

Diocese of Wheeling-Charleston

CASE Unit Planner

Name of Teacher: Barb Been	Grade Level: 7th Grade (Depending on Reading Level)
Subject Area: Literature	Cross Curricular Opportunities: Language Arts & Religion
Unit Title: <i>The Giver</i> : A Novel Study	Estimated Duration of Unit (between 2-9 week): 8 weeks

Overview of Unit: This unit focuses on Lois Lowry's *The Giver*. Students will read the entire novel and they will be provided with opportunities to complete a variety of activities including several technology based assignments. While reading and discussing this novel, students will reflect upon and participate in activities related to the major themes of making choices and courage. Students will also focus their reading and discussions on other major literary elements including plot, setting, and symbolism.

Forms of Text (non fiction/fiction): Fiction and Non-Fiction	Teaching Strategies: Whole class instruction, group work, and independent work
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Catholic Identity Connections: Students will have the opportunity to research saints and their acts of courage in comparison to Jonas from *The Giver*. When completing the making choices activity in class, discussion topics relating to sharing their faith and living the message of Jesus will be incorporated.

Assessment (authentic/published - summative/formative): Authentic, Publishes, Summative, and Formative

Standard Number	Standards	Description of Activity	Resources	Date of Completion
ELA.7.1, ELA.7.2, ELA.7.3, ELA.7.26, ELA.7.34	Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text. Analyze how particular	<u>We will begin the unit on The Giver by doing a discussion Kahoot! on questions relating to the novel. Before beginning the Kahoot! discuss with students respectful discussion techniques, especially when we don't agree. Then begin Kahoot! pre-reading activity. There are ten questions on this Kahoot! to get students thinking about the novel. After each question discuss as a class the different view points to the topics presented.</u>	<u>Select the box on the left for a link to Kahoot!.</u> <u>Select this box to the Kahoot! pre-reading activity for The Giver.</u>	Day 1
		To continue to build interest have students complete an in-class project where they create their ideal community. As a class brainstorm the different parts of our society that we use on a daily basis. Then explain to students that they will be creating their ideal community. They should consider the different parts of our society that we just brainstormed, as well as what concepts they would/would not want to keep in their own community. For this project, students will need to create a map of their community including a legend. They also need to type a list of their community rules/laws, and a one paragraph description of how their community runs on a daily basis.	<u>Sample Community Project</u>	Days 2 & 3

<p>elements of a story or drama interact (e.g., how setting shapes the characters or plot). Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Have students set up their community projects around the classroom. Explain to students that today we will be completing a Museum Walk with the projects. While they move from project to project, have students write down ideas/concepts that they found interesting in other people's projects and questions they have for the community planners. Give students the first 20 minutes of class to complete the Museum Walk. For the remaining 20 minutes come back together as a class and discuss the projects and questions they had.</p>		Day 4
	<p>Review the elements of a plot chart (exposition, inciting incident, rising action, climax, falling action, and resolution). Have students put the meaning of plot and the different elements of a plot chart w/meanings in their <i>The Giver</i> Plot notes.</p>	The Giver Blank Plot Chart	Day 5
	<p>Read and discuss chapters 1 & 2 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters. Then complete a mini-lesson on symbolism. Have students begin to a "Symbol Log for <i>The Giver</i>" where they will write down the symbols and their meanings as we read the novel.</p>	The Giver Discussion Questions to use for the Unit. Symbolism Slides for Mini-Lesson	Days 6 & 7
	<p>Read and discuss chapters 3 & 4 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters. Then complete slides 1-20 of the Nearpod activity on dystopias and utopias. Have students begin to brainstorm which setting they think "The Community" from <i>The Giver</i> is at this point in the book.</p>	Select the box on the left for a link to Nearpod. Select this box for a link to the PDF version of the Nearpod society activity.	Days 8 & 9
	<p>Read and discuss chapters 5 & 6 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. As students read about "The Ceremony" have them keep track of what happens for each age milestone in the Community. Have them discuss which ceremony they would most be looking forward to and why.</p>		Days 10 & 11
	<p>Read and discuss chapter 7 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from this chapter and any symbols to their symbol log. Then have students write a journal entry as to why they think the Chief Elder skips over Jonas and what Jonas must be feeling at that moment.</p>		Day 12
	<p>Share the journal entries from the activity from Day 12. Read and discuss chapter 8 of <i>The Giver</i>. Evaluate students predictions from the journal activity from Day 12. Have students add to their <i>The Giver</i> plot notes, the main events from this chapter and any symbols to their symbol log.</p>		Day 13
	<p>Read and discuss chapters 9 & 10 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. As students read about "The Ceremony" have them keep track of what happens for each age milestone in the Community. Have them discuss which ceremony they would most be looking forward to and why.</p>		Days 14 & 15

	<p>Read and discuss chapters 11-13 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. Have students journal on what is the earliest happy memory that they have and explain how their life would be different without these memories.</p>		Days 16 & 17
	<p>Read and discuss chapters 14-16 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. Have students journal on what is a painful memory that they have and if they had the opportunity to get rid of this memory would they? Explain.</p>		Days 18 & 19
	<p>Discuss responses from the past two journal entries about memories. Have students complete this discussion as a Think, Pair, Share activity. Read and discuss chapter 17 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from this chapter and any symbols to their symbol log.</p>		Day 20
	<p><u>After reading chapter 17 of <i>The Giver</i> and discussing the topic of making choices along with identifying the consequences of choices, students will create their own RWT cube. The cube for this activity will offer students the opportunity to reflect upon the choices in their own life, as well as the choices Jonas makes in <i>The Giver</i>. Specifically, students will use three guiding questions about making difficult choices in their own lives, as well as three guiding questions about the difficult choices that Jonas faces in <i>The Giver</i>. Once students complete their cubes, we will use the cubes to discuss the positive and negative consequences that their choices can have.</u></p>	<p><u>Select the box on the left for a link to the RWT Cube Creator. Select this box for a link to a sample RWT Cube on choices.</u></p>	Days 21 & 22
	<p><u>Read and discuss chapters 18 & 19 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. After reading chapter 19 complete the remaining slides of the Nearpod activity on dystopias and utopias (slides 21-26). Have students re-evaluate their original reflection about "The Community" in <i>The Giver</i>.</u></p>	<p><u>Select the box on the left for a link to Nearpod. Select this box for a link to the PDF version of the Nearpod society activity.</u></p>	Days 23 & 24

	<p>Read and discuss chapter 20 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. After reading chapter 20 introduce the courage activity that they will be working on for the next two days. As a class, have a discussion on what it means to be courageous do this opening as a TPS activity. Students will then work with a partner to research different courageous figures in history and their courageous actions. The historical figures that students will research include Maximilian Kolbe, Amelia Earhart, Joan of Arc, Mother Teresa, Nelson Mandela, Helen Keller, Galileo Galilei, Frederick Douglass, and Melba Pattillo Beals. After students research their historical figures, they will create a Venn Diagram poster comparing and contrasting their historical figures' actions to Jonas's actions. After the Venn Diagram posters are created, we will complete a museum walk and then discuss the findings on courage and what traits make someone courageous. We will then transfer our findings to discuss what traits make Jonas courageous and how we can be courageous in our own lives.</p>	<p>A rubric for the Courage project.</p>	<p>Days 25, 26, & 27</p>
	<p>Read and discuss chapters 21, 22, and 23 of <i>The Giver</i>. Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. After reading chapter 23 discuss the ending and what students believe happen to Jonas and Gabe. Introduce to students the remaining three novels in <i>The Giver Quartet</i> for any students who want to find out what happens to Jonas and Gabe.</p>	<p>A link to The Quartet Information on Lois Lowry's website</p>	<p>Days 28 & 29</p>
	<p><u>When we are finished reading The Giver, students will create a RWT timeline, which will need to include ten to twelve main events/memories from the novel in correct time order from the novel. For each event students need to identify which part of plot the event belongs in, include an image that is significant to that event/memory, and give details about that event/memory. Students should be able to support their selections with reasoning and details based on the lessons and discussions that we will have completed in class about plot/main ideas and their plot notes.</u></p>	<p>Select the box on the left for a link to the RWT Timeline Creator. Select this box for a link to a sample The Giver timeline.</p>	<p>Days 30 and 31</p>
	<p>Have students do a Museum Walk presentation of their timelines. While students are participating in the Museum Walk have them make notes of what main events they noticed as similar and different to their own timelines. Comeback together as a class and discuss the events and images selected for the timelines.</p>	<p>A rubric for the RWT Timeline project.</p>	<p>Day 32</p>
	<p><u>When we finish reading The Giver, students will identify which symbol they felt was the most powerful/meaningful to the overall novel. They will then create a Canva post for this symbol, which is similar to an Instagram post. For their posts, students need to include the image that represents the symbol in The Giver, as well as a significant quote for the symbol.</u></p>	<p>Select the box on the left for a link to Canva. Select this box for a link to a sample The Giver canva.</p>	<p>Day 33</p>

		Once everyone is finished with their Canvas, students will present their posts to the class. In the presentations they will need to explain why they selected that symbol, what the symbol represents, and how the quote they selected connects to that symbol.		Day 34
		Go over the study guide for the test on <i>The Giver</i> as a whole. Give students time to work on completing the study guide and creating a study tool to help them prepare for the test.	Study Guide for The Giver test	Day 35 & 36
		Using the discussion questions, study guide, plot, and symbol notes play a review game with students to prepare for tomorrow's test on <i>The Giver</i> .		Day 37
		Have students take final test on <i>The Giver</i> unit.	Test for The Giver	Day 38

Differentiated Instruction Opportunities/Overview: Students work in cooperative learning groups, which allows for students to complete peer-led activities and provided support to each other when needed. The various activities that students worked on provided a variety of learning activities including visual spatial and technology based activities.

Cross Curricular Opportunities: There will be opportunities for students to strengthen their writing skills in Language Arts class through the journals that they write. There will also be opportunities for students to discuss the religious content of the activities provided for *The Giver*.

Standard Number	Standards	Description of Activity	Resources	Date
ELA.7.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.	Read and discuss chapter 7 of <i>The Giver</i> . Have students add to their <i>The Giver</i> plot notes, the main events from this chapter and any symbols to their symbol log. Then have students write a journal entry as to why they think the Chief Elder skips over Jonas and what Jonas must be feeling at that moment.		Day 12
ELA.7.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.	Read and discuss chapters 11-13 of <i>The Giver</i> . Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. Have students journal on what is the earliest happy memory that they have and explain how their life would be different without these memories.		Days 16 & 17

ELA.7.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.	Read and discuss chapters 14-16 of <i>The Giver</i> . Have students add to their <i>The Giver</i> plot notes, the main events from these chapters and any symbols to their symbol log. Have students journal on what is a painful memory that they have and if they had the opportunity to get rid of this memory would they? Explain.		Days 18 & 19
C.III.2	Human beings have been given free will and are able to direct themselves toward their true good.	<u>After reading chapter 17 of The Giver and discussing the topic of making choices along with identifying the consequences of choices, students will create their own RWT cube. The cube for this activity will offer students the opportunity to reflect upon the choices in their own life, as well as the choices Jonas makes in The Giver. Specifically, students will use three guiding questions about making difficult choices in their own lives, as well as three guiding questions about the difficult choices that Jonas faces in The Giver. Once students complete their cubes, we will use the cubes to discuss the positive and negative consequences that their choices can have.</u>	<u>Select the box on the left for a link to the RWT Cube Creator. Select this box for a link to a sample RWT Cube on choices.</u>	Days 21 & 22

JC.III.8, JC.III.9, JC.III.11, JC.III.12	Jesus asks us to love as He does, even our enemies, Jesus taught the two great commandments: to love God with our whole mind, heart, and soul and to love our neighbor as ourselves, Jesus teaches that whoever possesses and uses authority should exercise this authority as a service to and for others, Citizens are not required to obey civil authorities when their directives contradict the moral law, the rights of others, or the teachings of the Gospel.	After reading chapter 20 introduce the courage activity that they will be working on for the next two days. As a class, have a discussion on what it means to be courageous do this opening as a TPS activity. Students will then work with a partner to research different courageous figures in history and their courageous actions. The historical figures that students will research include Maximilian Kolbe, Amelia Earhart, Joan of Arc, Mother Teresa, Nelson Mandela, Helen Keller, Galileo Galilei, Frederick Douglass, and Melba Pattillo Beals. After students research their historical figures, they will create a Venn Diagram poster comparing and contrasting their historical figures' actions to Jonas's actions. After the Venn Diagram posters are created, we will complete a museum walk and then discuss the findings on courage and what traits make someone courageous. We will then transfer our findings to discuss what traits make Jonas courageous and how we can be courageous in our own lives.	A rubric for the Courage project.	Days 25, 26 & 27
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Teaching Strategies Checklist

Writing

x	Paragraph
	Essay (narratives, fairy tales, realistic fiction)
x	Summary
x	Research
x	Detailed answers (text supported)
x	Notes (note taking skills, outlines)
x	Complete sentences

Reading

x	Informational text
x	Lexile
	Complex literature
x	Speaking
x	Listening

x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities
	common core standards (literature circles)
Technology	
x	Smartboard
x	Computers
	iPads
x	Powerpoint, Elmo etc.
Differentiated Instruction	
x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching
Assessment	
x	Project based
x	Writing prompt
	Portfolio
x	Observation
	Quiz
x	Technology based
x	Test
	Student created test
x	Presentation
x	Journal
x	Think, pair, share
	Summary
x	Oral questioning
	Analogy
	Powerpoint, or movie maker
Authenticity	
x	Various activities
x	Inquiry, research and evidence
x	Evidence of time management and planning

Problem solving strategies

Summary of Unit after Completion:

By completing this unit on *The Giver*, students will have a better understanding of the literary elements: plot, setting, and theme. Through the theme activities, students will also learn that not all choices have a positive outcome and what are different strategies they can use to make difficult decisions. They will also be exposed to real courageous people, and the different ways acts of courage have been present throughout history. Finally, because the students love to read sci-fi novels in a series and already have experience with *The Hunger Games*, *Divergent*, and *Maze Runner* series, it will also provide them with another set of books, *The Giver Quartet*, to explore and read.