

Lesson Guidance 13	
Grade	7
Unit	4
Selected Text(s)	"The Giver"
Duration	1-2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s) <i>What should students understand about today's selected text?</i> SWBAT analyze the concept of "Sameness" within Jonas and The Giver's community.	
CCSS Alignment	<p>RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
End of lesson task <i>Formative assessment</i>	<p>In the video that we watched at the start of class, "The myth of race, debunked in 3 minutes," the narrator described the ways that the concept of race has been used to justify unequal treatment of people based solely on their "race." However, the narrator in the video also described how "race" is an important part of people's identity. We know that "race" and "skin color" do not exist in Jonas's community because they chose "Sameness." In 1 or 2 paragraphs, explain whether you agree or disagree with the concept of "Sameness" in Jonas's community, and of making every person the look the same. What are the benefits and consequences of choosing "Sameness," or of allowing people to be different from one another? Use evidence from the text and from the video to support your response.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> Science Fiction texts often provide commentary and provoke debate about real society. "Today, the mainstream belief among scientists is that race is a social construct without biological meaning." From The Scientific American <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> Justify: show or prove to be right or reasonable

Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

- **Fretful:** feeling or expressing distress or irritation
- **Admonition:** authoritative counsel or warning
- **Relinquished:** voluntarily cease to keep or claim; give up
- **Wryly:** in a way that expresses dry, especially mocking, humor

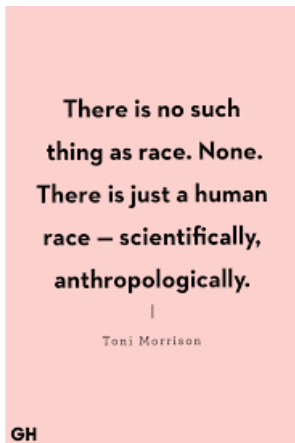
Implicit Instruction (while reading)

- **Abuzz:** filled with a continuous humming sound
- **Administrative:** relating to the running of a business, organization, etc
- **Dietary:** relating to diets or dieting
- **Occupational therapy:** therapy based on engagement in meaningful activities of daily life (such as self-care skills, education, work, or social interaction) especially to enable or encourage participation in such activities despite impairments or limitations in physical or mental functioning
- **Fleeting:** lasting for a very short time
- **Sought:** attempt to find (something)

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:



Display the graphic on the left for the class. Post the following question and give students 3 minutes to respond to the question.

How do you feel about this quote by Toni Morrison? Does it surprise you? Does it make you want to know more? Do you feel strongly about whether or not she is correct? Describe your thoughts upon reading this quote.

After students have written their responses, invite student volunteers to share their responses aloud.

Next, show students [this video, entitled "The myth of race, debunked in 3 minutes."](#) After watching the video as a class, give students about 10 minutes to write their responses to the following questions.

1. The concept of "race" was first written about by _____. What did some people use the concept of there being different "races" of people to justify?
2. Did it surprise you to learn that there are no genetic differences between "races"?
3. Is the purpose of this video to convince us that "race" does not matter? Why or why not?

Engage students in a discussion about their responses to the questions about the video.

Additional Guiding Questions:

- What did you find most interesting about the video?
- What did you learn that you had not known before?
- If the purpose of the video was NOT that race is unimportant, what was the purpose?

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Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Fretful**: feeling or expressing distress or irritation
 - b. **Admonition**: authoritative counsel or warning
 - c. **Relinquished**: voluntarily cease to keep or claim; give up
 - d. **Wryly**: in a way that expresses dry, especially mocking, humor
2. Model how each word can be used in a sentence.
 - a. She was **fretful** about hosting the upcoming party because it was very important that it go well.
 - b. The parents **admonished** their son for lying to them.
 - c. We **relinquished** our rights to the money by signing a waiver.
 - d. He made the statement **wryly** so his friends weren't sure whether to laugh or not.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that if you are **fretful** then you may be worried?
 - b. Should you **admonish** someone who tried their best? Why or why not?
 - c. How is it different to state that someone **relinquished** an award as opposed to lost it?
 - d. Would it be normal to speak **wryly** at a church service?

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Content Knowledge:

- Science Fiction texts often provide commentary and provoke debate about real society.
- “Today, the mainstream belief among scientists is that race is a social construct without biological meaning.” From [The Scientific American](#)
- **Justify**: show or prove to be right or reasonable

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Shared Reading:

Pages 111-117 (from “‘You slept soundly, Jonas?’ his mother asked at the morning meal.” to “‘Let me just make a little guess, to confirm my guess. Lie down.’”)

1. What do you think that Jonas is seeing or experiencing when he sees Fiona, and the people in the crowd, and the apple “change”?

Pass out a small slip of paper to each student. Have students write their name on their papers, as well as their answer to the question above. Emphasize that they are merely making a prediction, and that it is OK if their predictions are incorrect. Gather all of the slips of paper, and without reading their names, quickly read the predictions aloud in order to increase students’ anticipation for the reveal.

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Independent Reading:

Pages 117-119 (from “Jonas lay on the bed again with his hands at his sides.” to “‘When you mentioned Fiona’s hair, it was the clue that told me you were probably beginning to see the color red.’”)

Students will read the passage either independently or with a partner. Once they have read the passage, they will write their responses to the following question.

2. Was your prediction correct about the “change” that Jonas was seeing in the apple and Fiona’s hair?

- Why do you think that the exciting “quality” of the sled was “not fleeting” while Jonas revisited it in the memory? Why did the “quality” last in this memory, rather than only flickering for a moment as it had with the apple?

Discuss:

- Think back to when Jonas was seeing the apple and Fiona’s hair “change.” What made it so difficult for him to describe the “change” that he was seeing?
- Now that we know that the “change” that Jonas was seeing was the color red, what does it tell us about the way that the rest of the community, other than Jonas and The Giver, see the world?

Shared Reading:

Pages 119-121 (from ““And the faces of the people? The ones I saw at the ceremony?.” to “I’m going to give you a memory of a rainbow.””)

- The Giver said that by choosing “Sameness,” the community “gained control of many things,” but that they “had to let go of others.” What sorts of things would a community gain by choosing “Sameness”? What would a community need to let go of in order to embrace “Sameness.”
- What is the controversial belief that Jonas and The Giver agree on on page 21?

Formative Assessment:

In the video that we watched at the start of class, “The myth of race, debunked in 3 minutes,” the narrator described the ways that the concept of race has been used to justify unequal treatment of people based solely on their “race.” However, the narrator in the video also described how “race” is an important part of people’s identity. We know that “race” and “skin color” do not exist in Jonas’s community because they chose “Sameness.” In 1 or 2 paragraphs, explain whether you agree or disagree with the concept of “Sameness” in Jonas’s community, and of making every person look the same. What are the benefits and consequences of choosing “Sameness,” or of allowing people to be different from one another? Use evidence from the text and from the video to support your response.

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Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence:
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson:

Additional Supports



ELD Practices	<p>Practices to promote Tier 1 access</p> <p>Opening Activity: Video Clip Listening Logs.pdf Video Clip Listening Logs 2 per page.pdf Academic Conversations Tools.p WIDA-Speaking-Rubric-Gr-1-12.pdf</p> <p>Explicit Vocabulary Instruction: Knowledge Rating Vocabulary/Knowledge Rating</p> <p>Content Knowledge: “Text Engineering: Digital Ideas” Defining Complex Texts and Ensuring English Learners Can Access Them 9 - 12_ELD 1 _Week of May 18-22_Text Days 2 - 3 9 - 12_ELD 2_Week of May 18_TEXT_DAY 2 - Inside Out American History (amplified text)</p> <p>Shared Reading: _Use page 10 for sentence frames for predictions, curr-eld-instruction-academic-language-function-toolkit (1).pdf</p> <p>Formative Assessment:TDA Graphic Organizer ACES WIDA Writing</p>
SpEd Practice	Lesson 13 Guidance SPED Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access