

Lesson Plan for *The Giver* Prompt

PROMPT:

After experiencing the feeling of love from the Giver and his memories, Jonas thought about the way life must have been when there was love and realized it was probably a "dangerous way to live." Think about what Jonas meant. What was "dangerous" about that kind of life, and what was a "safe" life like? What were the advantages and disadvantages of each choice?

Write an essay in which you either support or criticize Jonas's decision to escape the community in light of the choice he made between a safe life and a dangerous one.

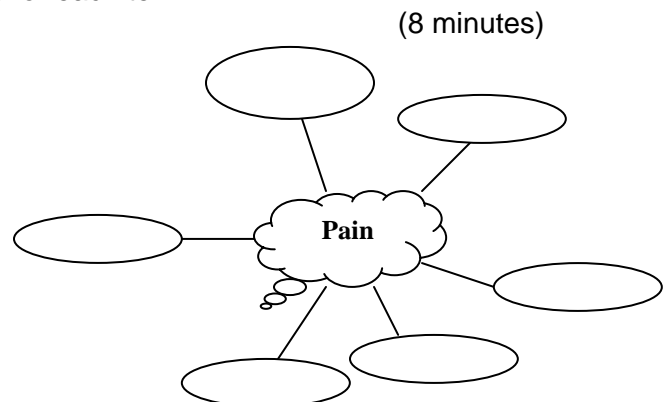
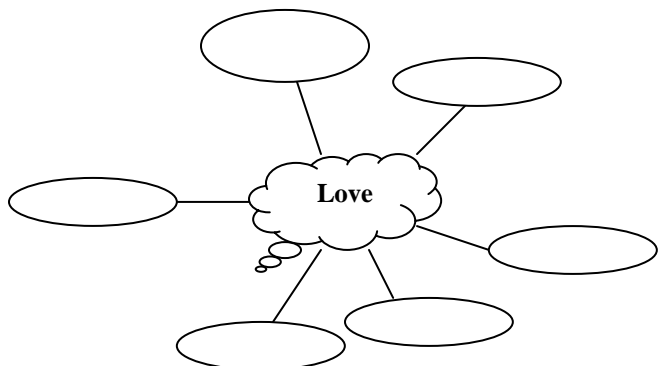
As you write, remember your essay will be scored based on how well you:

- Develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- Support your thesis with meaningful examples and references from the text, carefully citing any direct quotes.
- Organize your essay in a clear and logical manner, including an introduction, body, and conclusion.
- Use well-structured sentences and language that are appropriate for your audience.
- Edit your work to conform to the conventions of standard American English.

LESSON PLAN (This lesson is predicated on the assumption that students have read or are concurrently reading *The Giver* by Lois Lowry.)

Day 1:

- 1) Students will use their writer's journal to describe one of their greatest memories as well as one of their more painful memories. The student should describe what makes the first memory such a fond one, and what makes the second memory one that they would just as soon forget. Students will then respond to this prompt: *Would you give up your fondest memory if it meant you also would be able to forget your most painful memory? Why or why not?* (12 minutes)
- 2) Students will be grouped in small groups of 3-4 to collaboratively complete two concept map organizers for the concepts of love and pain. Students should be instructed to fill in the map with words or examples that capture the essence of these terms. Each student in the group should complete concept maps for each term.



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- 3) Students will be regrouped so that their new group has a representative from each of the original groups. An easy way to do this is to have each original group count off one to four and then have all of the ones form a new group, all of the twos another new group, and so on. In their new groups, each member will share his/her original group's concept map of effective leadership traits. Students will be asked to add any new ones that are shared to their own concept map. Once everyone has shared, the teacher will ask students in their new groups to discuss this prompt: *Would you be willing to give up love as part of our lives if it meant that there would then be no more pain or hate in the world? Why or why not?* Teacher will then lead a brief whole class discussion drawing on what the students discussed about a potential world without love, but then also without pain/hate. Some possible questions the teacher may use to lead the discussion could be:
 - a. Is love a more powerful feeling than pain/hate? Why or why not?
 - b. How closely linked are love and pain/hate? Can we have one without the other?
 - c. Think about the society that Jonas lived in. Would you describe it as better or worse than our own society and why?
 - d. Would you have done what Jonas did at the end (something dangerous), or would you have stayed (the safe path)? Why?(18 minutes)
- 4) Students will return to their seats and revisit their writer's journal. Students will individually contemplate the class discussion and evaluate in writing whether they think Jonas made a wise choice at the end and why they feel as they do. Students should also explain what they would have done if they were Jonas and why. Students may want to consider the terms risk-taker vs. playing it safe as they respond. (7 minutes)

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Day 2:

- 1) Student will take a few minutes to review their journal entries and concept maps from the previous class.
(3 minutes)
- 2) Students will read or the teacher may read aloud the short story "Harrison Bergeron" by Kurt Vonnegut. The story is available at <http://www.tnellen.com/cybereng/harrison.html>. Prior to reading, students should be instructed to look for connections among "Harrison Bergeron:", *The Giver*, and the discussions from yesterday. (15 minutes)
- 3) Students will respond to the following prompts in their journal once the story has been read:
 - a. Use a Venn Diagram to compare the society described in "Harrison Bergeron" with the one described in *The Giver*. Students can use the [Two Topic Venn Diagram](#) in the resources section of My Access or they can draw their own.
 - b. Which society do you think is better and why?
 - c. Is either of these preferable to our own society? Why or why not?
 - d. Why do you think both Jonas and Harrison Bergeron take the risks they do at the end of each story? Which character do you think took the biggest risk and why?

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- e. Is risk-taking a noble trait or is it a dangerous one? Why? (15 minutes)
- 4) The teacher will either show the transcript or listen to the audio file from an interview with Lois Lowry. Of particular note is the response to question 12 about *The Giver*. This is available at the Vantage Learning Community <http://reach.vantagelearning.com/> (12 minutes)

LESSON PLAN (in the computer lab)

Day 3:

- 1) Students will be introduced to the writing prompt, and using their prewriting activities from the previous two days, they will contemplate the prompt and compose it. Students should be directed to the following resources in MY Access!® to help them craft their prompt:

[Attacking A Prompt](#)

[Writing Applications Prewriting Handout](#)

[Thesis Builder](#)