

The

GIVER



NOVEL STUDY

Novel Unit Contents

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Chapter Questions A

The GIVER

Reading Response 1.a: Chapter 1

Name: _____

1. How does Jonas feel at the beginning of the chapter? What memory does this feeling cause Jonas to remember? Summarize the memory with key details and support with evidence.

2. Describe the setting of the novel so far. Where and when does it take place? How would you describe the community? Support with evidence from the text.

3. The topic of release is mentioned several times throughout the chapter. What do you think this term means? In what ways is release serious? Explain and support with textual evidence.

4. Summarize Jonas' flashback to Asher. What happens? What do you learn about the community? Explain and support with evidence from the text.

5. What ritual does Jonas' family participate in during the evening? Why do you think the family unit completes this ritual? Do you have a ritual or tradition that is similar? Explain and support with evidence.

➤ 13 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

Chapter Questions A

6. What feelings does Lily express during the evening ritual? What do readers learn about the community and Jonas' world as a result? Support with details from the text.

7. Throughout the chapter, the author mentions the community structure and its rules. What are some of these jobs and rules? Support with textual evidence.

8. How does Jonas feel about the upcoming Ceremony of Twelve? What do you think the Ceremony of Twelve is? Make an inference and support with evidence from the text.

Visualize the Text

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.



Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

Chapter Questions B

The GIVER

Reading Response 1.b: Chapter 1

Name: _____

1. Describe the two flashbacks Jonas has in this chapter. What do readers learn about the community as a result? How do the two flashbacks connect to Jonas' present situation? Support with evidence.

2. What various rules must Jonas and members of his community follow? What roles or jobs does the community also have its members take or do? How is Jonas' community similar to communities as they exist today? How is it different?

3. Based on the evidence in this chapter, what do you think release from the community means? Explain at least two possible meanings and support with textual evidence.

4. How do we see the importance of accurate language and communication in this chapter? Why do you think the community values accurate language and communication? Support with textual evidence.

5. What is the "telling of feelings"? Why do you think family units participate in this ritual? Do you think it is a worthwhile and helpful ritual? Why or why not? Explain and support with evidence from the text.

➤ 13 Assignments
– 8 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

Chapter Questions B


6. How does the community handle conflicts? Based on the first chapter, what is their process for solving problems? Does this process reflect our own society? Why or why not? Support with details from the text.

7. Why might the community forbid its members to hide feelings? Do you think this is a good rule? Why or why not? Support with textual evidence.

8. What is Jonas' tone towards the Ceremony of Twelve? What does his attitude reveal about his feelings towards his community and his place in it? Explain and support with evidence from the text.

Utopia or Dystopia?

Directions: Based on this reading, identify a reference, description, or statement that connects to the idea that the community is either a utopia or dystopia. How does this evidence reveal the way in which the community is a utopia or dystopia?

Textual Evidence	Connection to Utopia or Dystopia
	
Quiz:	

➤ Critical Connections Section – Springboard for Dystopia vs. Utopia Discussion

➤ Use for Differentiation

➤ Google Forms™ Links

➤ Answer Keys

Discussion Questions

The GIVER

Discussion Question 6: Chapters 9-10

Name:

Directions: After reading Chapters 9-10 of *The Giver*, consider the discussion prompt or question in the box below. Then, take a stance on the prompt and justify your answer with evidence from the text.

Memories are a person's primary source of wisdom.

AGREE: Memories are a person's primary source of wisdom.

DISAGREE: Memories are not a person's primary source of wisdom.

- 1 Question per Reading – 13
- 10 Whole Novel Discussion Questions
- 2 Formats – Graphic Organizers & Task Cards
- Flexible for Any Classroom Model

Close Readings

The GIVER

Close Reading 1.a: Chapter 1

Name:

Elements of a Story

Directions: The beginning of the novel contains *many* different elements that may leave readers wondering – who, what, where, when, huh? Let's reread the first chapter to get a better sense of these elements and to understand the start of this great novel. Fill in the graphic organizer below.

Element	Details
Characters	What characters are we introduced to in the first chapters? Write their names and a brief description of who they are.
Setting	Where and when does the novel take place? Describe the setting of the novel.
Setting – Rules, Traditions & Values	What values or rules does the community follow? Write down the rules, traditions, and rituals mentioned in the first chapter.
Conflicts	What conflicts do the characters face? Briefly describe problems characters encounter.
Point of View	What point of view does the author use? Who tells the story? Describe the perspective.
Important Events	Explain the important events that are mentioned or that occur in this chapter.

➤ 26 Close Reading Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

Close Readings

The GIVER

Close Reading 1.b: Chapter 1

Name: _____

Setting

- _____ and _____ of a story.
- Setting affects _____, creates a _____, and develops/drives _____.

Setting can also extend beyond just time and place. It can also include several other elements such as:

- _____ - Country, state, house, basement, rural/urban
- _____ - Day, night, weather, season, physical details
- _____ - Values, ideals, attitudes, politics
- _____ - Time period, year, major events
- _____ - Time elapsed, time of day, flashbacks, between scenes

Identify Aspects of the Setting

Directions: In the chart below, identify the various aspects of the community. Be specific as possible.

Aspect	Setting: The Community
Geographical	
Physical	
Cultural/Values	
Historical	
Time	

➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

Close Readings

Directions: In the first chapter, readers are introduced to a *very* different community. Let's take some time to learn more about what this community values and how they maintain rules and order. Complete the graphic organizer below by identifying five important rules, orders, or rituals citizens follow. Then, explain how that rule, order, or ritual reveals the values of the community.

Rule, Order, Ritual	Value – Based on this rule, order, or ritual, what does the community value?
>>>	
>>>	
>>>	
>>>	
>>>	

1. Based on the rules and rituals listed above, would you want to live in this community? Why or why not? Support with textual evidence.

➤ Comprehensive Answer Key

➤ Thorough Examination of the Text

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

Close Readings

The GIVER

Close Reading 2.a: Chapter 2

Name: _____

Flashback

- Flashback is a _____ of events prior to the start of the story or earlier in the story.
- _____ are also considered flashbacks.
- Flashbacks have deeper meanings because they give _____ or _____ into current events.
- Specifically, flashbacks serve three purposes in literature:
 1. Provide insight into _____.
 2. Increase _____.
 3. _____ the past with the present.

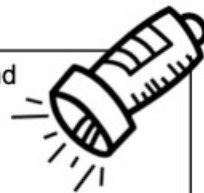
Directions: Reread Chapter 2, focusing on Jonas' father's flashback to the yearly ceremony. Gather important details below and explain how the flashback helps you understand Jonas' community better.

Flashback Summary – What is the flashback about?

--

Flashback Analysis – Shine a Light

Important Flashback Detail	How does this flashback detail help you understand the ceremony and community better? What do you learn?



➤ Use to Differentiate for Students' Needs

➤ Focus Standards: Conflict, Theme, Character, Symbolism, Tone & Mood, Plot, Flashback, Setting, Point of View & More

Assessment Resources

The GIVER

Reading Check 1
Name:

Chapter 1

1. What is Jonas' sister's name?
2. What ritual does Jonas' family unit participate in every night?
3. What event is Jonas "apprehensive" about?

The GIVER

Reading Check 2
Name:

Chapter 2

1. What year do children receive their bicycles?
2. What will Jonas receive at the Ceremony of Twelve?
3. What is Lily's comfort object?

The GIVER

Reading Check 3
Name:

Chapter 3

1. How is Gabriel's appearance similar to Jonas'?
2. What is Gabriel's comfort object?
3. With what object did Jonas and Asher play catch?

The GIVER

Reading Check 4
Name:

Chapter 4

1. Where does Jonas go to volunteer in this chapter?
2. Aside from Asher, what is the name of another child Jonas calls a friend?
3. Where does a person go after they are released?

➤ 23 Mini-Quizzes – 3 Questions per Chapter

➤ Google Forms™ for Easy Grading

➤ Common Core-Aligned Materials

➤ Check for Understanding

Assessment Resources

The GIVER

Quiz 1: Chapters 1-11

Name: _____

SECTION I: Order the following events of the novel in chronological order

- _____ - During the Ceremony of Twelve, Jonas is assigned the position of the Receiver of Memory.
- _____ - Jonas receives his first memory, sledding in the snow, from the Giver.
- _____ - Jonas admits he has started to experience Stirrings and begins to take medication.
- _____ - Jonas reads over the rules of his new Assignment.
- _____ - Jonas' father brings Gabriel home to receive extra nurturing and attention.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - Lily's comfort object is a stuffed animal called an elephant.
- _____ - Gabriel and Jonas are similar in appearance because they both have dark eyes.
- _____ - Jonas receives the memory of a sunburn, the first painful memory.
- _____ - The first time Gabriel noticed an object *change* was when he was playing with a ball.
- _____ - Lily receives a new jacket at the Ceremony of Eight.

SECTION III: Fill-in-the-blank

1. When children reach the age of nine, they receive a _____ during the ceremony.
2. Jonas' second memory, after the sledding and snow, is one of _____.
3. Jonas' two closest friends are _____ and _____.
4. Jonas' father's role in the community is _____.
5. The community does not experience weather, like snow, due to _____.

SECTION IV: Multiple-choice

1. _____ Which aspect of the novel's setting influences the characters the most?
 - a. The selection of family units
 - b. The rules and traditions that keep order
 - c. The lack of color
 - d. The school and work schedules
2. _____ Which of the following best describes the point of view of the novel?
 - a. First person from all the characters' perspectives
 - b. First person from Jonas' perspective
 - c. Third person from the narrator's perspective
 - d. Third person from Jonas' perspective
3. _____ How is Jonas' flashback to Asher's use of "smack" instead of "snack" effective in the novel?
 - a. It demonstrates how painful punishments are in the community
 - b. It highlights Asher's tendency to get in trouble on purpose
 - c. It shows how Gabriel always tries to help others when he should not
 - d. It reveals how serious the community views the precision of language

➤ 2 Novel Quizzes – 1 per Half of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

Assessment Resources

The GIVER

Final Assessment A

Name: _____

Character Quote Matching

Match the correct quote OR description to the right character.

1. _____ Jonas	A. "I liked the feeling of love...I wish we still had that."
2. _____ The Giver	B. "I don't know why I'm nervous...I've been here so often before."
3. _____ Father	C. "My Childcare group was at the play area, and we had a visiting group of Sevens, and they didn't obey the rules at <i>all</i> ."
4. _____ Mother	D. "Games aren't <i>your</i> area of expertness."
5. _____ Lily	E. "But you mustn't forget. I'll remind you for the first weeks, but then you must do it on your own. If you forget, the Stirrings will come back. The dreams of the Stirrings will come back."
6. _____ Asher	F. "No, I just have to make the selection. I weigh them, hand the larger over to a Nurturer who's standing by, waiting, and then I get the smaller one all cleaned up and comfy."
7. _____ Fiona	G. "The worst part of holding the memories is not the pain. It's the loneliness of it."

Order of Events

Put the following events in the order that they happened (chronological order). Label the first event with 1 and the last with 10.

1. _____ Jonas learns that he can lie in his new job.
2. _____ Jonas's father reveals that Gabriel will be released.
3. _____ Jonas experiences his first Stirling and starts taking medication.
4. _____ Jonas leaves with Gabriel and struggles to stay alive as he searches for Elsewhere.
5. _____ Jonas gets upset that his friends are playing a war game.
6. _____ Jonas and the other children receive their assignments at the Ceremony of Twelve.
7. _____ Jonas and The Giver plan for Jonas to escape the community.
8. _____ Jonas learns about Rosemary and what happened to her as the previous Receiver.
9. _____ Jonas receives the memory of sledding and snow.
10. _____ Jonas finds a sled and hears music.

➤ Final Literary Tests

➤ A & B Format – Accommodate ALL Learners

➤ Flexible Implementation

➤ Answer Keys & Google Forms™ Links

Vocabulary Resources

The GIVER

Vocabulary Practice 1

Name: _____

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- _____ - The company struggled to find a candidate that fulfilled all the attributes they were looking for in an employee.
- _____ - While the adventurers set out to create their own utopia, they could never agree on a vision, so they abandoned the idea.
- _____ - The manager had full autonomy in the direction of the project. They were not allowed to make any decision without the approval of a supervisor.
- _____ - The child's keen perception of the situation caused the parents to be more careful with their words around the young one.
- _____ - It seemed as if everyone wanted to take part in the new tradition of wearing stickers on their jackets.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Transgression – SYNONYMS	Perception – ANTONYMS
Good deed Offense Obedience	Misunderstanding Insight Realization
Helpful Puzzled	Irritation Skepticism
Crime Offended Sin	Appreciation Ignorance Understanding
Ritual – SYNONYMS	Practical – ANTONYMS
Discord Praise Rite	Useful Functional Suitable
Ceremony Honor	Helpful Useless
Habit Peace Disagreement	Sensible Inappropriate In service

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Dystopia** – _____

2. **Authority** – _____

3. **Ritual** – _____

- 4 Vocabulary Lists - Word Location
- Google Forms for Easy Grading
- 4 Vocabulary Practice Assignments
- Multi-Model & Engaging

Vocabulary Resources

The GIVER

Vocabulary Check 1

Name: _____

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Attribute	a. Definition: Suitable for a particular purpose
2. _____ Practical	b. Synonym: Custom or practice
3. _____ Tradition	c. Antonym: Good deed or obedience
4. _____ Transgression	d. Definition: A quality belonging to a particular person or thing
5. _____ Utopia	e. Synonym: Paradise or heaven

SECTION II: Fill in the blank with the correct word

1. The star player's pre-game _____ was so detailed that the rest of the team knew to leave her alone while she mentally prepared.
2. The teacher enjoyed giving her students the _____ to select books and study topics of their choosing.
3. Although the newly formed government tried to create a perfect system and society, the new world order more closely resembled a _____.
4. The employees challenged the company's owner's _____ when they threatened to walk off the job.
5. The mayor worked day and night to try and change the public's _____ that funds were being wasted.

AUTHORITY – AUTONOMY – DYSTOPIA – PERCEPTION – RITUAL

➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 4 Vocabulary Quizzes – Check for Understanding

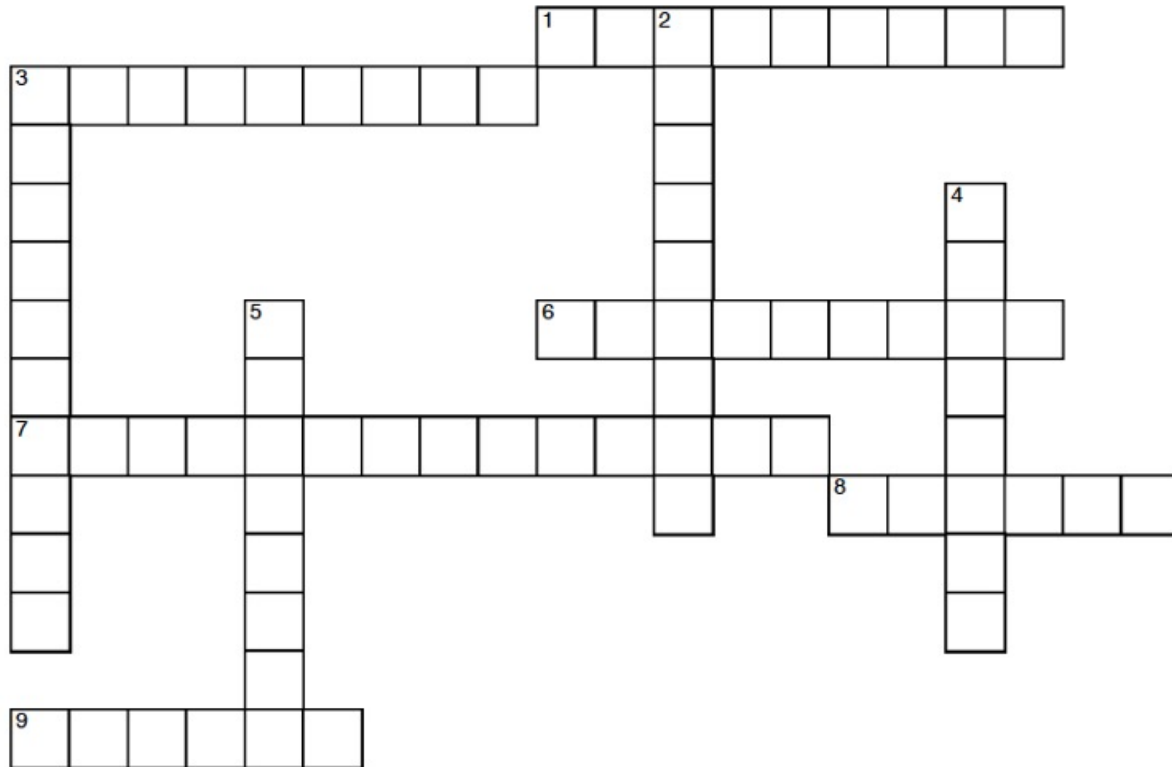
Vocabulary Resources

The GIVER

Crossword Puzzle 1

Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

- 1 Synonym: Power or control
- 3 Although she faced a complex problem, she believed there was a _____ solution to fix it.
- 6 Synonym: Trait or feature
- 7 The child was warned that any further _____ would lead to a stricter punishment.
- 8 An imagined place or state of things in which everything is perfect
- 9 The prescribed order of performing a ceremony

DOWN

- 2 The couple upholds the long-standing family _____ of volunteering on Thanksgiving Day.
- 3 Antonym: Misunderstanding or ignorance
- 4 Freedom from external control or influence; independence
- 5 Antonym: Dreamland

WORD BANK: ATTRIBUTE, AUTHORITY, AUTONOMY, DYSTOPIA, PERCEPTION, PRACTICAL, RITUAL, TRADITION, TRANSGRESSIONS, UTOPIA

- 4 Crossword Puzzles
- Use for Centers or Rotation Model
- Graphic Organizers & Activity
- Answer Key & Google Slides™ & Forms™ Links

Texts & Activities Topics

Informational Texts

- What Is Memory?
- Types of Memory
- Memory & the Brain
- From the First Memories...
- ...To the Last Memories
- The Malleability of Memories

Extension Activities

- Brain vs. Computer
- Working on Memory
- Mapping Memories
- First Memories
- Creating Collective Memories
- Text Connections
- Neuroplasticity
- Final Project: *The Giver* Memory Book

Informational Texts

What Is Memory?

Informational Text 1

Name:

In today's modern world, it is easy to associate the idea of memory with technology. It seems as if every new gadget and gizmo can store all types of information, access it when needed, and download it when requested. Advancements in technology even allow computers to recognize patterns from past actions and suggest a future course of action. In truth, the basic function and processes behind computer memory are not all that different from human memory; they both store, make sense of, and transmit information. It's an incredible feat,¹ and the functions that allow humans to accomplish it are still being investigated. Scientists continue to study the human mind and memory processes, learning even more about the complexity of the brain. Like with most things, they are also learning there is far more to discover than has been already found.

Defining Memory

In the simplest of terms, **memory** is the process of acquiring,² keeping, and recalling information. While the definition is straightforward, the importance of memory cannot be understated. Memory helps people make sense of their world and act in the present. A person's memory makes them who they are. However, memory is not a tangible³ thing like your fingers, eyes, or head. Common metaphors or images for memory also don't quite fit. People do not have a mini-computer or filing cabinet in their brain that stores information. Rather, memory involves a complex process that uses all parts of the brain.

Memory Processes 101

There are three main processes that involve memory: encoding, storage, and retrieval. **Encoding** is the means by which a person learns information and has that information altered in a way that allows it to be stored in memory. An individual's perception⁴ of an experience travels through the brain's connections, between **neurons** (nerve cells) and synapses,⁵ finding a home in the memory's storage. When the connections between neurons are strengthened or new ones are created, memories form. People learn information through their senses, and they make meaning from those inputs.

- 6 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- 2-3 Pages Per Reading

Memory Capacity



Scientists estimate the memory capacity of the brain is around 2.5 petabytes (1 million gigabytes)

vs.



A MacBook Pro can have up to 24 gigabytes of memory and 2 terabytes of storage (2,048 gigabytes)

Informational Texts

Storing a memory begins with the perception of the memory (the sensory experience). Then, important memories are stored in short-term memory. However, short-term memory's storage capacity is limited. Therefore, the most important information is transferred to long-term memory. If information continues to be repeated or used, such as a telephone number or how to ride a bike, then it will eventually be transferred to long-term memory and stored indefinitely.

Finally, the last process involving memory is the retrieval⁶ from long-term memory storage. When an individual retrieves a memory, they bring the information stored in long-term memory to their conscious⁷ mind. For short-term memories, retrieval happens in the order in which information is stored, such as a list of numbers. For long-term memories, retrieval occurs by association, such as where a person last put their house keys. This memory process is perhaps the most complex and mysterious to scientists, especially since many factors influence the memory-making system. Distractions, not paying attention, failure to store information, or an inability to retrieve a memory can all play a part in the experience of remembering. Or forgetting.

As you can see, memory-making is a complex process. Do you remember what you ate this morning? What about the clothing you wore yesterday? Last week? Think about what you just read. Now, see if you can recall something you read last week. Comparing those two instances help illustrate the fact that your ability to retrieve information to your conscious mind is no simple task. The last paragraph you read may be easy to remember but remembering what you read last week may depend on many other factors – was the TV on? Were you interested in what you read? To recall anything, even “simple” memories, requires the retrieval of information from many different places in your brain. The complexity of that process is what makes humans distinct⁸ from computers. While the basics of memory processes may seem to closely reflect the way computers gather, store, and retrieve information, humans' ability to do so in a much more nuanced⁹ way is what makes people who they are.

GLOSSARY OF TERMS

¹ Feat: an achievement that requires great courage, skill, or strength

² Acquiring: learn or develop (a skill, habit, or quality)

³ Tangible: clear and definite; real

⁴ Perception: the ability to see, hear, or become aware of something through the senses

⁵ Synapses: a junction between two nerve cells

⁶ Retrieval: the process of getting something back from somewhere

⁷ Conscious: aware of and responding to one's surroundings; awake

⁸ Distinct: recognizably different in nature from something else of a similar type

⁹ Nuanced: characterized by subtle shades of meaning or expression

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and Science Standards

➤ Critical Thinking Opportunities

Informational Texts

Informational Text Analysis A
Name: _____

What Is Memory?

Text Features Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 1: Memory Capacity

What is it? Name/describe the feature.

How does this feature contribute to your understanding of the whole article?

Terms & Vocabulary Directions: Define the key terms below by using context clues from the text.

Memory	
Encoding	
Neurons	

Main Idea & Details Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title: _____

Key Detail 1:	Key Detail 2:	Key Detail 3:
---------------	---------------	---------------

Main Idea: What is the article mostly about?

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➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

Informational Texts

Informational Text Analysis B

Name:

What Is Memory?

1. What is human memory? What purpose does memory serve for individuals? Support with textual evidence.

2. Why might the author compare the brain and memory to a computer? How is this metaphor effective in the text? What idea or concept does it help highlight or emphasize? Support with details.

3. How do people create or form memories? Describe the processes involved in memory formation and support with details from the text.

4. What are some of the factors that influence the memory process? What do these factors suggest about the memories that are formed and stored? Explain and support with evidence from the text.

5. How do the explanations about memory formation support the generalization that human memory is complex? Explain at least two ways and support with evidence from the text.

6. How does the text feature "Memory Capacity" deepen your understanding of human memory? What questions does this text feature raise for you? Support with details.

- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-Text Connections
- Answer Key & Google Slides™ Links

Extension Activities

Brain vs. Computer

Extension Activity 1

Name:

Computers have been at the forefront of cutting-edge technology for decades. They're able to complete incredible tasks at record speed, leading many to ponder whether computers are, in fact, more sophisticated and capable than the human brain.

What Are *Your* Thoughts About The Abilities of Computers & The Human Brain?

Consider your own opinions about computers and the human brain. Do you believe computers are more capable and intelligent than human brains? Do you think computers are just better? Or are human brains better? In the chart below, write down your opinions about computers versus human brains.

+ Computer + How do you think the computer is better than human brains?	+ Human Brain + How do you think the human brain is better than computers?
+ Computer – vs. + Human Brain – Which do you think is superior – the computer or the human brain? Why?	

- 7 Extension Activities
- Variety of Materials – Research, Brain Games, Journaling
- Engage with Different Activities
- Comprehension & Analysis Questions

Extension Activities

Working on Memory

Extension Activity 2

Name: _____

One characteristic of the human brain is that it can adapt and change. The brain is not fixed; it can continue to grow over time. A person can alter the structure of their brain to improve its function, especially when it comes to memories, by purposefully engaging in certain activities.

For this activity, you will participate in a series of games that are designed to help improve your working memory. While these games are certainly fun, they are also an excellent way to help recall information from working memory more accurately and efficiently.

Activity 1: Instant Replay

In Instant Replay, a slide or image will display on the screen. Your goal is to remember as many of the numbers, letters, or objects displayed on the screen. For each "round," write down what you remember seeing. Then, reflect on your experience.

Round	Items You Recall	Total Items on Slide
1		
2		
3		
4		

1. What did you find easy about the activity? What did you find difficult? How does the activity shape or change your understanding of working memory? Support with details.

- Allows for Differentiation
- Standards-Aligned – Informational & Science Texts
- Pair with Informational Texts
- Make Connections Between Texts

Extension Activities

Mapping Memories

Extension Activity 3

Name:

When a person recalls a memory, they activate various parts of the brain to retrieve information stored in those different regions. For this activity, you will connect the science of memories to your own experiences. First, in the chart below, write down what kinds of memories or information is stored in the parts of the brain listed.

Part of the Brain	What kind of information or memories are stored in this region?
Prefrontal Cortex	
Basal Ganglia	
Cerebellum	
Hippocampus	
Amygdala	
Neocortex	

For the next part of this activity, brainstorm two long-term memories of your own you would be comfortable writing about. They can be memories from earlier today, yesterday, last week, last year, or many years ago. Summarize the memories below, then make a final selection.

Long-Term Memory Brainstorm	
Summarize Memory 1	
Summarize Memory 2	
Which memory do you want to write about? Why?	

➤ Foster Rich Discussion

➤ Examination of Science of Memories

➤ Prompts Require Evidence-Based Responses

➤ Cross-Curricular Learning

Extension Activities

First Memories

Extension Activity 4

Name:

Long-term memories help shape a person's identity and contribute to what makes them human. As a person gets older, their first memories become even more significant as some remain while others are lost. For this activity, you will write a narrative, capturing the essence of your first memory as vividly as the memories included in *The Giver*. First, take some time to brainstorm your earliest memories. Jot down these moments in the box below. Once completed, circle the memory you believe to be the first.

Memory Brainstorm

Now, write down specific details about the memory, including sensory information, emotions, and other details in the graphic organizer below.

Category	Details
Sensory – Smell, taste, touch, sound, sight	
Physical – location, objects, people, time / year	
Emotion – feelings associated with memory	
How is this memory important to you? How does it contribute to your sense of self or identity?	

➤ Encourage Critical Thinking

➤ Scaffold Learning with Graphic Organizers

➤ Google Slides™
Links for Google Drive™

➤ Rubrics for Applicable Resources

* Bonus Resources *



Book vs. Movie

Compare & Contrast Narratives

Name: _____

In 2014, the movie industry turned the novel *The Giver* into a feature film. Even with a star-studded cast and high expectations, the movie had a lot to live up to when it comes to this classic book. Now, it's your turn to sit in the critic's chair. For this activity, you will watch the movie and compare the film's literary elements to the novel's literary elements. The focus elements include setting, character, conflict, plot, flashback, and theme. Follow the steps to thoughtfully and thoroughly analyze the visual retelling of *The Giver*.

- 1. Pre-Work** – Review the graphic organizers. Read the questions prior to viewing the movie to fully understand the literary analysis. Complete the book portion of each one. (Feel free to add more as you watch the movie.)
- 2. Movie Viewing** – As you watch the movie, take notes on how the movie's literary elements *differ* from the novel in the graphic organizers.
- 3. Literary Elements Analysis** – Review the ratings of each literary element and then rate the movie, analyzing whether the film's changes to the narrative enhance the story or detract from it.
- 4. Final Review** – Finally, write an essay, arguing which medium, novel or film, tells a richer, more comprehensive story.

Book – Settings What are the settings of the novel? What aspects of the settings are important?	Movie – Settings How do the settings of the movie differ from the settings of the book?										
											
Movie Settings Rating											
On a scale of 1 to 10, how do the movie's settings compare to the book's settings? (1 takes away from the narrative to 10 enhances the narrative) Shade in the boxes that corresponds with your opinion.											
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- Pre-Reading Discussion Activity
- Book vs. Movie Analysis
- Newbery Acceptance Speech Analysis
- Implementation Notes & Digital Links Included

* Lesson Plan Resources *

Day 2 The Giver Reading 1 What Is Memory?	
Essential Question(s)	
<ul style="list-style-type: none"> What story elements can you identify in the beginning of the novel? OR How does setting create mood, create conflict, affect characters, and contribute to themes in a text? What is human memory? How does it work? Why is memory important? Which is superior – the human brain or the computer? 	
Essential Standard(s) Covered	
<ul style="list-style-type: none"> RL.6.5 – Analyze how a particular scene fits into the overall structure of a text and contributes to the development of the text OR RL.6.5 – Identify and analyze how the setting contributes to the development of conflicts and characters RI.6.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate 	
Lesson Overview	
Bell Ringer	<ul style="list-style-type: none"> Curious Questions – Write 2 or more questions you have about yesterday's class, lesson, readings, etc. What questions do you still have and want answered?
Vocabulary	<ul style="list-style-type: none"> Introduce Set 2 and complete a graphic organizer to define terms
Literary Notes	<ul style="list-style-type: none"> Story Elements / Setting notes – feel free to extend into a mini-lesson on story elements/setting if needed
Reading	<ul style="list-style-type: none"> Read Chapter 1 – reading can be aloud, in groups, or independently
Reading Analysis	<ul style="list-style-type: none"> Chapter Questions 1 A and/or B Chapter 1, Close Reading 1: Story Elements or Setting
Informational Text	<ul style="list-style-type: none"> Informational Text 1: What Is Memory? – complete text analysis A and/or B
Extension Activity	<ul style="list-style-type: none"> Activity 1: Brain vs. Computer– complete pre-work and begin research on capabilities of human brain and computer
Option: Facilitate a discussion with students about the connection between the informational texts / extension activities and the novel. How do they connect? How do they help you better understand the novel?	
Resources Needed	
<ul style="list-style-type: none"> Novel: <i>The Giver</i> Vocabulary: Set 2, graphic organizers (Vocabulary Resources) Chapter Questions 1 A and/or B Chapter 1 (Chapter Questions Resources) Close Reading 1: Point of View or Flashback (Close Readings Resources) Informational Text 1: What Is Memory? (Nonfiction Resources – Informational Texts) Extension Activity 1: Brain vs. Computer (Nonfiction Resources – Extension Activities) Exit Ticket Form (Assessment Resources) 	
Homework	
<ul style="list-style-type: none"> Novel Reading 2 – Chapter 2 (<i>Optional</i>) 	
Assessment	
<ul style="list-style-type: none"> Exit Ticket – What are your first impressions of the novel? What sticks out to you the most? 	

➤ 4-WEEK Unit with Novel Study Implementation Suggestions

➤ Pacing Guide

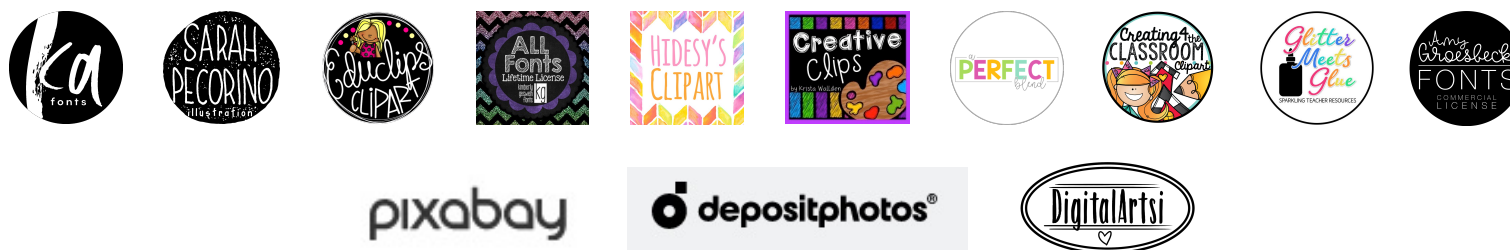
➤ 20 Instructional Lesson Plans

➤ Instructional PowerPoint

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- **Credits:** Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.



- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!