

Name: _____

Date: _____

Homeroom: _____

Class: _____

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 min. debrief

1. What do you notice about this neighborhood?

CC 2-3 ideas

- houses look the same
- organized, clean

- big houses, no fences, close 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?

T+T → share 1-2 ideas for each



+

A

- predictable, could be safe
- no signs of poverty
- structured, no competition

- not much special / unique
- not a lot of privacy
- could be boring

Vocabulary: Obedient, Apprehensive 4 min. rollout

Word	Definition	Related Parts of Speech	Situations	Image
<p>obedient adjective CTR</p>	<p>willing to follow orders or do as asked</p>	<p>obey verb obedience noun</p>	<ul style="list-style-type: none"> The obedient puppy ran back to its owner as soon as it was called. <p>_____</p> <p>_____</p>	 <p>-How does his show TTT obedience?</p>
<p>apprehensive adjective CTR</p>	<p>nervous or worried about what might happen</p>	<p>apprehension noun</p>	<ul style="list-style-type: none"> When the man saw the fast-moving traffic, he became apprehensive about crossing the street. <p>↳ Why might the man be apprehensive?</p> <p>_____</p> <p>_____</p>	

Vocabulary Active Practice

6 min.

As we apply our new word knowledge, be sure to use the vocabulary word in your answer!

1. People often take their pets to **obedience** school. What do they teach pets there? Why might an owner want to take their pet there? T+T

↳ owners want pets to obey their directions /
don't want disobedient pets
↳ sit, stay, etc.; how to follow rules

X Would you feel **apprehensive** about performing on stage? Why or why not?

3. In which situation would you be more likely to feel **apprehensive**? Why? T+T

a. Climbing a tall tree

b. Sledding down a steep hill

| either, use word to explain

X How might an **obedient** student behave in school?

5. Give an example of a situation in which you might feel **apprehensive** about **obeying** someone.

90 sec. job or straight to T+T

-apprehensive about obeying someone who wants you to

do something dangerous or could get you in trouble

Pages 1-3 ² RA = 3 min.

"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. 2: event is a jet (hands)
* 2 min. to jot → CC 2-3 after read "trembled"

Notes

- strange jet flies by twice
- voice in speaker gives directions; everyone obeys
- ~~• pilot needs to be released~~
- all of this is frightening

On Your Own: Reread Pages 1-3

↳ How would you describe the mood / feel of this opening?

↳ 4 min AR, pull back in rec.

Annotate as you read, using the following guideline:

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

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

2. Look at the images below.



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

CC to read



Cargo plane - Slower moving aircraft usually used to deliver supplies

CC 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 help you"

- a. What strikes you about this comparison between the jet and the cargo plane?

30 sec. T; T → CC 2-3 strong → CWE note-taking

<u>Jet</u>	<u>Cargo</u>
• fast, "sleek," "needle-nosed" so it cuts through sky	• slow, "squat," "fat-bellied"
• used in war → signal danger	• usually deliver things → signal help

↳ feed word "ominous - something that is a sign of threat"

~~SKIP~~

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

Notes

3. 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
<p>Jonas, looking around <u>anxiously</u>, had seen others – adults as well as children – <u>stop what they were doing and wait, confused, for an explanation</u> of the <u>frightening event</u>. (p. 2)</p>	<p>Instantly, obediently, <u>Jonas had dropped his bike on its side on the path behind his family's dwelling</u>. He had run inside and stayed there, alone.</p> <p>Looking through the front window, <u>he had seen no people</u> [...] He saw <u>only the abandoned bikes here and there on their sides; an upturned wheel on one was still revolving slowly</u>. (p. 2)</p>

- a. What are Jonas and the others waiting for in Detail 1? an explanation of the plane take hands
- b. Who or what is Jonas **obeying** in Detail 2? the voice on the speaker
- c. What do you make of these reactions? [What details make the community members seem **apprehensive**?] use as supporting Q

The community members do not seem to make decisions for themselves. They are obedient and apprehensive when things seem unusual or unexplained. When they get an instruction, they react so fast that "an upturned wheel" is still "revolving slowly," so it seems like they don't question authority.

2 min write →
T&T →
CC strong to start
(5-6 min. total)

What do the reactions suggest about the community members?

~~X~~ SKIP

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. → T+T to share annotations

Annotate as you read, using the following guidelines:

- 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 happened to Pilot? why?
- What do we know about release so far?

5. Turn and Talk: Would you describe the Pilot as **disobedient**? Why or why not?

↳ only if time allows

6. Complete the following sentences: *CWE: take hands, then write together*

• The Pilot tried to make his way back because ^{who?} he knew he made a
mistake/ wanted to avoid release.

• The Pilot tried to make his way back, but ^{what happened anyway?} he got caught and is going
to be released.

"Meet a new character, Asher. What do we learn about him?"

Pages 4-6

FASE ~ 4 min. "Pay attention to new info."

about the comm. & its rules."

7. Consider these lines from page 4:

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 make his public apology as was required.

a. What 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.

b. Now consider this change to the same lines:

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" → what might this suggest?

Based on this moment, ...

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

- requires public apologies → Notes maybe shame/embarrassment, but seems normal
- values the community, most imp. thing is to follow the rules & obey - seems almost religious or ritualistic

Does Asher seem upset by this? Does the teacher? What does that suggest?

World-Building in Science Fiction -RA

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.

CIR

Two common types of worlds in science fiction texts are:

- CIR {
- **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

What's the diff
 btw. FW & AR?
 TTT

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?
 Why would an author
 use it? TTT

-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 →
 3 min debrief →

Lowry uses suspense to make us feel apprehensive

about the community and its rules. She leaves a lot

of details ambiguous, so we don't fully understand

the community and we want to know more. The mood

is frightening and ominous.

Revise: By leaving many details ambiguous, Lowry ~~reads~~

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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
<ul style="list-style-type: none"> -no planes -follow speaker's directions -public apologies -release for big mistakes 	<p>Why so many rules?</p> <p>What is release?</p> <p>What makes this Dec. special / why is J apprehensive?</p>

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 unusual, they get apprehensive and ~~are~~ immediately obey the community's rules.

↳ if students struggle, give the starter & have them finish