

**A Perfect World?
ELAN 7408 Spring 2005
Conceptual Unit Plan
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Rationale

“Have no fear of perfection- you’ll never reach it.”

-Salvador Dali

“Technology is a way of organizing the universe so that man doesn’t have to experience it.”

-Max Frisch

“In a perfect world...” People often use this phrase, but what exactly is a perfect world? In this unit, we will investigate the idea of a perfect world—what it might look like, how people try to create it, and the problems that occur as a result. The unit we designed is for an eighth grade class, and the primary text is *The Giver* by Lois Lowry. In addition to *The Giver*, we will use other selected texts to supplement the novel and bring in additional resources for our students. There are numerous reasons for this unit on utopian literature, including literary significance and social awareness.

The Giver is traditionally taught in the eighth grade in Georgia public schools, so it is already an established part of the curriculum; however, this is only a small part of the reason it is included in this unit. More importantly, it serves as an introduction to the genre of dystopian novels that students will encounter in high school and beyond. We feel that teaching dystopian literature in the eighth grade will allow our students practice navigating this genre which they will be exposed to later in high school. Many literature courses in high school and/or college will include dystopian literary works such as *Fahrenheit 451*, *Brave New World*, *1984*, *The Handmaid’s Tale*. This is such a prolific genre that an early and accessible introduction through *The Giver* and associated short stories will be a huge benefit to our students in the future. Additionally, the novel has received much critical acclaim and praise since its publication in 1993; in 1994, the novel received the prestigious Newberry Medal.

In addition to the literary significance of dystopian literature, we feel that these works are valuable tools to get students critically thinking about their own society and place in the world. *The*

Giver deals with a young boy, Jonas, in a “perfect” world that learns throughout the course of the novel that perhaps his ideal world isn’t so perfect, and that there are very high costs to maintaining that perfection. Jonas is about the age of eighth grade students, and as he begins to question the society around him, students will be able to identify with his journey of questioning his world. Many eighth grade students understand the feelings of shock and surprise that Jonas faces as he loses the innocence of childhood and understands the realities of his society because they too are in the process of looking realistically at the world around them as they transition to adulthood. The novel touches on many controversial issues such as euthanasia, abortion, mandatory family planning, and advancing technology. While these are potentially controversial issues, we want our students to begin thinking about and investigating our society’s values, norms, and expectations, as they will soon be adults in this society.

Throughout our unit of dystopian literature, it is highly possible that concerns about the subject matter will arise. Some of the controversial issues dealt with in *The Giver* and the other texts and media we use in our unit could cause parents to complain that the subject matter is inappropriate or too mature for eighth grade (13 to 14 year olds) students to deal with at this point in their lives. We feel that every issue raised in the texts is an issue these young teens are going to face at some point or another in their lives. The goal of this unit is not to expose students to inappropriate topics, but rather, to allow students a mode and opportunity to question the societies of the literature as well as our own.

Some things that students will face during this unit are abortion, atheism, selective breeding, euthanasia, capital punishment, communism, sexual awareness, mind control, and violence—here is where the potential problems arise. Parents might complain that their eighth grade students are not ready to handle situations of this gravity, but we say that now is the perfect time to make them aware and encourage them to think and question society’s expectations and norms. The issues in the texts are not portrayed in an overtly offensive or gratuitous manner, and the open dialogue of

these issues in class provides guidance and structure for the students. We would also encourage students to discuss these issues with their parents to get additional mature perspectives on the topics. Additionally, this allows us to tie in current events and debates into our teaching because all of these topics lead to great classroom discussion. These topics allow for many "teachable moments" through the use of critical thinking on important issues in order to dig deep into the literary and cultural significance of our materials used in this unit. Also, this unit should encourage students to think independently about important issues, as opposed to just "following the crowd," and this is something that almost any parent would be pleased about.

As for the movies we plan to incorporate into this unit, this will be an outside viewing assignment. In order to curtail any complaint that might arise from parents, we have listed a number of movies dealing with dystopian societies, and parents and students will be able to choose together a movie they deem appropriate.

Through our experiences with the materials and class activities we want students to critically examine the world they live in and then go one step further and actively plan a "perfect" world of their own. What values and goals would their world esteem? What would be frowned upon? We hope through our classroom instruction to foster a positive environment where students can inquire into these topics and through careful thought, examine their own personal feelings and values. We want them to focus on the costs attached to trying to achieve perfection, and are those costs worth it? We also hope to encourage critical thinking about today's world and society, and whether or not we are engaged in a world that tries at times to create the illusion of perfection.

Unit Texts

In this unit, we will be investigating a variety of texts, including:

- "The Pedestrian" by Ray Bradbury
- "Harrison Bergeron" by Kurt Vonnegut
- *The Giver* by Lois Lowry as the primary text
- Students' choice of one of the following movies: *Animal Farm*, *Stepford Wives*, *Truman Show*, *Minority Report*, *The Matrix*, *Terminator I or II*, *Gattaca*, *Fahrenheit 451*, *1984*, *The Handmaid's Tale*, *The Village*, *Pleasantville*, *TOYS*, *Pinnocchio*, *The Wizard of Oz*

These texts are diverse, yet each offers a version of an utopian/dystopian society. Eighth graders should find these texts accessible, yet challenging. The purpose of including such a variety of texts is to encourage students to stretch their current beliefs of “normal” and “ideal” as they read different versions of societies striving to reach the questionable goal of “perfect.”

This genre is one that students aren't very familiar with by eighth grade, but it seems to be one which they enjoy studying. As one part of the unit, we have compiled a list of films that students will choose from and view outside of class and then discuss with peers in groups similar to literature circles. This element of student choice will allow for greater student ownership of the project, as well as allowing parents to guide their child's film choice. The high interest level of these texts should engage a large number of students.

Unit Goals and Rubrics

- 1. Utopian Film Collage**
- 2. Journal and Reflective Writing**
- 3. Creating a Perfect Community**

Utopian Film Collage

For this assignment, you will choose one of the films listed below and view the movie at home. If you will have a problem getting access to a VCR or DVD player, please come and talk to me as soon as possible, and we will work something out. As you watch, think of the elements of utopian societies that we have discussed in class. How are the community members/leaders trying to achieve utopia? What are they giving up to achieve utopia? You will create a two-part project: 1) a collage and 2) a one-page write-up of the information in the collage.

Collage: Take one sheet of poster board and divide it in half. Using pictures and words, show the characteristics of the community on one side and what members in the community have given up in their quest for a perfect world on the other. Think of the collage as a collection of snapshots from the community in the film.

Write-up: You will write a one-page explanation of your collage. Be sure to explain both sides of the collage—what the community consisted of and what the community was missing. Include what you thought about the community. How successful did you think it was? What was the biggest flaw of the community? Could you envision yourself in that community?

Possible Films

Animal Farm
Stepford Wives
Truman Show
Minority Report
The Matrix (I, II, or III)
Terminator (I, II, or III)
Gattaca
Fahrenheit 451
1984
Brave New World
The Handmaid's Tale
The Village
Pleasantville
TOYS
Pinochio
The Wizard of Oz

If you think of another film you would like to watch for this project, please check with me to have it approved before you begin.

Utopian Film Collage Rubric

One half of the final grade will be from the collage and one half will be from the write-up. The grades for each portion will be assigned as follows.

Collage

A:

- Addresses both halves of the poster—what the community has and what it doesn't.
- Uses a variety of items, both pictures and words.
- Poster is generously covered; includes plenty of information.

B:

- Addresses both halves of the poster—what the community has and what it doesn't.
- Uses a variety of items, both pictures and words.
- Includes a minimum number of items; doesn't provide much information.

C:

- Only addresses one half of the poster.
- Uses a variety of items, both pictures and words.
- Includes a generous amount of information.

D:

- Only addresses one half of the poster.
- Uses only words or pictures.
- Includes a minimum number of items; doesn't provide much information.

Write-up

A:

- One full page of writing; meets conventions of class writing rubric.
- Fully explains collage.
- Gives personal reaction to the community in the film.

B:

- One full page of writing; meets most conventions of class writing rubric.
- Explains collage fairly well.
- Doesn't give any personal reaction to the community in the film.

C:

- Less than one full page of writing; meets some conventions of class writing rubric.
- Explains collage somewhat.
- Doesn't give any personal reaction to the community in the film.

D:

- Less than one page of writing; meets few conventions of class writing rubric.
- Doesn't explain collage very well.
- Doesn't give any personal reaction to the community in the film.

Journal and Reflective Writing

We will be writing journal entries two to three times a week in class. The goal of the journal is to ensure you are keeping up with the assigned readings and thinking about those readings throughout the unit. These thoughts and reflections will be important for your other projects that you will be working on during this unit. The final score for your journal will consist of two parts. The majority of your grade, 90%, will be from the journal entries that you have written during class in response to writing prompts I will provide. The remaining 10% of your grade will be from the journal reflection that you will write at the end of the unit and turn in along with your journal entries.

Sample Writing Prompts for the *The Giver* by Lois Lowry:

- The best memory I have is...
- A memory I would like to forget is...
- If I lived in a “controlled community” like Jonas, I would...
- There are more hints about what “release” means. What do you think it means? Give examples from the story.
- Comment on this observation that Jonas makes: “If everything’s the same, then there aren’t any choices!”
- Chapter 15 is the shortest chapter in the book, but it may be the most powerful experience for both Jonas and the reader. Comment on what happens in this chapter and your reaction to it.
- Discuss Jonas’s reaction to the experience of love and what happened when he asked his parents about love.
- What impact is the baby Gabriel having on Jonas? How is Jonas affecting Gabe?
- What is your opinion about what happened in Chapter 19? How does it make you feel? Why?
- Do you think the story has a happy ending or a sad ending? Explain your feelings.

Sample writing prompts for “The Pedestrian” by Ray Bradbury:

- Why do you think no one walks outside in the world in the story? Would you feel safe walking outside there?
- What do you think is the significance of the description of Mr. Mead’s house as the “one house in an entire city of houses that were dark, but this one particular house had all of its electric lights brightly lit, every window a loud yellow illumination, square and warm in the cool darkness”?

Sample writing prompts for “Harrison Bergeron” by Kurt Vonegut, Jr.:

- Do you think it’s a good idea for everyone to be equal all the time? How would life be if we were all equal?
- What do you think were the last thoughts Harrison and the ballerina were thinking before the Handicapper General shot them down?

Journal and Reflective Writing Rubric

Rubric for Journal Entries

For a grade of A, your journal will demonstrate:

- That you have completed all the writings (we will have 2-3 journals per week in class).
- That you have considered the writing prompts, and you have in some way referred back to the readings for the day in your entry.
- That you have written at least $\frac{1}{2}$ a page for each journal entry.
- That you have maintained an organized journal (you may turn in your journal in a folder, or composition notebook, and the entries should be in chronological order).
- That you have turned in your journal on the assigned due date.

For a grade of B, your journal will demonstrate:

- That you have completed the majority of the journal writings (at least 80%).
- That you have considered the writing prompts, and you have in some way referred back to the readings for the day in at least the majority of your writings (80% or more).
- That you have written at least $\frac{1}{2}$ a page for the majority of your journal entries.
- That you have tried to maintain an organized journal (you may turn in your journal in a folder, or composition notebook, and the entries should be in chronological order).
- That you have turned in your journal on the assigned due date, unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date.

For a grade of C, your journal will demonstrate:

- That you have not completed the majority of the writings (at least 50%).
- That you have rarely considered the writing prompts, and you have not referred back to the readings for the day most of the time.
- That you have not written at least $\frac{1}{2}$ a page from most of your journal entries (50%).
- That you have made little effort to maintain an organized journal (the journal is turned in without a folder or some type of holder and/or not in chronological order.)
- That you have turned in your journal past the assigned due date, and did not speak with me to make prior arrangements.

For a grade of D, your journal will demonstrate:

- That you have not completed the majority of the writings (at least 25%).
- That you have rarely considered the writing prompts, and you have not referred back to the readings for the day most of the time.
- That you have not written at least $\frac{1}{2}$ a page from most of your journal entries (50%).
- That you have made no noticeable effort to maintain an organized journal (the journal is turned in without a folder or some type of holder and/or not in chronological order.)
- That you have turned in your journal past the assigned due date, and did not speak with me to make prior arrangements.

For a grade of F, your journal will demonstrate:

- Nothing has been turned in by the student.

Rubric for the Journal Reflection

For a grade of A, your journal reflection will demonstrate:

- That you have read over your journal entries and drawn from them to write your reflection.
- That you have considered the topics we have been discussing in class, and the materials we read for this unit and included those thoughts in your reflection.
- That you have written at least one page (double-spaced).
- That you have turned in your reflection on the assigned due date.

For a grade of B, your journal reflection will demonstrate:

- That you have read over your journal entries and have at least attempted to draw from them to write your reflection.
- That you have considered the topics we have been discussing in class, and the materials we read for this unit and attempted to include those thoughts in your reflection.
- That you have written at least one page (double-spaced).
- That you have turned in your reflection on the assigned date (unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date).

For a grade of C, your journal reflection will demonstrate:

- That you did not read over your journal entries and draw from them to write your reflection.
- That you did not consistently consider the topics we have been discussing in class, and the materials we read for this unit in your reflection
- That you have written less than one page (double-spaced).
- That you did not turn in your reflection on the assigned date (unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date).

For a grade of D, your journal reflection will demonstrate:

- That you did not read over your journal entries and draw from them to write your reflection.
- That you did not consider the topics we have been discussing in class, and the materials we read for this unit in your reflection.
- That you have written less than one page (double-spaced).
- That you did not turn in your reflection on the assigned date (unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date).

For a grade of F, your Journal reflection will demonstrate:

- That you did not turn in anything for the assignment.

Notes:

- Remember, 90%, or most of your grade will come from the journal entries we do in class. You will have adequate time in class to complete these entries. If you feel you are having troubles writing half a page during class for your journals, please come speak to me after class by the end of the first week.
- If you think you might be unable to purchase a folder or composition notebook for your journal, please let me know within the first week of this unit to see what we can do to make sure you have what you need.

Creating a Perfect Community

Create a perfect society with rules for keeping order (no war, no hunger, etc.) but still allowing for intellectual and emotional freedom. Taking into account the issues apparent in the downfalls of the societies in the texts of this unit, students will attempt to correct those issues and create a society that is perfect but still allows people certain freedoms. Students may work individually or in small groups of two or three to complete this project.

Materials: Students may use a variety and/or mixture of mediums

- PowerPoint
- Drawing/painting
- Video
- Drama
- Collage
- Photography
- Building, etc.

MUST:

- Create "perfect" society
- Create rules for society to "keep the peace"
- Allow for emotional and intellectual freedom within the community
- Draw on other literature we've read throughout the unit and avoid the problems that caused downfalls in those instances
- Experience peer review to allow others to look for possible "problems" with your society

Areas to address in society:

- | | |
|---------------------|------------------|
| ▪ Food/drink | ▪ Punishment |
| ▪ Housing | ▪ Emotions |
| ▪ Marriage | ▪ Intellect |
| ▪ Children | ▪ Entertainment |
| ▪ Education | ▪ Transportation |
| ▪ Jobs | ▪ Aging |
| ▪ Weather | ▪ Finances |
| ▪ Animals | ▪ Clothing |
| ▪ Other communities | ▪ Religion |

Need to create:

- A leader for the community
- Rule/law enforcement
- Schooling
- Employment
- Care for elderly
- Creation of children
- Rule awareness of members of the community
- Housing
- Transportation
- Marriage/union
- Care/responsibilities of children

Creating a Perfect Community Rubric

Areas to Address:

- 20 points** - Addresses all 17 important areas.
- 15 points** - Addresses 12-16 important areas.
- 10 points** - Addresses 7-11 important areas.
- 5 points** - Addresses 2-6 important areas.
- 1 point** - Addresses 1 or fewer important areas.

Needs:

- 20 points** - Community includes all 10 needs.
- 15 points** - Community includes 7-9 needs.
- 10 points** - Community includes 4-6 needs.
- 5 points** - Community includes 1-3 needs.
- 0 points** - Community fails to include needs.

Problems from unit readings:

- 20 points** - Community takes into account problems shown in *The Giver* and other readings and effectively avoids these problems.
- 15 points** - Community takes into account **only** problems shown in *The Giver* but effectively avoids these problems.
- 10 points** - Community takes into account problems in *The Giver* and other readings but fails to avoid 1 or 2 problems.
- 5 points** - Community takes into account **only** problems in *The Giver* and fails to avoid 1 or 2 problems.
- 0 points** - Community commits same mistakes as *The Giver* and other readings.

Rules:

- 20 points** - Rules are complete and allow for the community to remain perfect while retaining emotional and intellectual freedom.
- 15 points** - Rules are complete and allow for the community to remain perfect yet limit emotional or intellectual freedom.
- 10 points** - Rules are complete and allow for the community to remain perfect but limit emotional **AND** intellectual freedom.
- 5 points** - Rules are complete and allow for the community to remain perfect, but allow **NO** emotional and/or intellectual freedom.
- 0 points** - Rules are not complete, and the community is not perfect.

Posting/Availability of Rules:

- 5 points** - Community has rules posted or given where members are completely aware.
- 3 points** - Community has rules given, but they are not always available/visible.
- 0 points** - Community has rules that are not obvious or available to members of the community.

Medium:

5 points - Medium or mediums used in extremely creative manner with multiple facets and time obviously spent in great effort.

4 points - Medium or mediums used in a creative manner with one or two facets and time spent working.

3 points - Medium or mediums used with spurts of creativity with one or two facets and some time spent on project.

1 point - One medium used with little or no creativity and obviously little time spent on project.

Peer Review from partner:

5 points - Student incorporated feedback from peer revision.

0 points - Student did not incorporate feedback from peer revision.

Peer Revision for partner:

5 points - Student gave constructive criticism/positive feedback during peer revision.

0 points - Student did not attempt to participate in peer revision and give constructive criticism.

The above points will add up to a Project grade out of 100 possible points.

Presentation will count as a daily grade and follow the following rubric:

25 points - Student spoke clearly and distinctly with a practiced presentation.

12 points - Student spoke clearly but stumbled occasionally and could have been more rehearsed.

5 points - Student stumbled greatly and showed signs of "winging it."

25 points - Student's visuals were well prepared and easy for audience to see from seats.

12 points - Student's visuals were well prepared but difficult for audience to see from seats.

5 points - Student's visuals were not well prepared or easy for audience to see from seats.

25 points - Student provided rules for fellow classmates.

12 points - Student informed fellow classmates of the rules but did not give copies.

5 points - Student did not tell classmates of the rules or provide copies.

25 points - Student's presentation lasted between the allowed 5-10 minutes.

12 points - Student's presentation lasted over 10 minutes.

5 points - Student's presentation lasted less than 5 minutes.

*Due to limited resources at our school, we must read the novel, *The Giver*, in class. Lessons are structured with this time limitation in mind.

Week One

Day 1:

This activity is designed to get students thinking about the issues that we will be discussing throughout the Perfect World unit. Students will likely disagree about some of the focus questions, and this is actually the goal of this activity. Ideally, students will discuss and begin to see other perspectives of the ideas in the focus questions.

Students will be asked to save their Focus Question handouts, and at the conclusion of the unit, the class will revisit these issues and discuss whether or not students' views have changed after completing the Perfect World unit or remained the same.

- **Before class:** Divide the room in half and label one side of the room “Agree” and the other “Disagree.”
- **10 minutes:** Give the one page handout of Focus Questions to each student. Instruct each student to answer each question with Agree or Disagree *without speaking to anyone else*. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **1-2 minutes:** After students have answered each question, explain that we are going to review each statement individually. As you read each question, students should move to the side of the room that is labeled with their response to that question, Agree or Disagree. So, students will be moving after the teacher reads each statement.
- **40 minutes:** Read the first statement, and allow students to move to the side of the room that matches their response. Once students are on their respective sides of the room, they should discuss why they chose that response. Each group should choose a speaker who explains to the rest of the class the main reason(s) why they chose that response. Allow students several moments to discuss the difference of opinions. Then, move on to the next Focus Question and repeat the process. (Allow approximately 4 minutes per Focus Question.)
- **3-4 minutes:** Ask students to return to their seats. Reiterate that there is no wrong or right answer to these questions; however, we will be investigating these ideas more closely throughout the following unit. Remind students that they need to keep the Focus Question handout in a safe place because we will be returning to it at the end of the unit.

Focus Questions

Answer each question AGREE or DISAGREE. Do not talk with your classmates while you answer the questions; answer independently, but be prepared to discuss your answers with the class.

1. _____ A society without competition, unemployment, hunger, and jealousy would be an ideal place to live.
2. _____ Parents could raise their children much better if they did not love them so much.
3. _____ People who are not able to contribute to society or take care of themselves should be removed from the society.
4. _____ Children who do not know their grandparents aren't missing anything.
5. _____ If society could just pick your occupation for you, it would be much simpler and would help people avoid making hard choices about how to spend their lives.
6. _____ All children should have equal possessions and privileges at a certain age, regardless of the status of their families or their own maturity level.
7. _____ It would be good if the government decided what you would eat each night, and cooked meals were delivered to every home in the community each night. Moms (or dads or grandparents...) would not have to shop for groceries or waste time cooking meals.
8. _____ Families would be much closer if they had to share all of their feelings out loud at supper each night and share their dreams out loud at breakfast every morning.
9. _____ We should not have to carry bad memories in our heads. It would be much better if all bad things were forgotten.
10. _____ Color, weather, and art are not really necessary parts of life. They are really just frills, and we could do just as well without them.
11. _____ Families should not be allowed to have more than two children.

Day 2:

- **5 minutes:** Introduce the Journal Activity. Give students the handout that explains the Journal Assignment and review the handout with the class. Emphasize that students need to write $\frac{1}{2}$ page for each Journal response to receive full credit. Answer any student questions.
- **10 minutes:** Write Journal Prompt #1 on the board or on an overhead transparency: “The best memory I have is...” Circulate throughout the room to encourage students to write for the entire 10 minutes. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **35 minutes:** Reading Chapter 1 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 4: What do you think about the school/community based on the scene between Asher and the teacher?
 - Pg. 6: The children don’t understand the word “animal.” What does this let you know about their society?
 - Pg. 8: Jonas’s father is a Nurturer. What is this job? What is it similar to in our society?
- **5 minutes:** “Ticket Out the Door”: Each student should write 2 questions that they have after reading Chapter 1. Students will turn in this paper to the teacher as they leave the classroom—this is their “Ticket Out the Door.”

Journal and Reflective Writing

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Sample Writing Prompts for the *The Giver* by Lois Lowry:

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- A memory I would like to forget is...
- If I lived in a “controlled community” like Jonas, I would...
- There are more hints about what “release” means. What do you think it means? Give examples from the story.
- Comment on this observation that Jonas makes: “If everything’s the same, then there aren’t any choices!”
- Chapter 15 is the shortest chapter in the book, but it may be the most powerful experience for both Jonas and the reader. Comment on what happens in this chapter and your reaction to it.
- Discuss Jonas’s reaction to the experience of love and what happened when he asked his parents about love.
- What impact is the baby Gabriel having on Jonas? How is Jonas affecting Gabe?
- What is your opinion about what happened in Chapter 19? How does it make you feel? Why?
- Do you think the story has a happy ending or a sad ending? Explain your feelings.

Sample writing prompts for “The Pedestrian” by Ray Bradbury:

- Why do you think no one walks outside in the world in the story? Would you feel safe walking outside there?
- What do you think is the significance of the description of Mr. Mead’s house as the “one house in an entire city of houses that were dark, but this one particular house had all of its electric lights brightly lit, every window a loud yellow illumination, square and warm in the cool darkness”?

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- Do you think it’s a good idea for everyone to be equal all the time? How would life be if we were all equal?
- What do you think were the last thoughts Harrison and the ballerina were thinking before the Handicapper General shot them down?

Journal and Reflective Writing Rubric

Rubric for Journal Entries

For a grade of A, your journal will demonstrate:

- That you have completed all the writings (we will have 2-3 journals per week in class).
- That you have considered the writing prompts, and you have in some way referred back to the readings for the day in your entry.
- That you have written at least $\frac{1}{2}$ a page for each journal entry.
- That you have maintained an organized journal (you may turn in your journal in a folder, or composition notebook, and the entries should be in chronological order).
- That you have turned in your journal on the assigned due date.

For a grade of B, your journal will demonstrate:

- That you have completed the majority of the journal writings (at least 80%).
- That you have considered the writing prompts, and you have in some way referred back to the readings for the day in at least the majority of your writings (80% or more).
- That you have written at least $\frac{1}{2}$ a page for the majority of your journal entries.
- That you have tried to maintain an organized journal (you may turn in your journal in a folder, or composition notebook, and the entries should be in chronological order).
- That you have turned in your journal on the assigned due date, unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date.

For a grade of C, your journal will demonstrate:

- That you have not completed the majority of the writings (at least 50%).
- That you have rarely considered the writing prompts, and you have not referred back to the readings for the day most of the time.
- That you have not written at least $\frac{1}{2}$ a page from most of your journal entries (50%).
- That you have made little effort to maintain an organized journal (the journal is turned in without a folder or some type of holder and/or not in chronological order.)
- That you have turned in your journal past the assigned due date, and did not speak with me to make prior arrangements.

For a grade of D, your journal will demonstrate:

- That you have not completed the majority of the writings (at least 25%).
- That you have rarely considered the writing prompts, and you have not referred back to the readings for the day most of the time.
- That you have not written at least $\frac{1}{2}$ a page from most of your journal entries (50%).
- That you have made no noticeable effort to maintain an organized journal (the journal is turned in without a folder or some type of holder and/or not in chronological order.)
- That you have turned in your journal past the assigned due date, and did not speak with me to make prior arrangements.

For a grade of F, your journal will demonstrate:

- Nothing has been turned in by the student.

Rubric for the Journal Reflection

For a grade of A, your journal reflection will demonstrate:

- That you have read over your journal entries and drawn from them to write your reflection.
- That you have considered the topics we have been discussing in class, and the materials we read for this unit and included those thoughts in your reflection.
- That you have written at least one page (double-spaced).
- That you have turned in your reflection on the assigned due date.

For a grade of B, your journal reflection will demonstrate:

- That you have read over your journal entries and have at least attempted to draw from them to write your reflection.
- That you have considered the topics we have been discussing in class, and the materials we read for this unit and attempted to include those thoughts in your reflection.
- That you have written at least one page (double-spaced).
- That you have turned in your reflection on the assigned date (unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date).

For a grade of C, your journal reflection will demonstrate:

- That you did not read over your journal entries and draw from them to write your reflection.
- That you did not consistently consider the topics we have been discussing in class, and the materials we read for this unit in your reflection
- That you have written less than one page (double-spaced).
- That you did not turn in your reflection on the assigned date (unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date).

For a grade of D, your journal reflection will demonstrate:

- That you did not read over your journal entries and draw from them to write your reflection.
- That you did not consider the topics we have been discussing in class, and the materials we read for this unit in your reflection.
- That you have written less than one page (double-spaced).
- That you did not turn in your reflection on the assigned date (unless you have *previously* (at least one week before the due date) spoken with me and we have decided on another acceptable date).

For a grade of F, your Journal reflection will demonstrate:

- That you did not turn in anything for the assignment.

Notes:

- Remember, 90%, or most of your grade will come from the journal entries we do in class. You will have adequate time in class to complete these entries. If you feel you are having troubles writing half a page during class for your journals, please come speak to me after class by the end of the first week.
- If you think you might be unable to purchase a folder or composition notebook for your journal, please let me know within the first week of this unit to see what we can do to make sure you have what you need.

Day 3:

- **Before class:** From the “Ticket Out the Door” questions from the previous day, select enough questions for each small group of 3-5 students to have a question. Make sure that each question is open-ended so students will have a chance to discuss. Prepare these questions on note cards or paper slips so that each group will have one question.
- **10 minutes:** Write Journal Prompt #2 on the board or on an overhead transparency: “A memory I would like to forget is...” Circulate throughout the room to encourage students to write for the entire 10 minutes. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **10 minutes:** Introduce the Utopian Film Collage Activity. Give students the handout that explains the Utopian Film Collage Assignment and review the handout with the class. Answer any student questions.
- **5 minutes:** Divide the students into small groups of 3-5. Give each group one of the previously selected questions. Instruct each group to discuss the question and possible answers. Each group should also select 1 or 2 members to share the small group discussion with the rest of the class.
- **10 minutes:** Each small group representative(s) shares with the class. This should include the question discussed and some of the main ideas discussed in the group.
- **25 minutes:** Reading Chapter 2 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 13: How do families receive children in Jonas’s society?
 - Pg. 18: Why is Jonas apprehensive? What is the Ceremony of Twelve?

Utopian Film Collage

For this assignment, you will choose one of the films listed below and view the movie at home. If you will have a problem getting access to a VCR or DVD player, please come talk to me as soon as possible, and we will work something out. As you watch, think of the elements of utopian societies that we have discussed in class. How are the community members/leaders trying to achieve utopia? What are they giving up to achieve utopia? You will create a two-part project: 1) a collage and 2) a one-page write-up of the information in the collage.

Collage: Take one sheet of poster board and divide it in half. Using pictures and words, show the characteristics of the community on one side and what members in the community have given up in their quest for a perfect world on the other. Think of the collage as a collection of snapshots from the community in the film.

Write-up: You will write a one-page explanation of your collage. Be sure to explain both sides of the collage—what the community consisted of and what the community was missing. Include what you thought about the community. How successful did you think it was? What was the biggest flaw of the community? Could you envision yourself in that community?

Possible Films

Animal Farm
Stepford Wives
Truman Show
Minority Report
The Matrix (I, II, or III)
Terminator (I, II, or III)
Gattaca
Fahrenheit 451
1984
Brave New World
The Handmaid's Tale
The Village
Pleasantville
TOYS
Pinochio
Wizard of Oz

If you think of another film you would like to watch for this project, please check with me to have it approved before you begin.

Utopian Film Collage Rubric

One half of the final grade will be from the collage and one half will be from the write-up. The grades for each portion will be assigned as follows.

Collage

A:

- Addresses both halves of the poster—what the community has and what it doesn't.
- Uses a variety of items, both pictures and words.
- Poster is generously covered; includes plenty of information.

B:

- Addresses both halves of the poster—what the community has and what it doesn't.
- Uses a variety of items, both pictures and words.
- Includes a minimum number of items; doesn't provide much information.

C:

- Only addresses one half of the poster.
- Uses a variety of items, both pictures and words.
- Includes a generous amount of information.

D:

- Only addresses one half of the poster.
- Uses only words or pictures.
- Includes a minimum number of items; doesn't provide much information.

Write-up

A:

- One full page of writing; meets conventions of class writing rubric.
- Fully explains collage.
- Gives personal reaction to the community in the film.

B:

- One full page of writing; meets most conventions of class writing rubric.
- Explains collage fairly well.
- Doesn't give any personal reaction to the community in the film.

C:

- Less than one full page of writing; meets some conventions of class writing rubric.
- Explains collage somewhat.
- Doesn't give any personal reaction to the community in the film.

D:

- Less than one page of writing; meets few conventions of class writing rubric.
- Doesn't explain collage very well.
- Doesn't give any personal reaction to the community in the film.

Day 4:

- **5 minutes:** Each student will write a 2-3 sentence summary of Chapters 1 and 2. This should serve as a brief review of the events so far in the book and prepare the students to continue with the day's reading. Ask 1 or 2 volunteers to share their summaries with the class. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **45 minutes:** Reading Chapters 3 and 4 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 21: How are Jonas and Gabe different from most members of the community? Jonas is uncomfortable with being different. What might this mean about their society?
 - Pg. 22: We've seen how the families receive children. So, what do we know now about how children are born?
 - Pg. 25: What do you think was happening with the apple? How might it have changed?
 - Before Chapter 4: *This is a potentially sensitive chapter. In this chapter, Jonas and friends are bathing elderly members of the community.* Ask students what types of things you have to do for children when they are very young? (bathe, feed, etc.) Explain that elderly people often need help with similar types of things.
- **5 minutes:** "Ticket Out the Door": Each student should draw a quick sketch of the most important/interesting scene from today's reading. Students may include a brief caption if they think it is necessary. Students should keep the sketch, but they must show it to the teacher before they leave the classroom.

Day 5:

- **5 minutes:** Quick Write and Discuss—Students should write which character they most identify with and why (2-3 minutes). They should then share with the person sitting next to them which character they chose and why (2-3 minutes).
- **45 minutes:** Reading Chapters 5 and 6 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - *Chapter 5 is a potentially sensitive chapter—discusses “stirrings.”* Pg. 39: What are the stirrings? Why do they take pills?
 - Pg. 40: What is interdependence? Why would it be important?
 - Pg. 44: What do you think about the replacement ceremony?
 - Pg. 48: What do you think about the Elders choosing spouses and jobs of community members? Would you want to live in a community like that? What would be some of the pros and cons?
- **5 minutes:** Short discussion of Video Collage Assignment. Remind students to choose movie and view (over the weekend would be a good time for this!). Discuss choices that some students may have made already. Ask students to have chosen a movie by Monday and be ready to report their choice to the teacher.

Week Two

Day 6:

- **10 minutes:** Write Journal Prompt #3 on the board or on an overhead transparency: “If I lived in a controlled community like Jonas I would . . .” Circulate throughout the room to encourage students to write for the entire 10 minutes. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **35 minutes:** Reading Chapter 7 and 8 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 58: Do you think Jonas did something wrong and isn’t going to be Assigned?
 - Pg. 60: What do you think *selected* means for Jonas? Why is the audience so nervous?
 - Pg. 64: Do you think you would want to have a job if someone told you it would involve physical pain, like the job of Receiver?
- **10 minutes:** Revisit the Introductory activity questions 1,5, and 6:
 - A society without competition, unemployment, hunger, and jealousy would be an ideal place to live.
 - If society could just pick your occupation for you, it would be much simpler and would help people avoid making hard choices about how to spend their lives.
 - All children should have equal possessions and privileges at a certain age, regardless of the status of their families or their own maturity level.

Now that these issues have been brought up in *The Giver*, ask the class to think about whether or not they feel differently about any of these questions than they did at the beginning of the unit. Do these things make for a utopian society or dystopian society? Make a list on the board and divide the issues into “utopian” or “dystopian.”

Day 7:

- **10 minutes:** Write Journal Prompt # 4 on the board or overhead transparency: “There are more hints about what “release” means. What do you think it means? Give examples from the story.”
- **35 minutes:** Reading Chapters 9 and 10 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 67: What do you think happened to the Giver who failed? Why would they have made her name a not-to-be-spoken?
 - Pg.71: Would you be scared right now if you were Jonas, and everything you had ever been taught was turned upside down? What are some things like that in our society (like being allowed to break the law, or say anything you want without ever getting in trouble)?
 - Pg. 78: (After the old man talks about riding a sled) What do you think is about to happen to Jonas? Should he be scared?
 - Pg. 79: So what do you think about transmission of memory? Do we do that today in our society?
- **9 minutes:** Either alone or with one person close to them, have students write two questions they have about the book so far. Be sure to put their names on it and turn these in at the end of class. Will use the questions as a gauge of understanding and address them tomorrow.
- **1 minute:** Remind class about the Journal Reflection due at the end of the unit and what is expected. Answer any questions.

Day 8:

- **10 minutes:** Go over the questions from yesterday. Have students ask for clarification or discuss possible answers to the questions. Explain that at the end of class, we'll be going over the Perfect World Community Project.
- **25 minutes:** Reading Chapter 11 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 84: What do you think the Giver means when he says there is a difference between power and honor? Get a few examples from the class.
 - Pg. 87: Why is the old man called the Giver?
- **10 minutes:** Introduce the Perfect World Community Project. Hand out the rubric for the project and read over the assignment with the class. Go over the list of requirements. Also inform class that on Monday of next week, we will be having class time to work on the film project, due the following week, so they will have need to watch their films for the project over the weekend. Also let them know that if anyone is going to have problems acquiring a movie, or doesn't have a VCR, or DVD player, to let me know after class so we can take care of that.
- **8 minutes:** Have students get in small groups with their neighbors to discuss which films they might be interested in watching. If some are going to be viewing the same film, they can possibly watch it together, but they will each have to complete their own assignment for this project.
- **2 minutes:** Have everyone put the room back in order, pick up trash, moved desks back, etc.

Creating a Perfect Community

Create a perfect society with rules for keeping order (no war, no hunger, etc.) but still allowing for intellectual and emotional freedom. Taking into account the issues apparent in the downfalls of the societies in the texts of this unit, students will attempt to correct those issues and create a society that is perfect but still allows people certain freedoms. Students may work individually or in small groups of two or three to complete this project.

Materials: Students may use a variety and/or mixture of mediums

- PowerPoint
- Drawing/painting
- Video
- Drama
- Collage
- Photography
- Building, etc.

MUST:

- Create "perfect" society
- Create rules for society to "keep the peace"
- Allow for emotional and intellectual freedom within the community
- Draw on other literature we've read throughout the unit and avoid the problems that caused downfalls in those instances
- Experience peer review to allow others to look for possible "problems" with your society

Areas to address in society:

- | | |
|---------------------|------------------|
| ▪ Food/drink | ▪ Punishment |
| ▪ Housing | ▪ Emotions |
| ▪ Marriage | ▪ Intellect |
| ▪ Children | ▪ Entertainment |
| ▪ Education | ▪ Transportation |
| ▪ Jobs | ▪ Aging |
| ▪ Weather | ▪ Finances |
| ▪ Animals | ▪ Clothing |
| ▪ Other communities | ▪ Religion |

Need to create:

- | | |
|--|-------------------------------------|
| ▪ A leader for the community | ▪ Care/responsibilities of children |
| ▪ Rule/law enforcement | |
| ▪ Schooling | |
| ▪ Employment | |
| ▪ Care for elderly | |
| ▪ Creation of children | |
| ▪ Rule awareness of members of the community | |
| ▪ Housing | |
| ▪ Transportation | |
| ▪ Marriage/union | |

Creating a Perfect Community Rubric

Areas to Address:

- 20 points** - Addresses all 17 important areas.
- 15 points** - Addresses 12-16 important areas.
- 10 points** - Addresses 7-11 important areas.
- 5 points** - Addresses 2-6 important areas.
- 1 point** - Addresses 1 or fewer important areas.

Needs:

- 20 points** - Community includes all 10 needs.
- 15 points** - Community includes 7-9 needs.
- 10 points** - Community includes 4-6 needs.
- 5 points** - Community includes 1-3 needs.
- 0 points** - Community fails to include needs.

Problems from unit readings:

- 20 points** - Community takes into account problems shown in *The Giver* and other readings and effectively avoids these problems.
- 15 points** - Community takes into account **only** problems shown in *The Giver* but effectively avoids these problems.
- 10 points** - Community takes into account problems in *The Giver* and other readings but fails to avoid 1 or 2 problems.
- 5 points** - Community takes into account **only** problems in *The Giver* and fails to avoid 1 or 2 problems.
- 0 points** - Community commits same mistakes as *The Giver* and other readings.

Rules:

- 20 points** - Rules are complete and allow for the community to remain perfect while retaining emotional and intellectual freedom.
- 15 points** - Rules are complete and allow for the community to remain perfect yet limit emotional or intellectual freedom.
- 10 points** - Rules are complete and allow for the community to remain perfect but limit emotional **AND** intellectual freedom.
- 5 points** - Rules are complete and allow for the community to remain perfect, but allow **NO** emotional and/or intellectual freedom.
- 0 points** - Rules are not complete, and the community is not perfect.

Posting/Availability of Rules:

- 5 points** - Community has rules posted or given where members are completely aware.
- 3 points** - Community has rules given, but they are not always available/visible.
- 0 points** - Community has rules that are not obvious or available to members of the community.

Medium:

5 points - Medium or mediums used in extremely creative manner with multiple facets and time obviously spent in great effort.

4 points - Medium or mediums used in a creative manner with one or two facets and time spent working.

3 points - Medium or mediums used with spurts of creativity with one or two facets and some time spent on project.

1 point - One medium used with little or no creativity and obviously little time spent on project.

Peer Review from partner:

5 points - Student incorporated feedback from peer revision.

0 points - Student did not incorporate feedback from peer revision.

Peer Revision for partner:

5 points - Student gave constructive criticism/positive feedback during peer revision.

0 points - Student did not attempt to participate in peer revision and give constructive criticism.

The above points will add up to a Project grade out of 100 possible points.

Presentation will count as a daily grade and follow the following rubric:

25 points - Student spoke clearly and distinctly with a practiced presentation.

12 points - Student spoke clearly but stumbled occasionally and could have been more rehearsed.

5 points - Student stumbled greatly and showed signs of "winging it."

25 points - Student's visuals were well prepared and easy for audience to see from seats.

12 points - Student's visuals were well prepared but difficult for audience to see from seats.

5 points - Student's visuals were not well prepared or easy for audience to see from seats.

25 points - Student provided rules for fellow classmates.

12 points - Student informed fellow classmates of the rules but did not give copies.

5 points - Student did not tell classmates of the rules or provide copies.

25 points - Student's presentation lasted between the allowed 5-10 minutes.

12 points - Student's presentation lasted over 10 minutes.

5 points - Student's presentation lasted less than 5 minutes.

Day 9:

- **2 minutes:** Have students get seated and tell them we'll be doing journal writing at the end of class today, because we have two longer chapters to read and need to get started. Tell them that by tomorrow, they will need to know which film they will be watching over the weekend for the Utopian project.
- **43 minutes:** Reading Chapters 12 and 13 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 91: What do you think the flickering changes Jonas is seeing are? Does it foretell anything in his future?
 - Pg. 95: Were you surprised that the flickering was color? Do you think the author did a good job of tricking the reader on that one because we just take it for granted that there was color?
 - Pg. 99: When the Giver and Jonas talk about letting people make their own choices, how does this relate to a utopian society like we've been talking about? Do you think this is utopian or dystopian, and why?
 - Pg. 107: The Giver and Jonas talk about a lot in this chapter, what do you think is interesting? Were you surprised by what he said about the previous giver ten years before? What do you think happened to her?
- **10 minutes:** Write Journal Prompt # 5 on the board or overhead transparency: "Comment on this observation that Jonas makes: "If everything's the same, then there aren't any choices!"

Day 10:

- **2 minutes:** Have students get seated and tell them we will be doing the Journal writing after we read the chapters for today. Tell them that at the end of class we will discuss what they need for Monday to work on their Utopian project.
- **35 minutes:** Reading Chapters 14 and 15 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 110: When Jonas thinks “they have never known pain” what do you think he means by this? Is he talking about just physical pain, or could it be emotional pain as well?
 - Pg. 113: Do you agree with Jonas that it would be fair to share all the memories between everyone?
 - Pg. 120: *This is a violent chapter describing scenes of war, after reading it, discuss these images.* How do you think Jonas feels getting such memories from the Giver? Sad, angry, how would you feel?
- **10 minutes:** Write Journal Prompt # 6 on the board or overhead transparency: “Chapter 15 is the shortest chapter in the book, but it may be the most powerful experience for both Jonas and the reader. Comment on what happens in this chapter and your reaction to it.”
- **8 minutes:** Wrap up journal writing and go around the room and have each student say what film they will be watching for Monday. Make a note of their choices. Remind them to be prepared to work on their film projects Monday and if they have any specific pictures they may want to use for the collage, to bring them to class. Otherwise, they can use the materials available in class.

Week Three

Day 11:

- *Prior to class beginning: Gather poster board for collages and magazines, scissors, glue, etc. for the collage project and set the materials at the front of the class.*
- **10 minutes:** Explain the plan for the day—students will get the remaining class time to work on their projects. Remind them that the projects will be due the following week and that they will have to do a brief presentation for the class. Take any questions before having them get supplies and begin working on either their collages or papers about the films.
- **35 minutes:** Walk around the classroom observing and asking questions about projects as the students work on them. Check in about their films and how they felt about the movies, were they dystopian or utopian, how did they relate to *The Giver*, etc.
- **4 minutes:** Have class put the room back in order. Put away supplies, and rearrange desks.
- **6 minutes:** Have everyone return to his or her desk and give progress reports about what they worked on during the period. How do they feel their projects are coming along?

Day 12:

- **35 minutes:** Reading Chapters 16 and 17 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 129: Why do you think Jonas threw his pill away for the first time that morning?
 - Pg. 133: When Jonas realizes that Asher is playing war games, do you understand how he feels? Do children play war games today?
 - Pg. 136: Why do you think Jonas loves Gabe so much? Is it because he is innocent?
 - Pg. 138: When Lily suggests that they all have twins somewhere, do you think that is a possibility?

- **10 minutes:** Write Journal Prompt # 7 on the board or overhead transparency: “Discuss Jonas’s reaction to the experience of love and what happened when he asked his parents about love.”

- **10 minutes:** Have students get in small groups to discuss what they just wrote about in response to the journal topic. Ask them to think about why his parents didn’t know how to handle the word “love.” Walk around the room and listen in to conversations. Make note of some of the discussions to open class with tomorrow.

Day 13:

- **10 minutes:** Begin class by going over some of the discussions from yesterday about love. Ask different groups why they felt a certain way about the topic. Discuss how love would work in a “perfect world,” would it exist, or would everyone just be friends, etc. Does it cause too much pain (a broken heart)? Ask if anyone’s films dealt with love and if so, what about it.
- **10 minutes:** Write Journal Prompt # 8 on the board or overhead transparency: “What impact is the baby Gabriel having on Jonas? How is Jonas affecting Gabe?”
- **33 minutes:** Reading Chapters 18 and 19 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 143: What do you think happened when Rosemary applied for release?
 - Pg. 145: When the chapter ends, what do you think the Giver means? Is he alluding to something in the future?
 - Pg. 151: Were you surprised to find out what releasing is? Do you think Rosemary was brave to choose to release herself?
- **2 minutes:** Ask class to think about what happened to the new twin and Rosemary for homework, because tomorrow’s journal will be about chapter 16.

Day 14:

- **10 minutes:** Write Journal Prompt # 9 on the board or overhead transparency: "What is your opinion about what happened in Chapter 19? How does it make you feel? Why?"
- **10 minutes:** Since chapter 19 was very powerful, take a few moments to return to the Introductory activity and revisit questions 2, 3, and 4.
 - Parents could raise their children much better if they did not love them so much,
 - People who are not able to contribute to society or take care of themselves should be removed from the society
 - Children who do not know their grandparents aren't missing anything

Have students discuss with others around them whether or not their opinions have changed after reading about releasing. In a perfect world would releasing occur in any of these situations?

- **35 minutes:** Reading Chapters 20 and 21 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 155: What do you think the Giver is planning?
 - Pg. 162: Are you surprised that Rosemary was the Giver's daughter? Does that change the way you felt about her death, or the Giver's reaction to losing her?
 - Pg. 169: What do you think will happen to Jonas and Gabe? Will their plan work?

Day 15:

- **35 minutes:** The exciting conclusion! Reading Chapters 22 and 23 in *The Giver*. Begin playing the CD of *The Giver*. Circulate throughout the room to help ensure that students are keeping up with the rest of the class. Stop at the following places to ask the following questions:
 - Pg. 173: Where do you think Jonas and Gabriel are headed? What do you think has happened in the community since they have been gone?
 - Pg. 179: What do you think has just happened to Jonas and Gabe?
- **9 minutes:** Have class get in small groups. Talk about the conclusion of the book. Was it literal or figurative? Did Jonas really make it to the family, were they real or just a memory from the Giver? Get students to think about the ending. How did it make them feel?
- **10 minutes:** Write Journal Prompt # 10 on the board or overhead transparency: “Do you think the story has a happy ending or a sad ending? Explain your feelings.”
- **1 minute:** Have class put desks back in order.

Week Four

Day 16:

- *Prior to class beginning: Gather poster board for collages and magazines, scissors, glue, etc. for the collage project and set the materials at the front of the class.*
- **5 minutes:** Explain the plan for the day—students will get the remaining class time to work on their projects. Remind them that the projects will be due tomorrow and that they will have to do a brief presentation for the class over the next two days. Take any questions before having them get supplies and continue working on either their collages or accompanying papers about the films.
- **45 minutes:** Walk around the classroom observing and asking questions about projects as the students work on them. Check in about their films and how they felt about the movies, were they dystopian or utopian, how did they relate to *The Giver*, etc. While students work, allow each student or group of students to sign up for presentation times over the next two days.
- **5 minutes:** Have class put the room back in order. Put away supplies, and rearrange desks.

Day 17:

- **10 minutes:** Review schedule of presentations for the day. Allow students to get collages and sit with partners to prepare for presentations. Remind students that you expect every student to be a courteous audience member—no talking, no rude comments, no doing anything else during the presentations.
- **45 minutes:** Student presentations. Each presentation should be 2-5 minutes in length. Make brief notes to provide each presenter with constructive feedback for future presentations.

Day 18:

- **10 minutes:** Review schedule of presentations for the day. Allow students to get collages and sit with partners to prepare for presentations. Remind students that you expect every student to be a courteous audience member—no talking, no rude comments, no doing anything else during the presentations.
- **45 minutes:** Student presentations. Each presentation should be 2-5 minutes in length. Make brief notes to provide each presenter with constructive feedback for future presentations.

Day 19:

- **Before class:** Move desks into groups of three to facilitate today's activity.
- **5 minutes:** Pass out a copy of "The Pedestrian" and about 5 post-it notes to each student. Instruct the class to read the story silently and use the post-it notes to write any questions or comments they might have while reading. Students should place these on the side of the paper, approximately where the question arose in the reading.
- **15 minutes:** Students should silently read and write questions/comments on the post-it notes.
- **2 minutes:** Have students exchange papers. Explain that they will read the story again—this time making responses to the group member's post-it questions/comments from the first reading.
- **15 minutes:** Students should silently read and respond to the original post-its.
- **3 minutes:** Have students trade back so that they have their original papers. Ask them to read over the post-its and responses silently.
- **5 minutes:** Students should discuss their post-it "conversations." What did they think about the story? Why did they make the comments they did? How helpful did they find the post-its for reading comprehension or helping to make sense of the story?
- **10 minutes:** Write Journal Prompt #1 on the board or on an overhead transparency: "Why do you think no one walks outside in the world in the story? Would you feel safe walking outside there?" Circulate throughout the room to encourage students to write for the entire 10 minutes.

Day 20:

- **10 minutes:** Write Journal Prompt #2 on the board or on an overhead transparency: “What do you think is the significance of the description of Mr. Mead’s house as the “one house in an entire city of houses that were dark, but this one particular house had all of its electric lights brightly lit, every window a loud yellow illumination, square and warm in the cool darkness”?” Circulate throughout the room to encourage students to write for the entire 10 minutes. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **10 minutes:** Ask students to get into small groups (no more than four students). Explain that today each group will be writing a piece to go along with “The Pedestrian.” Each group should choose from one of two options:
 - 1) Continue the story and create an ending. What happens after the police take Mr. Mead? How do you envision the story ending?

OR

2) Re-write the story from an alternate perspective. Choose a character (the police, another citizen, etc.), and tell the same story from their point-of-view. Feel free to add or change details as needed to make a good story.

Take any questions, and ask the groups to begin writing. Instruct them that the story will be due at the end of the class.

- **25 minutes:** Student writing time. Circulate throughout the room and answer questions or redirect students as needed.
- **10 minutes:** Reflect on the activity of writing an accompaniment to “The Pedestrian.” What did the students think about the activity? How did they feel about being able to finish the story however they chose? How was the story different when told from a different perspective? Allow students to share their experiences of writing as a group.

Week Five

Day 21:

- **5 minutes:** Discuss any issues students might be having with Create-a-Community project. Ask for any questions or misunderstandings students might have over project.
- **5 minutes:** Allow students to meet with a partner of their choice (if they are working alone) or allow groups to meet with another group to "bounce ideas" for Create-a-Community project. Ask students to give honest feedback and provide ideas for those who might be stuck in the process.
- **40 minutes:** Students will use the period as a workday on the Create-a-Community project. Teacher will circulate through the classroom, and students will receive a daily grade based on their participation.
- **5 minutes:** Students will "debrief" with the class as a whole over the progress of their projects after the workday. Ask for any new concerns or problems that may have arisen during the class. Remind students to come prepared to work again tomorrow.

Day 22:

- **5 minutes:** Discuss any issues students might be having with Create-a-Community project. Ask for any questions or misunderstandings students might have over project.
- **40 minutes:** Students will use the period as a workday on the Create-a-Community project. Teacher will circulate through the classroom, and students will receive a daily grade based on their participation.
- **5 minutes:** Students will meet with their partner groups/individuals from the day before to peer review the progress they have made over the past two days. Peers will give them insight/constructive criticism/compliments on the job done so far.
- **5 minutes:** Students will "debrief" with the class as a whole over the progress of their projects after the workday. Ask for any new concerns or problems that may have arisen during the class.

Day 23:

- **10 minutes:** Write Journal Prompt #1 on the board or on an overhead transparency: "Do you think it's a good idea for everyone to be equal all the time? How would life be if we were all equal?" Circulate throughout the room to encourage students to write for the entire 10 minutes. [During this time, teacher should complete any housekeeping tasks—attendance, etc.]
- **15 minutes:** Read "Harrison Bergeron" by Kurt Vonnegut. Use popcorn reading to incorporate the students into the reading (Teacher starts reading a few paragraphs; calls on a student randomly to pick up reading. Student reads a few lines then randomly calls on another student, etc.). Teacher can check for students following along because if they are called on, they must know where they are in the story.
- **10 minutes:** Discuss "Harrison Bergeron" for understanding. Allow students to ask questions about things they didn't comprehend. Discuss the idea of equality for everyone and how they would feel if they were "given" a handicap by the government.
- **20 minutes:** Jigsaw Discussion - Divide the class into five groups of six (based on a 30 student class room). Give each group one of the "Harrison Bergeron" discussion questions. For 10 minutes the students need to meet as a group to thoroughly answer the assigned question. After 10 minutes, separate the groups into six groups of five, so that each new group has one member of each old group. Each member of the old groups now takes the time to teach each member of the new groups what they learned during the initial discussion time.

Jigsaw Discussion Questions

The Jigsaw Discussion Groups will each have one of the following five questions to work from. They should discuss these thoroughly in their expert groups before moving to their home groups.

"Harrison Bergeron" Discussion Questions:

- **Group 1:** Suppose the characters in "Harrison Bergeron" each represent someone or something. Make a list of the characters and who/what they represent.
- **Group 2:** Are there any *truly* heroic or great people in "Harrison Bergeron"--Why or why not? If you found any, who were they and why?
- **Group 3:** Do you think there is a "moral to the story"--Why or why not? If you group found one (or more) what is it (or what are they)?
- **Group 4:** What is the experienced truth of "Harrison Bergeron"?--what kind of real experience(s) does it express?
- **Group 5:** Why do you think Kurt Vonnegut wrote this story?

Day 24:

- **10 minutes:** Write Journal Prompt #1 on the board or on an overhead transparency: "What do you think were the last thoughts Harrison and the ballerina were thinking before the Handicapper General shot them down?" Circulate throughout the room to encourage students to write for the entire 10 minutes. [During this time, teacher should complete any housekeeping tasks—attendance, etc.] While the students work on their journals, give each student the worksheet for the day. Each worksheet should have a different number written at the top that will correspond to a particular handicap.
- **5 minutes:** Spend a few minutes discussing the answers from the jigsaw discussion yesterday. Ask students for any questions they might have concerning "Harrison Bergeron."
- **3 minutes:** Explain the "Handicap" assignment students have received. Each student has been assigned a handicap, and they must work as a group with others who have also been assigned a handicap. While working in groups, the students must display this handicap. Groups must work together to create equality within the group. "Handicaps" must be considered and individuals must work within the group to provide equality. They must complete the given questions based on the abilities of the collective group members.
- **30 minutes:** Students will work in groups with their "handicapped" partners to complete the questions over "Harrison Bergeron." They will turn in the questions to the teacher when they are finished.
- **7 minutes:** Students may drop the "handicap" when they are finished with the questions, but they must write a group paragraph about the problems they encountered, what they did to accommodate each handicap, and what they learned. They need to address the question "Do equality and sameness mean the same thing?" Before they leave, remind students that tomorrow will be a workday for the Create-a-Community project.

"Harrison Bergeron" Handicap Assignment

Your "handicap" is # _____ (see following list)

Your handout has a number written on it. This has been selected by the Handicapper General. Find the corresponding handicap and assume the persona indicated as you join your group to complete the class assignment. In your group, make every effort to understand that each person is working to the best of his or her ability.

Handicaps:

1. You are an excellent writer.
2. You have a spelling deficiency.
3. You are an excellent discussion leader.
4. You can't speak above a whisper.
5. You have trouble writing anything except simple sentences (subject-verb-object).
6. You are an expert in Vonnegut's style of writing.
7. You don't understand what satire is, but can learn if taught.
8. You understand movies and visual media, but struggle with reading.
9. You are nearly blind, but hear well.
10. You have trouble sitting still long and must stand every five minutes.
11. You have no problems and are agreeable.
12. You need to act out parts of the story if you can't understand them.
13. You have a simple vocabulary; that of a 3rd or 4th grader.
14. You have an extensive vocabulary and like to write in complex sentences.
15. You must lie on the floor when you have to think hard.
16. You are physically uncomfortable for some reason--you can invent the location and severity of the pain.
17. You are physically perfect.
18. You have trouble reading unless you read silently.
19. You only do well if you can hear what you read.
20. You need drawings to help you understand.
21. You are excellent at making cartoons.
22. You must use a color of ink other than blue or black.
23. You are allergic to pencils.
24. You read with great expression and volume.
25. You work best if you can rhyme words in your answers.
26. You are an expert at using alliteration (repeating beginning consonants).
27. The only way you can concentrate for more than five minutes is to take a stretch break.
28. You have to say "I love English" every ten minutes.
29. You can speak only in Pig Latin.
30. You have to pace while working or you cannot concentrate.

"Harrison Bergeron" Handicap Assignment Questions

Groups must work together to create equality within the group. "Handicaps" must be considered and individuals within the group must work to provide equality. Complete the questions based on abilities of your collective group members. Groups must have a recorder(s) and turn in one copy of the responses to your "Handicapper General" (me).

When your group completes the questions, you may drop the handicap, but I would like your group to write a paragraph about what problems you encountered in your group, what you did to accommodate all handicaps, and what you learned. Address the question "Do equality and sameness mean the same thing?"

"Harrison Bergeron" Questions:

1. Is this story plot dominant or character dominant? Explain.
2. Vonnegut has been commended for his ability to blend satire and serious insights into human nature. What is the social issue behind the story? Is it resolved? What are the various "insights?"
3. This story uses dialogue to shape characters. How is each shaped by what he/ she says?
4. Is this story about Harrison, or is it about the "other people of his world?"
5. What is the tone of this story?
6. What does it mean to be equal? What do you feel is Vonnegut's view on equality? Does being equal mean conformity?
7. When Harrison Bergeron is completely free from his handicaps, he defies the laws of gravity and motion. What might Vonnegut be suggesting about the potential of free human beings?
8. In traditional stories, the hero is a superhuman figure, superior to ordinary people. Usually the hero "saves" people from an enemy. In what passages is Harrison superhuman? How are the results of Harrison's efforts an ironic reversal of what happens in the traditional heroic stories.
9. Is competition good, bad, or a little of both? Why do you feel that way?
10. Imagine you are the Handicapper General. How would you hinder the talents of the following individuals: Michael Jordan, Albert Einstein, Meg Ryan and Pablo Picasso?
11. Rewrite the ending of this story. Imagine that Harrison is NOT killed and he becomes Emperor. What changes would he make?
12. What ideas or programs do you think Vonnegut might be ridiculing in "Harrison Bergeron?" Should we take Vonnegut's tale to heart? What message does Vonnegut's tale have for us?
13. Suppose the characters in "Harrison Bergeron" each represent someone or something. Make a list of the characters and who/what they may represent or symbolize?

Day 25:

- **5 minutes:** Discuss any issues students might be having with Create-a-Community project. Ask for any questions or misunderstandings students might have over project. Remind them that they now need to make sure they don't repeat the problems of "Harrison Bergeron" in addition to *The Giver* and "The Pedestrian."
- **5 minutes:** Allow students to meet with a different partner of their choice (if they are working alone) or allow groups to meet with a new group to get fresh insight into their Create-a-Community projects. Ask students to give honest feedback and provide ideas for those who might be stuck in the process.
- **40 minutes:** Students will use the period as a workday on the Create-a-Community project. Teacher will circulate through the classroom, and students will receive a daily grade based on their participation.
- **5 minutes:** Students will "debrief" with the class as a whole over the progress of their projects after the workday. Ask for any new concerns or problems that may have arisen during the class. Remind students to come prepared to work again Monday.

Week Six

Day 26:

- **5 minutes:** Discuss any issues students might be having with Create-a-Community project. Ask for any questions or misunderstandings students might have over project.
- **30 minutes:** Students will use first half of period as a workday on the Create-a-Community project. Teacher will circulate through the classroom, and students will receive a daily grade based on their participation.
- **15 minutes:** Teachers will pair groups/individuals with another group/individual based on their projects with each pairing having an "A" and a "B." Today, those labeled as "A" will use a provided feedback sheet to peer review the projects of those labeled "B." The "A"s will discuss the feedback with the "B"s before turning the feedback sheet into the teacher.
- **5 minutes:** Students will "debrief" with the class as a whole over the progress of their projects after the workday. As for any new concerns or problems that may have arisen during the class. Remind students to come prepared to work again tomorrow and stress the fact that presentations will start on Wednesday.

Reviewer(s) _____

Reviewee(s) _____

Peer Review Feedback Sheet

During peer review time, the assigned partners will complete the following feedback sheet over their partner's project. The feedback should be shared with the other group before being turned in to me.

Medium(s):

Group/Individual used the following medium(s) (check all that apply):

_____ PowerPoint

_____ Drawing/painting

_____ Video

_____ Drama

_____ Collage

_____ Photography

_____ Building, etc.

Areas to address in society:

Group/Individual addressed the following areas in society (check all that apply):

_____ Food/drink

_____ Housing

_____ Marriage

_____ Children

_____ Education

_____ Jobs

_____ Weather

_____ Animals

_____ Other communities

_____ Punishment

_____ Emotions

_____ Intellect

_____ Entertainment

_____ Transportation

_____ Aging

_____ Finances

_____ Clothing

_____ Religion

Need to create:

Group/Individual included the following needs for society (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> A leader for the community | <input type="checkbox"/> Rule/law enforcement |
| <input type="checkbox"/> Schooling | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Care for elderly | <input type="checkbox"/> Creation of children |
| <input type="checkbox"/> Housing | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Marriage/Union | <input type="checkbox"/> Care/responsibilities of children |
| <input type="checkbox"/> Rule awareness of members of the community | |

Using a scale of 1 to 5, how well does the project cover the following:

Community takes into account problems shown in *The Giver* and other readings and effectively avoids these problems.

1 2 3 4 5

Comments: _____

Rules are complete and allow for the community to remain perfect while retaining emotional and intellectual freedom.

1 2 3 4 5

Comments: _____

Community has rules posted or given where members are completely aware.

1 2 3 4 5

Comments: _____

Any other useful comments/criticisms/suggestions for improvement: _____

Day 27:

- **5 minutes:** Discuss any issues students might be having with Create-a-Community project. Ask for any questions or misunderstandings students might have over project.
- **30 minutes:** Students will use first half of period as a workday on the Create-a-Community project. Teacher will circulate through the classroom, and students will receive a daily grade based on their participation.
- **15 minutes:** Groups/Individuals will meet again with their peer reviewers. Today, those labeled as "B" will use a provided feedback sheet to peer review the projects of those labeled "A." The "B"s will discuss the feedback with the "A"s before turning the feedback sheet into the teacher.
- **5 minutes:** Students will "debrief" with the class as a whole over the progress of their projects after the workday. As for any new concerns or problems that may have arisen during the class. Groups/Individuals will draw numbers to determine the order of presentations starting tomorrow.

Day 28:

- **3 minutes:** Students not scheduled for day one of presentations will discuss upcoming presentations with partners while day one presenters set up for their turns.
- **5-10 minutes:** Group/Individual #1 will present. During presentations, teacher will grade both the presentation itself and the project based on the provided rubrics.
- **5-10 minutes:** Group/Individual #2 will present.
- **5-10 minutes:** Group/Individual #3 will present.
- **5-10 minutes:** Group/Individual #4 will present.
- **5-10 minutes:** Group/Individual #5 will present.
- **2 minutes:** Remind students of tomorrow's presenters and allow students to give a brief word of compliment to today's presenters.

****If presentations last less than the allotted 10 minutes, the extra time will be used for the next group to set up, teacher to finish rubric, or more compliment time at the end of class.****

Creating-a-Community Rubric

Areas to Address:

- 20 points** - Addresses all 17 important areas.
- 15 points** - Addresses 12-16 important areas.
- 10 points** - Addresses 7-11 important areas.
- 5 points** - Addresses 2-6 important areas.
- 1 point** - Addresses 1 or fewer important areas.

Needs:

- 20 points** - Community includes all 10 needs.
- 15 points** - Community includes 7-9 needs.
- 10 points** - Community includes 4-6 needs.
- 5 points** - Community includes 1-3 needs.
- 0 points** - Community fails to include needs.

Problems from unit readings:

- 20 points** - Community takes into account problems shown in *The Giver* and other readings and effectively avoids these problems.
- 15 points** - Community takes into account **only** problems shown in *The Giver* but effectively avoids these problems.
- 10 points** - Community takes into account problems in *The Giver* and other readings but fails to avoid 1 or 2 problems.
- 5 points** - Community takes into account **only** problems in *The Giver* and fails to avoid 1 or 2 problems.
- 0 points** - Community commits same mistakes as *The Giver* and other readings.

Rules:

- 20 points** - Rules are complete and allow for the community to remain perfect while retaining emotional and intellectual freedom.
- 15 points** - Rules are complete and allow for the community to remain perfect yet limit emotional or intellectual freedom.
- 10 points** - Rules are complete and allow for the community to remain perfect but limit emotional **AND** intellectual freedom.
- 5 points** - Rules are complete and allow for the community to remain perfect, but allow **NO** emotional and/or intellectual freedom.
- 0 points** - Rules are not complete, and the community is not perfect.

Posting/Availability of Rules:

- 5 points** - Community has rules posted or given where members are completely aware.
- 3 points** - Community has rules given, but they are not always available/visible.
- 0 points** - Community has rules that are not obvious or available to members of the community.

Medium:

5 points - Medium or mediums used in extremely creative manner with multiple facets and time obviously spent in great effort.

4 points - Medium or mediums used in a creative manner with one or two facets and time spent working.

3 points - Medium or mediums used with spurts of creativity with one or two facets and some time spent on project.

1 point - One medium used with little or no creativity and obviously little time spent on project.

Peer Review from partner:

5 points - Student incorporated feedback from peer revision.

0 points - Student did not incorporate feedback from peer revision.

Peer Revision for partner:

5 points - Student gave constructive criticism/positive feedback during peer revision.

0 points - Student did not attempt to participate in peer revision and give constructive criticism.

The above points will add up to a Project grade out of 100 possible points.

Presentation will count as a daily grade and follow the following rubric:

25 points - Student spoke clearly and distinctly with a practiced presentation.

12 points - Student spoke clearly but stumbled occasionally and could have been more rehearsed.

5 points - Student stumbled greatly and showed signs of "winging it."

25 points - Student's visuals were well prepared and easy for audience to see from seats.

12 points - Student's visuals were well prepared but difficult for audience to see from seats.

5 points - Student's visuals were not well prepared or easy for audience to see from seats.

25 points - Student provided rules for fellow classmates.

12 points - Student informed fellow classmates of the rules but did not give copies.

5 points - Student did not tell classmates of the rules or provide copies.

25 points - Student's presentation lasted between the allowed 5-10 minutes.

12 points - Student's presentation lasted over 10 minutes.

5 points - Student's presentation lasted less than 5 minutes.

Day 29:

- **3 minutes:** Give day one presenters graded rubrics as they come into class. Students not scheduled for day two of presentations will discuss upcoming presentations with partners while day two presenters set up for their turns. Those who presented on day one will discuss feedback given by teacher.
- **5-10 minutes:** Group/Individual #6 will present. During presentations, teacher will grade both the presentation itself and the project based on the provided rubrics.
- **5-10 minutes:** Group/Individual #7 will present.
- **5-10 minutes:** Group/Individual #8 will present.
- **5-10 minutes:** Group/Individual #9 will present.
- **5-10 minutes:** Group/Individual #10 will present.

2 minutes: Remind students of tomorrow's presenters and allow students to give a brief word of compliment to today's presenters.

****If presentations last less than the allotted 10 minutes, the extra time will be used for the next group to set up, teacher to finish rubric, or more compliment time at the end of class.****

Day 30:

- **3 minutes:** Give day two presenters graded rubrics as they come into class. Students not scheduled for day three of presentations will wait patiently while day two presenters set up for their turns. Those who presented on day two will discuss feedback given by teacher.
- **5-10 minutes:** Group/Individual #11 will present. During presentations, teacher will grade both the presentation itself and the project based on the provided rubrics.
- **5-10 minutes:** Group/Individual #12 will present. (This is based on the assumption that due to individual projects and the mixture of 2 and 3-person groups, there will be approximately 12 presentations)
- **5 minutes:** Students may give words of compliments to the today's presenters.
- **10 minutes:** Students may use this time to wander around the room and get a better look at other group's/individual's projects. Students should pay close attention to the projects and decide for themselves which project they think is the best done.
- **2 minutes:** Have students write on a piece of paper which project they think is the best one. Count up the votes and award a prize (candy, homework pass, etc.) to the group/individual voted as the best.
- **10 minutes:** Have students write in their journals what they learned from the entire process. Ask them to write about what they liked and didn't like, what should be done differently, what should be removed altogether, what should stay just as it is. Ask students to be honest about how they felt their project went and what they might change if they had to create it over again. Teacher will finish day three rubrics while students write in journals.
- **5 minutes:** Discuss these answers as a whole group. Give rubrics back to day three presenters for them to discuss together.

****If presentations last less than the allotted 10 minutes, the extra time will be used for the next group to set up, teacher to finish rubric, or more compliment time at the end of class.****