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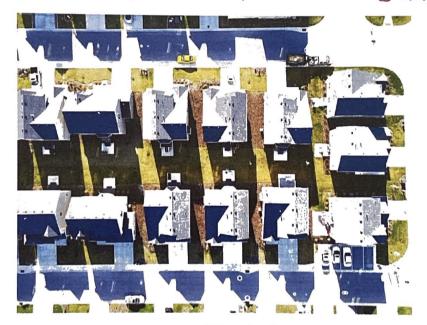
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The Giver (1-6) "Against the Rules"

Lesson Objective: Examine the characteristics of a community and its response to an unusual event.

Do Now

Directions: In today's reading, we will learn about the neighborhood, or community, that serves as the setting of *The Giver*. Look at the image below carefully and answer the questions that follow. **5** min. S.S.



5 mir. debrief

| 1. | What do you notice about this neighborhood? | CC | 2-3 | idea |
|----|---|----|-----|------|
| Τ. | what do you notice about this neighborhood? | | | , ae |

| · houses look the same | · big houses, no | fences, close |
|------------------------|------------------|---------------|
| · organized, clean | together | • |
| | | |

2. Why might someone want to live in a neighborhood like this? Why might someone not want to live in a neighborhood like this? TtT → swee 1-2 ideas for each.

| · predictable, could be safe | ·not much special / unique |
|---|----------------------------|
| · no signs of poverty | · not a lot of privacy |
| ·structured, no competition | . could be boring |
| © Deadie of Deaders ideas of Occasional Constructions | • |

" while I read, notice:

1. The opening of the novel describes a flashback, when a character recalls a previous event. What event is Jonas remembering? What details strike you as important? Make some notes below and be sure to include page numbers for any text references. *pause after p. 1: event is a jet (nords) * 2 min. to Joh -> CC 2-3 after ped "trembled"

· strange jet flies by wice

· Voice in speaker gives directions; everyone obeys

contact ments to sections

On Your Own: Reread Pages 1-3

· all of this is frightening

Lythow would you describe the mood/feel

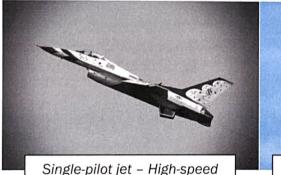
4 min AR pull backing of this opening?

Annotate as you read, using the following guideline:

Underline key details that help you understand what makes this event frightening.

17 model detail 1, then release "it was against the rules ...

2. Look at the images below.



CC to read

Single-pilot jet - High-speed aircraft usually used during war or battle



Cargo plane - Slower moving aircraft usually used to deliver supplies

(c to read

Reread this line from the text:

But the aircraft a year ago had been different. It was not a squat, fat-bellied cargo plane but a needle-nosed single-pilot jet.

"Use other details from text to helpyou"

30 sec. TIT -7

a. What strikes you about this comparison between the jet and the cargo plane? cc 2-3 strong ->

CWE note-taking

· fast, "sleek" "needle-nosed" so · slow, "squat" "Fat-bellied" it culs through sky · usually deliver things 7 signal · used in war -> signal danger

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17 feed word "ominous something that is a sign of threat

Turn and Task: Why might the jet and Jonas's memory of it be important enough to begin the novel?

| N | ot | es |
|---|----|----|
| | - | - |

SKIP

Reread and compare these two details. Compare the reactions of Jonas and the community members in each detail. (Hint: Use the full text on page 2 to help you.)

| Detail 1 | Detail 2 |
|---|---|
| Jonas, looking around anxiously, had seen others – adults as well as children – stop what they were doing and wait, confused, for an explanation of the frightening event. (p. 2) | Instantly, obediently, Jonas had dropped his bike on its side on the path behind his family's dwelling. He had run inside and stayed there, alone. Looking through the front window, he had seen no people [] He saw only the abandoned bikes here and there on their sides; an upturned wheel on one was still revolving slowly. (p. 2) |

- What are Jonas and the others waiting for in Detail 1? an explanation of the plane take hands
- Who or what is Jonas obeying in Detail 2? the vace on the speaker TIT
- What do you make of these reactions? What details make the community members seem apprehensive?

The community members do not seem to make decisions

for themselves. They are obedient and apprehensive when 2 min things seem unusual or unexplained. When they get cc strong an instruction, they react so fast that "an uptured wheel" is still "vevolving slowly," so it seems like they don't @Reading Reconsidered Curriculum question authority.

What do the reactions suggest about the community

Reread this line from page 3:

He had been frightened then. The sense of his own community silent, waiting, had made his stomach churn. He had trembled.

Compare it to the version below.

He had been frightened then. The sense of **everyone in the community** silent, waiting, had made his stomach churn. He had trembled.

| What do you notice about the difference between the two versions? | |
|---|----|
| | _ |
| | _ |
| | |
| Page 3: On Your Own RA 2 min> TIT to share amotalians | |
| Annotate as you read, using the following guidelines: • What happened | to |
| Underline evidence that helps you understand what happened to the Pilot. Circle the words or phrases in the text that connect to the term "released." What do we keep the connect to the term "released." | |
| 5. Turn and Talk: Would you describe the Pilot as disobedient? Why or why not? | 5 |
| 6. Complete the following sentences: CWE: take hands, then write together | |
| The Pilot tried to make his way back because he knew he made a | _ |
| mistake wanted to avoid release. | _ |
| • The Pilot tried to make his way back, but he got caught and is going to be veleased. | - |
| | _ |

"Meet a new character, Asher,"
What do we learn about him Teach Like a CHAMPION.

| | | • | | | | 1 Ca | cii Line a bimimi ioji |
|-------------|-----------------|---------------------|--------------------|------------|----------|----------|------------------------|
| Pages 4-6 | FASE | ~ 4 min. | "Pay allen | tion to | new | into. | Uncammon Schools |
| 7. Consider | these lines fro | m page 4: | about | the co | omm. | 1 115 | rules. |
| lonas grin | ned remember | ring the marriag th | at Aabau baal daab | aliata tha | alaceroo | m lata a | e usual arriving |

grinned, remembering the morning that Asher had dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to make his public apology as was required.

| a. V | Vhat is | different | about | the | version | below? |
|------|---------|-----------|-------|-----|---------|--------|
|------|---------|-----------|-------|-----|---------|--------|

Jonas grinned, remembering the morning that Asher had dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to apologize as he knew he had to.

| h | Now concide | this change to the same | linaa |
|----|-------------|----------------------------|-------|
| υ. | NOW CONSIDE | in this change to the same | unes |

Jonas grinned, remembering the morning that Asher has dashed into the classroom, late as usual, arriving breathlessly in the middle of the singing of the morning anthem. When the class took their seats at the conclusion of the patriotic song, Asher remained standing to make his public apology as was required.

What do you notice about the difference between this line and the original text?



A hymn is a religious song, usually in praise of a god. Many ceremonies of worship feature hymns and chants. repeated phrases spoken or sung in rhythm.

Patriotic hymn

Based on this moment, ...

c. Turn and Talk: What new understandings or realizations do you have about the community?

| -requires public apologies - maybe shame lembarrassment, -values the community, most impl. thing is to | but seems normal |
|--|---------------------|
| follow the rules obey - seems almost | reliaious |
| vikulishic | <u> </u> |

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World-Building in Science Fiction - LA

Science fiction texts transport the reader to new and strange places. The task of creating these unusual settings is called world-building, when authors use language to construct the characteristics of an imagined reality.

Two common types of worlds in science fiction texts are:

Fantasy World – an entirely unreal setting that bears little resemblance to our world Alternate Reality – a "re-imagining" of the familiar; a distortion of the real world

Writers often begin to create their worlds by asking "what if" questions. For example, what if people invented a machine that let them read minds? What if there were an alien war happening in outer space? The popular book A Wrinkle in Time considers the question, "What if people could travel to other dimensions?" By engaging with these hypothetical scenarios, authors begin to craft the details that will make their settings come to life.

Once an author has imagined the world they want to create, they must introduce this world to their reader. Sometimes, authors use their beginning chapters to give a lot of exposition; that is, they include direct explanations and background information to help the reader understand the world. Alternatively, an author might capitalize on suspense and ambiguity, withholding details and contrasting the familiar with the strange in order to purposefully disorient the reader. In these cases, it's not so much what the author says as what they don't say that forces the reader to imagine the unusual details of the world. What is ambiguity

- 1 min -> CC strong

8. Turn and Talk: Does the world of The Giver seem more like a fantasy world or an alternate reality? Why? alternate reality, some things are familiar to our world

9. How would you describe Lois Lowry's world-building in these pages? You might reflect on Lowry's use of suspense and ambiguity, or on the mood and tone of the opening of the novel. 2 min. Write ->

suspense to make us feel apprehensive Imin community and its rules. She leaves of details ambiguous, so we don't fully understand community and we want to know more. The mood and ominous.

Revise: By leaving many details ambiguous, Lowry care

| Name: | Date: |
|-----------|--------|
| Homeroom: | Class: |

Exit Ticket

1. Name at least two rules that exist in the community, and list at least two things about the community that are still **ambiguous**.

| | Write as questions |
|---|---|
| Rules | Ambiguities |
| -no planes -follow speaker's directions -public apologies -velease for big mistakes | Why so many rules? What Is release? What makes this Dec. special / why is J apprehensive? |
| | |

2. In one carefully crafted sentence, describe the degree to which members of the community seem **apprehensive** or **obedient**. You can choose one or both words to use in your response.

| When | members of the community experience something |
|--------|---|
| unusua | 1, they get apprehensive and and Immediately |
| obsey | the community's rules. |
| | |
| | Lif students struggle, give the starter of have |
| | then finish |