

Grade Level: 7	Trimester 1	Length TBD
<p><b>Unit - The Giver - Individuality</b></p>		
<p><b>Unit Overview</b></p> <p><b>This unit evaluates theme of individuality versus conformity. How does knowledge lead to discontent and is pain a price one must pay for emotional growth? What are the common attributes among fictional and non-fictional characters that lead them to choose individuality over conformity despite significant emotional cost? In this unit, students will read poetry, personal narrative, short story, and informational text as related readings.</b></p>		
<p><b>Focus Standards</b></p> <p><b>Bold = assessment included</b></p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>		

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The Giver – Individuality

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.  
 L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**Overarching Standards:**

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
 RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
 W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences  
 SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 65 for specific expectations.)  
 L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Key Understandings to Explore**

*Students will understand that*

Knowledge can change an individual’s viewpoint and influence his/her actions.  
 What you don’t know can hurt you.  
 Some believe that knowledge is potentially dangerous.  
 We learn things about ourselves through characters in literature.

**Essential Questions for thought, discussion, and collaboration**

What makes a person a non-conformist?  
 When is it best to conform to the wishes or rules of others?  
 What problems are avoided when people conform?  
 What new problems does conformity create?  
 What are the costs of being an individual?  
 When is it important to act as an individual and stand up for one’s beliefs?

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The Giver – Individuality

How important is it for people to have choices?  
 Is there risk in giving people choices?

**Declarative and Factual Knowledge (Recall, memorize, define)**

***Students will know...***

- Theme
- Story or drama elements
- Point of View
- Characters
- Narrator
- Literature genres
- Poetry (similes)
- Comprehension strategies
- Impact of word choice
- Tone
- Different authors present key information in different ways
- Evidence interpretation of facts
- Range of topics in informational text
- Informative, explanatory, compare/contrast text structure
- Transition words and phrases
- Formal writing style
- Writers write for different purposes and audiences
- Rules for class discussion

**Skills (Organize, apply, analyze, integrate, evaluate)**

***Students will be able to....***

- Determine the theme or central idea of a text
- Identify the elements of a story or drama
- Describe the structure of a drama
- Analyze how the form or structure helps to convey the meaning of the drama.
- Describe the different points of view of characters or narrators in a text
- Analyze how the author develops and contrasts these points of view
- Read grade-level literature, poetry and informational text
- Apply comprehension strategies
- Demonstrate understandings of texts read
- Identify unknown words and phrases in text
- Recognize and analyze the impact of word choice on meaning and tone
- Identify key points of two or more authors on the same topic
- Analyze how authors emphasize and present different evidence and interpretation of facts
- Write various texts using the particular text structure
- Include preview of topic in the introduction
- Use facts, definitions, details, quotations, etc. to develop topic
- Use appropriate transition words, phrases and clauses
- Use precise language and domain-specific vocabulary
- Employ a formal writing style
- Write a concluding statement

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The Giver – Individuality

	<ul style="list-style-type: none"> <li>• Write routinely over time for a range of audiences and purposes</li> <li>• Pose questions that elicit elaboration</li> <li>• Acknowledge new viewpoints</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>Utopia, dystopia, conformity, individualism, maverick, dissenter</p>	
<p><b>Performance Assessments (may be formative or summative)</b></p> <p>Survey Response for Anticipation Guide (F)</p> <p>Graded Discussion in Response to Anticipation Guide (S)</p> <p>Five Paragraph Essay on Acquisition of Knowledge (requires quotation tracking throughout reading)</p> <p>Quizzes (DIRT, Comprehension)</p> <p>Reading Guide (F) (KD only)</p> <p>Objective Test on Novel (S)</p>	<p><b>Other Evidence/Assessments</b></p> <p>Anticipation Guide</p> <p>Chapter Writing Prompts</p> <p>Student-Generated Poems</p>

Unit Title (continued from previous page):

**Literary Texts: Poems**

*Thumbprint* by Eve Merriam (from FPS Giver Unit)

*The Road Not Taken* by Robert Frost

*If I Were in Charge of the World* by Judith Viorst

**Literary Texts: Stories/Novels**

**Fiction (Anchor Text):**

*The Giver* by Lois Lowry

**Picture Books:**

*Knuffle Bunny* by Mo Williams

*The Sneetches* by Dr. Seuss

*Wilfrid Gordon McDonald Partridge* by Memo Fox (view of age/elderly in Fox book versus Jonas in *The Giver*)

**Non-fiction:**

*Newbury Award Acceptance Speech: The Origins of the Giver* speech by Lois Lowry (contained in Literature Connections McDougal Little)

**Other Media:**

*Harrison Bergeron* starring Sean Astin from McDougal Littell Literature in Performance Video Series Sampler

**Short Stories:**

*Dark They Were, and Golden Eyed* by Ray Bradbury (grade 7 anthology)

*Jeremiah's Song* by Walter Dean Myers (contained in Literature Connections McDougal Little)

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The Giver – Individuality

**Art/Music/Media****Online Resources**

<http://www.readwritethink.org/files/resources/interactives/compcontrast/>

[http://www.timeforkids.com/files/homework\\_helper/aplus\\_papers/CompareContrastorganizer.pdf](http://www.timeforkids.com/files/homework_helper/aplus_papers/CompareContrastorganizer.pdf)

<http://owl.english.purdue.edu/owl/resource/713/02>

**Differentiation for Struggling Learners and ELL**

- Preview of chapter vocabulary
- Comprehension Questions to guide reading and identify key points
- Venn Diagram to organize compare and contrast
- Paragraph frames
- Graphic Organizers for Writing Assignments

**Interdisciplinary Connections**