**Unit Plan - *The Giver***

**Course:** English **Theme/ Topic:** *The Giver*

**Teacher:** Jeffrey Holle  **Grade:** Eighth

**Duration:** 15 Days

**Rationale for the unit:** The state curriculum for the eighth grade states that students will be able to "analyze and interpret important ideas and messages in literary texts"(standard 3.A.6). *The Giver* is written with language appropriate for the students reading levels and the plot should be easily understood by the students. Within standard 3.A.6 of the Maryland state curriculum are the following objectives that can also be satisfied by reading and analyzing *The Giver* - analyze main ideas and universal themes; summarize or paraphrase; reflect on and explain personal connections to the text; and explain the implications of the text for the reader and/or society.

The students have been designated as Gifted and Talented by the school and all students are reading on or above grade level. The students have all been exposed to theme and main idea in their previous classes and should be able to identify them in the novel after a lesson refreshing their memories of the concepts. During free reading time in the classroom students often read science fiction; *The Giver* has been chosen because of class interest in science fiction and its readability.

**Goals of the unit:** During the unit on *The Giver* students will read the novel in order to be able to identify literary elements found within it. Students will be able to indicate what the main ideas and themes of *The Giver* are, summarize portions of the novel, make personal connections with the text and express those connections in writing, and explain the implications of the novel for themselves and others. Since the classroom is comprised of gifted and talented students they will be able to handle in class reading on their own; the in class readings will be supplemented with graphic organizers and class discussion.

The discussions about *The Giver* will include both small-group discussion and discussions lead by me that the whole class will participate in. Socratic seminars will also be used in lieu of small group discussion on days predetermined; planning the seminars ahead of time will allow the students to come to class prepared with questions created for homework the night prior.

**-** Students will learn about main ideas.

**-** Students will know how to paraphrase and summarize texts.

**-** Students will know universal themes common throughout texts.

**-** Students will understand that texts can have implications on themselves and others.

**Materials/ technology needed for the unit:**

**-** Copies of *The Giver* **-** Audio book of *The Giver*

**-** Language Arts textbooks **-** Computer

**­-** Projector **-** Various graphic organizers

**Assessment:** Assessments will be given both formally and informally. At the end of the unit a test will be given on *The Giver* that will assess the students knowledge on the main ideas of the book and their ability to support their own opinions/ predictions using support from the text. If students are able to correctly identify main ideas that are throughout *The Giver* they will have achieved the goal of learning about main ideas. The main ideas portion of the assessment will not have answers that are predetermined, the students will present what they feel is the main idea of the novel and support their answer using evidence found in the text. If students are able to successfully support their ideas they will have achieved the goal of learning about main ideas.

To assess whether or not students have learned how to summarize texts they will be asked periodically throughout the novel to summarize portions that they have read. The assessment of their ability to summarize will be done informally until the final test given at the end of the unit; at the beginning of class I will ask students to share a brief summary of what was read the previous class period; because I will not be able to hear from each student using this method I will not be grading them on their answers, but instead be giving participation based on students input and their reaction to their peers. If students are noticeably having trouble with summarizing before the final test we will return to the topic to reinforce strategies. The final test of the unit will require students to briefly summarize the last portion of the novel. Successful completion of the final tests and my informal assessment of students ability to summarize texts will ensure that students have completed the goal of knowing how to summarize a text.

Assessing students' knowledge of universal themes and the implications that texts can have can be done simultaneously. By having students identify themes found within *The Giver* such as the importance of the individual, they can also use that theme to show its implications on the reader and society as a whole. The assessment of students knowledge of theme will be done periodically throughout the novel informally. When scenes in the novel arise that support a theme, students will be asked to identify the theme and discuss what implications the theme has on themselves and others; for instance, when the children in *The Giver* are assigned their positions in the community the elders bring to light the differences amongst the children in the community. Through the use of Socratic questioning I would like for the students to be able to recognize that the differences between the children in the novel were always present, but were not discussed because it was looked down upon. Furthering that thinking the students should address that differences should be noticed and that acting as though something does not exist in society does not make it so. The assessment of students knowledge of universal themes and the implication of texts will be done on the final unit test; I will give the students a theme and ask them to support it, then they will be asked what implications the text can have on themselves on others (the response will be graded based on their level of support as a specific answer will not be expected).

**Taxonomy Chart**

**Knowledge**

**1.** Students will be able to define theme.

**2.** Students will describe the difference between paraphrasing and summarizing.

**Comprehension**

**1.** Students will be able to summarize portions of *The Giver*.

**2.** Students will predict what will happen to Jonas after he is assigned the position of Receiver of Memory.

**3.** Students will be able to give an example of how the utopian society is flawed.

**Application**

**1.** Students will be able to relate events in *The Giver* to life experiences.

**2.** Students will contribute to a Socratic seminar by answering and posing questions to the group.

**Analysis**

**1.** Students will compare the views of Jonas and the overall view of the Community.

**2.** Students will outline events in *The Giver* in order to identify main events that take place throughout the novel.

**Synthesis**

**1.** Students will create an ending to *The Giver* that they find best fits the novel.

**2.** Students will devise a plan for Jonas to either escape the Community or to share his vision with the Community and inspire them to return memories to the people.

**Evaluating**

**1.** Students will defend Jonas's decision to escape by identifying the flaws of the Community.

**2.** Students will evaluate utopian society and come to a conclusion of whether or not it is obtainable.

**Explanation of Alignment with Unit Goals**

The objective planned for the unit were all created in mind of the overall unit goals. The objective "students will be able to define theme" is a clear example of how they were tuned in order to fulfill the units goals. They are very similar because they complement each other, by completing the objective the student is working toward the unit goal of learning about main ideas and the goal of knowing universal themes common throughout texts. The goal of knowing how to paraphrase and summarize is shown throughout the objectives too; students use different methods of summarizing, but they are still learning how to summarize texts. Whether students are directly summarizing portions of the text or outlining important events, they are learning that important events need to be included in summaries for them to be effective.

While the unit goal of students understanding that texts can have implications on themselves is not expressed directly in my objectives it is accomplished through completion of a few of them. When students come to a conclusion of whether or not utopian society is obtainable, they are applying the concepts of the novel to the real world and in turn coming to a realization that the text has deeper meanings that are applicable to the world we live in.

**Unit Extensions and/ or Resources and/ or Accommodations**

Because the class is filled with students classified gifted and talented there are quite a few students who will want to read ahead of the rest of the class. Students who read ahead of the class during silent reading or do more reading at home will be required to work with the other students to insure their understanding and to contribute with the rest of the class. During periods of silent reading the students will be given an opportunity to choose their alternate work; I will either provide them with short stories to read, or another young adult novel based on things they find interesting.

The students doing the work ahead of the class will not be required to complete work beyond that in which the rest of the class is doing, but they will be expected to discuss the books they are reading during class periods with me to ensure that they are making good use of their time.