passage from a third-person point of view from Jonas's perspective. What does it look/feel like for someone to transmit a memory instead of receiving one? Rewrite one of the training scenes in third-person from <i>The Giver's</i> perspective.</p>

VOCABULARY, DISCUSSION, AND GRAMMAR INSTRUCTION



Vocabulary

This unit includes **explicit vocabulary instruction** on 20 academic words. Students complete 5 activities for each set of words. Consistent with research, students encounter these words in context. Word usage is reinforced in reading, writing, and discussion activities [L.7.6]. [Learn more here.](#)



Discussion

In all CommonLit units, students discuss the texts they are reading daily. In addition to multiple opportunities for **informal discussion**, there are **two formal whole class discussions** on rules in a society and how students feel about those rules. Students receive explicit instruction on **making connections between ideas** [SL.7.1.C].



Grammar Instruction

This unit includes a short lesson and 5 practice activities on choosing among **simple, compound, complex, and compound-complex sentences** to signal differing relationships among ideas [L.7.1.B]. This skill helps students express more sophisticated ideas in writing.



Lessons & Materials

Below, you will find all of the materials needed to teach this unit. To better help you understand the choices and flexibility within the unit materials, individual lessons are tagged as Essential, Recommended, or Optional.

A sample Pacing Guide is available [here](#).

Unit Introduction

ESSENTIAL

ABOUT THIS ASSIGNMENT:

Kick off the unit with this ready-made, editable slide deck to introduce students to this 360 Unit's themes.

HOW TO FACILITATE:

- Lead students through this slide deck whole-class (10 min)

ASSIGNMENT MATERIALS:

- [Slide Deck](#)

Writing Baseline Assessment

OPTIONAL

ABOUT THIS ASSIGNMENT:

Assigning a writing baseline assessment at the beginning of the year is a great way to get to know your class and assess student strengths and weaknesses. This argumentative prompt connects to the major unit themes. It asks students to argue whether it's better to have complete freedom or complete safety, using evidence from stories, movies, real world events, or experiences from their own lives.

HOW TO FACILITATE:

Distribute the Writing Baseline Assessment on paper or through Google Docs. Set aside one class period for students to compose the essay, ideally in a silent testing environment. Students may use blank paper or a digital notebook to plan their essay. Use the Grade 6-10 Argumentative Writing Rubric to score student essays. Provide direct feedback to students on their essay using the Student Feedback Form. Have students reflect on their writing and set writing goals using the Writing Baseline Assessment Goal-Setting Tool. You may use this tool to kick off 1:1 conferences with students.

ASSIGNMENT MATERIALS:

- [Student Copy: Writing Baseline Assessment](#)
- [Grade 6-10 Argumentative Writing Rubric and Student Feedback Form](#)
- [Writing Baseline Assessment Goal Setting Tool](#)

Vocabulary Activity Set List 1

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master 10 high-impact academic vocabulary words they will see in the novel they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:

- Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
- Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Activity Set](#)
- Teacher Answer Key*
- [Activity 1 Slide Deck](#)
- [Word Wall](#)

*Not available in PDF. Coming soon in digital form!

Supplemental Texts

OPTIONAL


ABOUT THIS ASSIGNMENT:

Each CommonLit 360 Unit is accompanied by a set of supplemental texts that connect to the unit's themes. Texts can be printed or assigned digitally and include questions and activities.

HOW TO FACILITATE:

Review the [Guidance for Supplemental Text Sets](#) for ideas on how to implement supplemental texts across the unit.

ASSIGNMENT MATERIALS:

- [Would You Marry a Stranger?](#) (informational): *This text describes arranged marriages in the modern world. Use it to help students better understand why some people make this choice in real life.*
- [At a Window](#) (poem): *The speaker of this poem expresses loneliness and the longing for love. Students can compare this to Jonas's feelings as he begins to understand what love is.*
- [Censorship: For The People, Or For Controlling The People?](#) (informational): *This text explains why different governments have chosen to withhold information from their citizens. Use this text to illuminate the community's practice of restricting information.*

Reading Lesson: Chapter 1 (Pages 1-13) (Novel)

ESSENTIAL


ABOUT THIS ASSIGNMENT

In chapter 1, readers are introduced to Jonas and his world.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 1-13 and questions (45 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 2 (Pages 14-24) (Novel)

ESSENTIAL


ABOUT THIS ASSIGNMENT

In chapter 2, readers learn more about how the community is organized and about the importance of the Ceremony of Twelves.

Students will analyze how characters are shaped by the setting in which they live and the events that they experience.

HOW TO FACILITATE

- Lead students through the reading of pages 14-24 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 3 (Pages 25-32) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

Chapter 3 sheds light on the community's attitude toward those who are different.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 25-32 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 4-5 (Pages 33-50) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

Chapters 4-5 illuminate the society's treatment of the Old and their attitude toward sexual attraction.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 33-50 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 6 (Pages 51-62) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 6, readers learn how families in Jonas's society are formed.

Students will analyze how characters are shaped by the setting in which they live and the events that they experience.

HOW TO FACILITATE

- Lead students through the reading of pages 51-62 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Vocabulary Quiz 1

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This vocabulary quiz assesses students' knowledge of the vocabulary words in Vocabulary List 1.

HOW TO FACILITATE:

To assign this quiz digitally, click "Assign" and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.

To have students complete the quiz on paper, download the quiz [as a Google doc or PDF] and distribute to students.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Quiz](#)
- Teacher Answer Key*

**Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.*

Reading Lesson: Chapter 7-8 (Pages 63-81) (Novel)

ESSENTIAL

ABOUT THIS ASSIGNMENT

In chapters 7-8, readers discover that Jonas is unique in the community and has received a very important and unusual assignment.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 63-81 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Vocabulary Activity Set List 2

ESSENTIAL

ABOUT THIS ASSIGNMENT:

This vocabulary activity set will help students master the 10 high-impact academic vocab words they will see in the stories they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:

- Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
- Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Activity Set](#)
- Teacher Answer Key*
- [Activity 1 Slide Deck](#)
- [Word Wall](#)

**Not available in PDF. Coming soon in digital form!*

Discussion Lesson**RECOMMENDED****ABOUT THIS ASSIGNMENT:**

Students will discuss their answers to the following question: Which of the rules from Jonas's community would you want to adopt into our society? Which would you never want?

HOW TO FACILITATE:

- Have students prepare for discussion using the Discussion Prep handout (15 min)
- Launch discussion and have students take notes during discussion (30 min)

ASSIGNMENT MATERIALS:

- [Discussion Preparation Student Copy](#)
- [Discussion Protocols](#)
- [Student Voice Tracker](#)

Reading Lesson: Chapter 9 (Pages 82-90) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 9, Jonas is frightened when he is given permission to be rude and to lie.

Students will analyze how characters are shaped by the setting in which they live and the events which they experience.

HOW TO FACILITATE

- Lead students through the reading of pages 82-90 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 10 (Pages 91-100) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 10, readers meet The Receiver and begin to understand what Jonas's Assignment entails.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 91-100 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 11 (Pages 101-110) (Novel)

ESSENTIAL


ABOUT THIS ASSIGNMENT

In chapter 11, Jonas receives his first memories and readers learn about Sameness.

Students will analyze how characters are shaped by the setting in which they live and the events that they experience.

HOW TO FACILITATE

- Lead students through the reading of pages 101-110 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 12-13 (Pages 111-135) (Novel)

ESSENTIAL


ABOUT THIS ASSIGNMENT

In chapters 12-13, Jonas learns about colors and choice, and he wrestles with the reality of grief.

Students will analyze how an author develops and contrasts the points of view of different characters in a text..

HOW TO FACILITATE

- Lead students through the reading of pages 111-135 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Vocabulary Quiz 2

ESSENTIAL


ABOUT THIS ASSIGNMENT:

This vocabulary quiz assesses students' knowledge of the vocabulary words in Vocabulary List 2.

HOW TO FACILITATE:

To assign this quiz digitally, click "Assign" and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.

To have students complete the quiz on paper, download the quiz [as a Google doc or PDF] and distribute to students.

ASSIGNMENT MATERIALS:

- [Student Vocabulary Quiz](#)
- Teacher Answer Key*

**Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.*

Narrative Writing Set

OPTIONAL



ABOUT THIS ASSIGNMENT:

The narrative prompt can be used as an additional writing assignment. The Narrative Writing Guided Practice Packet supports students in generating ideas before drafting their stories.

HOW TO FACILITATE:

- Guide students through the most helpful activities in the Narrative Writing Guided Practice Packet.
- Have students respond to the narrative prompt.

ASSIGNMENT MATERIALS:

- [Student Handout](#)
- [Teacher Copy](#)

Grammar and Usage Activities

OPTIONAL



ABOUT THIS ASSIGNMENT:

This 360 Unit's grammar and usage activity set contains 7 activities that focus on compound-complex sentences. Great for a quick warm-up activity or homework!

HOW TO FACILITATE:

Assign the 7 activities as warm-ups, homework, or practice to prepare students for the grammar quiz.

ASSIGNMENT MATERIALS:

- [Student Grammar Activities](#)
- [Teacher Answer Key](#)

Reading Lesson: Chapter 14 (Pages 136-148) (Novel)

ESSENTIAL



ABOUT THIS ASSIGNMENT

In chapter 14, Jonas experiences pain and rebels against the unfairness of his Assignment. He also gives a memory to Gabe for the first time.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 136-148 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 15-16 (Pages 149-162) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapters 15-16, Jonas experiences war and love, leaving him longing for change in the world.

Students will examine how the author develops one of the novel's themes in this chapter.

HOW TO FACILITATE

- Lead students through the reading of pages 149-162 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 17 (Pages 163-173) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 17, Jonas realizes that a gulf of experience has opened between him and his friends.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 163-173 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Grammar and Usage Quiz**OPTIONAL****ABOUT THIS ASSIGNMENT:**

This grammar quiz assesses students' knowledge of the unit's grammar skill: compound-complex sentences.

HOW TO FACILITATE:

- Assign the grammar quiz to students (10 min)

ASSIGNMENT MATERIALS:

- [Student Grammar Quiz](#)
- Teacher Answer Key*

*Not available in PDF. Coming soon in digital form!

Reading Lesson: Chapter 18 (Pages 174-181) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 18, Jonas learns about the fate of the last Receiver in Training, Rosemary.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 174-181 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 19 (Pages 182-189) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 19, Jonas learns that "release" is murder.

Students will analyze how an author develops and contrasts the points of view of different characters in a text.

HOW TO FACILITATE

- Lead students through the reading of pages 182-189 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Discussion Lesson 2**RECOMMENDED****ABOUT THIS ASSIGNMENT:**

Students will discuss their answers to the following question: Now that Jonas knows what "release" really is, what should his next step be?

HOW TO FACILITATE:

- Have students prepare for discussion using the Discussion Prep handout (15 min)
- Launch discussion and have students take notes during discussion (30 min)

ASSIGNMENT MATERIALS:

- [Discussion Prep Handout](#)
- [Student Voice Tracker](#)
- [Discussion Protocols](#)

Reading Lesson: Chapter 21-22 (Pages 204-218) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapters 21-22, Jonas flees the community, risking his own life to save Gabriel.

Students will examine how the author develops one of the novel's themes in this chapter.

HOW TO FACILITATE

- Lead students through the reading of pages 204-218 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Reading Lesson: Chapter 23 (Pages 219-225) (Novel)**ESSENTIAL****ABOUT THIS ASSIGNMENT**

In chapter 23, the novel reaches its deliberately ambiguous ending, in which Jonas either safely reaches a different kind of community or dies in the snow.

Students will examine how the author develops one of the novel's themes in this chapter.

HOW TO FACILITATE

- Lead students through the reading of pages 219-225 and questions (50 min)
- Have students complete the multiple choice independent practice (5 min)
- Have students complete the written independent practice (15 min)

ASSIGNMENT MATERIALS

- [Teacher Copy](#)
- [Student Copy](#)

Writing: End of Unit Essay**ESSENTIAL****ABOUT THIS ASSIGNMENT:**

This end of unit activity requires that students respond to the following writing prompt:

How does gaining feelings change Jonas's opinion of his community?

HOW TO FACILITATE:

This end of unit activity should be completed independently. You can use the Exemplar Essay and the Essay Rubric to evaluate student writing.

ASSIGNMENT MATERIALS:

- [Student Essay Handout](#)
- [Exemplar Essay](#)
- [Essay Rubric](#)



Training & Support Resources

CommonLit 360 is rich with resources for teachers and administrators. In addition to this PDF Unit Guide, here are just a few additional tools available to teams for free:

- ↳ Document: [Curriculum Framework, An Overview](#)
- ↳ Document: [Themes & Topics Overview](#)
- ↳ Live Webinar: [Getting Started with CommonLit 360](#)
- ↳ Instructional support videos available on each unit's [Support and Resources page](#)

Ready to roll out CommonLit 360 in your school or district? [Read about the affordable professional development](#) we offer for schools and districts through our CommonLit for Schools packages.

Pacing Guide

With appropriate pacing, Grade 7, Unit 3 should take roughly 5-7 weeks of instructional time. This assumes **45 minutes** of daily instruction. With this assumption, many of the reading lessons can last up to 2 days/class periods and should be spaced accordingly. Supplemental reading, vocabulary activities, and grammar activities can often be assigned as homework. Teachers should expect to revise pacing as needed.

WEEK 1

Mon.	<ul style="list-style-type: none"> • Unit Introduction Slide Deck • Vocabulary Activity Set 1: Activity 1 • <i>The Giver</i> Chapter 1
Tues.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 2 • <i>The Giver</i> Chapter 2
Wed.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 3 • <i>The Giver</i> Chapter 3
Thurs.	<ul style="list-style-type: none"> • Vocabulary Activity Set 1: Activity 4 • <i>The Giver</i> Chapter 4 & 5
Fri.	Flex time for: <ul style="list-style-type: none"> • Completion of previous activities • Supplemental text set reading • Teacher-created activities

WEEK 2

Mon.	<ul style="list-style-type: none"> Vocabulary Activity Set 1: Activity 5 <i>The Giver</i> Chapter 6
Tues.	<ul style="list-style-type: none"> Vocabulary Quiz 1 <i>The Giver</i> Chapters 7 & 8
Wed.	<ul style="list-style-type: none"> Vocabulary Activity Set 2: Activity 1 Discussion Lesson 1 RECOMMENDED
Thurs.	<ul style="list-style-type: none"> Vocabulary Activity Set 2: Activity 2 <i>The Giver</i> Chapter 9
Fri.	Flex time for: <ul style="list-style-type: none"> Completion of previous activities Supplemental text set reading Teacher-created activities

WEEK 3

Mon.	<ul style="list-style-type: none"> Vocabulary Activity Set 2: Activity 3 <i>The Giver</i> Chapter 10
Tues.	<ul style="list-style-type: none"> Vocabulary Activity Set 2: Activity 4 <i>The Giver</i> Chapter 11
Wed.	<ul style="list-style-type: none"> Vocabulary Activity Set 2: Activity 5 <i>The Giver</i> Chapters 12 & 13
Thurs.	<ul style="list-style-type: none"> Vocabulary Quiz 2 Narrative Writing OPTIONAL
Fri.	Flex time for: <ul style="list-style-type: none"> Completion of previous activities Supplemental text set reading Teacher-created activities

WEEK 4

Mon.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 1 and 2 <i>The Giver</i> Chapter 14
Tues.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 3 and 4 <i>The Giver</i> Chapters 15 & 16
Wed.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 5 <i>The Giver</i> Chapter 17
Thurs.	<ul style="list-style-type: none"> Grammar and Usage Activities: Parts 5 <i>The Giver</i> Chapter 18
Fri.	Flex time for: <ul style="list-style-type: none"> Completion of previous activities Supplemental text set reading Teacher-created activities

WEEK 5

Mon.	<ul style="list-style-type: none"> <i>The Giver</i> Chapter 19
Tues.	<ul style="list-style-type: none"> Discussion Lesson 2 RECOMMENDED Class Discussion OPTIONAL
Wed.	<ul style="list-style-type: none"> <i>The Giver</i> Chapter 20
Thurs.	<ul style="list-style-type: none"> <i>The Giver</i> Chapters 21-22
Fri.	Flex time for: <ul style="list-style-type: none"> Completion of previous activities Supplemental text set reading Teacher-created activities

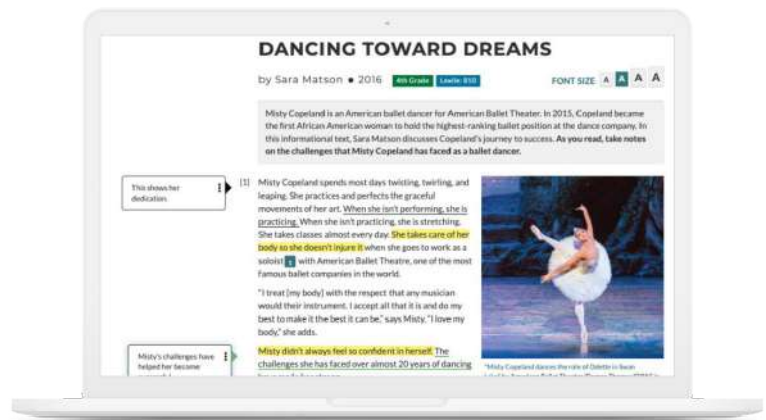
WEEK 6

Mon.	<ul style="list-style-type: none">• <i>The Giver</i> Chapter 23• Unit Essay
Tues.	<ul style="list-style-type: none">• Unit Essay
Wed.	<ul style="list-style-type: none">• Unit Essay
Thurs.	Flex time for: <ul style="list-style-type: none">• Completion of previous activities• Supplemental text set reading• Teacher-created activities
Fri.	Flex time for: <ul style="list-style-type: none">• Completion of previous activities• Supplemental text set reading• Teacher-created activities



CommonLit 360: Digital Experience

One of the reasons CommonLit 360 is so unique is that it is accessible through a free, state-of-the-art digital platform. Reading, writing, and vocabulary lessons and assessments within a CommonLit 360 unit can be assigned to students through CommonLit.org. During and after the lesson, teachers can view formative assessment data through a real-time lesson dashboard to easily track completion and progress. All of these digital features are free for teachers and students, just like the rest of CommonLit. To learn more about the digital experience, [sign up for an upcoming CommonLit 360 webinar](#) or email help@commonlit.org.



Appendix I: Text Selection & Text Complexity

When selecting texts for this unit, CommonLit considers both quantitative and qualitative measures of text complexity.

SUPPLEMENTAL TEXTS (ENGLISH)

Text Title	Lexile	Description
Would You Marry a Stranger by Jessica McBirney (Non-fiction)	1280L	This text describes arranged marriages in the modern world. Use it to help students better understand why some people make this choice in real life.
At a Window by Carl Sandburg (Poem)	Non-Prose	The speaker of this poem expresses loneliness and the longing for love. Students can compare this to Jonas's feelings as he begins to understand what love is.
Censorship: For the People, Or For Controlling the People by Jessica McBirney (Non-Fiction)	1260L	This text explains why different governments have chosen to withhold information from their citizens. Use this text to illuminate the community's practice of restricting information.

SUPPLEMENTAL TEXTS (SPANISH)

Text Title	Lexile	Description
¿Te casarías con un extraño? por Jessica McBirney (Non-fiction)	1140L	This text describes arranged marriages in the modern world. Use it to help students better understand why some people make this choice in real life.
Desde una ventana por Carl Sandburg (Fiction)	Non-Prose	The speaker of this poem expresses loneliness and the longing for love. Students can compare this to Jonas's feelings as he begins to understand what love is.
Censura: ¿para las personas o para controlar a las personas? by Jessica McBirney (Non-Fiction)	1150L	This text explains why different governments have chosen to withhold information from their citizens. Use this text to illuminate the community's practice of restricting information.