## Big Idea / Unit Goal
- The goal for this unit is to analyze and explore the theme of seeking truth across literary and informational texts, with an in-depth focus on GSE priority standards.

## Length of Unit
- 45 Days

## Unit Essential Question(s):
- How do our life experiences influence the way we perceive the truth?

## Priority Standards:
- **RL**: RL2, RL3, RL4, RL5, RL6
- **RI**: RI2, RI5, RI7
- **W**: W1

## Support Standards:
- **RL**: RL1, RL7
- **RI**: RI1, RI3
- **W**: W3
- **L**: L1, L2, L4, L5

## Reading Focus: Literary

### Text Resources:
**Extended Text:** (Choose one of the following as your extended text)
- *The Giver* (novel) by Lois Lowry *
- *Nothing But the Truth* (documentary novel) by Avi
- *Lottery Rose* (novel) by Irene Hunt

### Short Texts: (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from Holt, *Elements of Literature, Second Course.*)
- “The Treasure of Lemon Brown” (short story) Walter Dean Meyers (pg. 14)
- “The Inn of Lost Time” (short story) Lensey Namioka (pg. 30)
- “The Preamble to the Constitution” (public document) (pg. 221)
- “Bill of Rights” (public document) (pg. 224)
- “Don’t Know Much about Liberty” (magazine article) (pg. 226)
- “Refugee in America” by Langston Hughes (pg. 773)
- “Lewis and Clark: Into the Unknown” (magazine article) (pg. 331)
- “Lewis and Clark Revisited” (magazine article) (pg. 337)
- “The Open Window” (short story) Saki (pg. 156)
- “Dancer” (short story) Vickie Sears (pg. 416)
- “Textbook Burning in Venezuela” from Newsela
- “Baghdad Book Market’s Revival” from Newsela
- “TransAtlantic Tug-of-War for Winnie the Pooh” from Newsela
- “Banning Sledding Could Do More Harm than Good” from Newsela

## Writing Focus: Argumentative

### Primary Writing Tasks:
- After reading several works of literature, write an essay in which you argue the benefits or detriments of knowing or telling the truth. Support your answer with specific examples from literature.
- Imagine if the entire history of our society, through present day, was erased, and we had no memories. Would people be better or worse off without any individual or collective memories of the past? Why? After reading the selections from this unit, write an essay arguing whether people would be better or worse off without memories of the past. Use textual evidence to support your response.
- Write an argumentative paper answering the question, “Is it always right to tell the truth?” Support your position with evidence and examples from unit selections.
- After reading “The Treasure of Lemon Brown,” students write an extended response to the following: Meyers has said that in his writing he has to “counter” values conveyed by TV. Is that a worthwhile Learning Target(s)? If Meyers asked you whether his story is effective at challenging the values on TV, what would you say?

### Narrative Writing Tasks:
- Throughout the reading of your extended text, write several journal entries from the viewpoint of one of the main characters.

## Research Connections:
TCSS

- "Newberry Acceptance Speech" by Lois Lowry
- "Imagine" by John Lennon
- "The Human Abstract" by William Blake

**Credibility/reliability lesson** Students learn and practice determining the validity and reliability of websites.

**Routine Writing** (Notes, summaries, process journals, and short responses across all genres):
- Daily journal entries (bell ringer)

**Additional Materials:**
- "The Treasure of Lemon Brown" PowerPoint
- Text Structures PowerPoint
- Credibility/reliability lesson
- Routine Writing (Notes, summaries, process journals, and short responses across all genres)

**Lessons for Unit 3 (all lessons are hyperlinked below)**
- ELA8.3.1: Focus on analyzing dialogue and effects, determining and analyzing theme, writing arguments, and writing narratives (RL3, RL2, W1, W3)
- ELA8.3.2: Focus on analyzing dialogue and effects and determining and analyzing theme (RL3, RL2)
- ELA8.3.3: Focus on comparing and contrasting effects of structure (RL5)
- ELA8.3.4: Focus on comparing and contrasting effects of structure, analyzing how a text makes connections, and analyzing structure (RL5, RI3, RI5)
- ELA8.3.5: Focus on evaluating advantages and disadvantages of different mediums and determining and analyzing central idea development (RI7, RI2)
- ELA8.3.6: Focus on determining meanings of words and phrases, analyzing effects of dialogue or incidents, determining or clarifying words; demonstrating understanding of figurative language, and citing textual evidence (RL4, RL3, RL5, RL1)
- ELA8.3.7: Focus on analyzing effects of point of view, analyzing effects of dialogue or incidents, citing textual evidence, determining meaning of words and phrases, and writing narratives (RL6, RL3, RL1, RL4, W3)
- ELA8.3.8: Focus on comparing and contrasting structure; analyzing effects of dialogue or incidents, citing textual evidence, determining and analyzing theme development, determining meaning of words and phrases, analyzing effects of point of view, and analyzing structure (RL5, RL3, RL2, RL4, RL6, RI5)
- ELA8.3.9: Focus on analyzing effects of point of view, citing textual evidence, analyzing effects of dialogue or incidents, and determining meanings of words and phrases (RL6, RL1, RL3, RL4)
- ELA8.3.10: Focus on analyzing effects of dialogue or incidents, determining and analyzing theme development, citing textual evidence, determining meanings of words and phrases, comparing and contrasting text structure, using Greek or Latin affixes or roots, using the relationships between words, writing arguments, and writing narratives (RL3, RL1, RL2, RL4, RL5, RI1, L4b, L5b, W1, W3)
- ELA8.3.11: Focus on determining and analyzing theme development, citing textual evidence, analyzing effects of dialogue or incidents, determining meaning of words and phrases, and analyzing effects of point of view (RL2, RL1, RL3, RL4, RL6)
- ELA8.3.12: Focus on determining and analyzing theme development, citing textual evidence, analyzing effects of dialogue and incidents, determining meaning of words and phrases, analyzing how a text makes connections, writing narratives, and comparing and contrasting film and text (RL2, RL1, RI1, RL3, RL4, RI3, W3, RL7)
- ELA8.3.13: Focus on writing arguments and demonstrating command of Standard English (verbals, voice, mood, punctuation to indicate pause, break or omission (W1, L1, L2)
- ELA8.3.14: Focus on determining and analyzing theme and determining word meanings and effects (RL2, RL4)
- ELA8.3.15: Focus on determining and analyzing theme and determining word meanings and effects (RL2, RL4)

**Georgia Standards of Excellence (GSE)**
**Essential Questions**
- How do I select the best textual evidence to support an analysis of the text?

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**Vocabulary**
- Cite
- Textual evidence
- Analysis
- Explicit
- Inference

**Lesson resources**
- ELA8.3.6
- ELA8.3.7
- ELA8.3.8
- ELA8.3.9
- ELA8.3.10
- ELA8.3.11
- ELA8.3.12

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**Georgia Standards of Excellence (GSE)**
**High Priority marked as HP**
- ELA8SE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
| ELAGSE8RL2 | Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | How does a theme develop over the course of a text in relation to characters, setting, and plot? | How do I provide an objective summary of a text? | Theme | Central idea | Analyze | Objective | Summary | Characters | Setting | Plot | ELA8.3.1 | ELA8.3.2 | ELA8.3.8 | ELA8.3.10 | ELA8.3.11 | ELA8.3.12 | ELA8.3.14 | ELA8.3.15 |
| ELAGSE8RL3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | How does dialogue or a particular incident reveal aspects of character or provoke a decision? | | Dialogue | Incidents | Character | ELA8.3.1 | ELA8.3.2 | ELA8.3.6 | ELA8.3.7 | ELA8.3.8 | ELA8.3.9 | ELA8.3.10 | ELA8.3.11 | ELA8.3.12 | ELA8.3.14 | ELA8.3.15 |
| ELAGSE8RL4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | How do I determine figurative and connotative meanings of words in context in relation to impact on meaning and tone? | How do analogies and allusions deepen an understanding of text? | Figurative language | Connotation | Denotation | Tone | Analogy | Allusion | ELA8.3.6 | ELA8.3.7 | ELA8.3.8 | ELA8.3.9 | ELA8.3.10 | ELA8.3.11 | ELA8.3.12 | ELA8.3.14 | ELA8.3.15 |
| ELAGSE8RL5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | How does structure effectively develop meaning and style in texts? | | Text structure | Analyze | ELA8.3.3 | ELA8.3.4 | ELA8.3.6 | ELA8.3.8 | ELA8.3.10 |
| ELAGSE8RL6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | How do differences in point of view of the characters and audience create effects such as suspense or humor? | | Analyze | Point of view | Audience | Dramatic irony | Suspense | Humor | ELA8.3.7 | ELA8.3.8 | ELA8.3.9 | ELA8.3.11 |
| ELAGSE8RL7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | How does a production of a text compare and contrast to the text itself, and how do the differences affect my overall understanding and perceptions? | | Analyze | Evaluate | ELA8.3.12 |
| ELAGSE8RI1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | How do I select the best textual evidence to support an analysis of the text? | | Cite | Textual evidence | Analysis | Explicit | Inference | ELA8.3.10 | ELA8.3.12 |
| ELAGSE8RI2 | Determine a central idea of a text and analyze its development over the course of the text, including its | How does a central develop over the course of a text in relation to supporting details? | | Central idea | Analyze | Objective | ELA8.3.5 |
| ELAGSE8Ri3: | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | How do I provide an objective summary of a text? | Analyze | Connections | ELA8.3.4  
ELA8.3.12 | Connection  
Comparison  
Analogy  
Category |
|---|---|---|---|
| ELAGSE8Ri5: | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | How does structure of paragraphs and sentences effectively develop meaning and style in texts? | Text structure  
Analyze  
Key concept | ELA8.3.4  
ELA8.3.8 |
| ELAGSE8Ri7: | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | What are advantages and disadvantages in presenting information using different mediums? | Analyze  
Evaluate | ELA8.3.5 |
| ELAGSE8W1: | Write arguments to support claims with clear reasons and relevant evidence. | How do I write effective arguments to support my claims with clear reasons and relevant evidence? | Argument  
Claim  
Counterclaim  
Logic  
Reason  
Relevant evidence  
Introduction  
Support  
Organization  
Transitions  
Concluding statement | ELA8.3.1  
ELA8.3.10  
ELA8.3.13 |
| a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  
d. Establish and maintain a formal style.  
e. Provide a concluding statement or section that follows from and supports the argument presented. |  |
| ELAGSE8W3: | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | How do I use narrative techniques, descriptive details, and well-structured event sequences to write narratives? | Narrative  
Narrative techniques  
Descriptive details  
Event sequence  
Context  
Narrator  
Characters  
Dialogue  
Pacing  
Description | ELA8.3.1  
ELA8.3.7  
ELA8.3.10  
ELA8.3.12 |
### TCSS

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### ELAGSE8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

#### ELAGSE8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

#### ELAGSE8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; context clues; Greek or Latin affixes and roots; reference materials; dictionary; glossary; thesaurus)
a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**ELAGSE8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<table>
<thead>
<tr>
<th>How do I demonstrate understanding of figurative language, word relationships, and nuances in word meanings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</td>
</tr>
<tr>
<td>b. Use the relationship between particular words to better understand each of the words.</td>
</tr>
<tr>
<td>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
</tr>
</tbody>
</table>

**Figurative language**
- Word relationships
- Nuance
- Figure of speech
- Verbal irony
- Pun
- Connotation
- Denotation

**ELA8.3.10**
Lessons for 8th ELA Unit 3

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.
### Learning Target(s):

**I can:**
- recognize changes in the pace of the story or drama
- determine the catalyst for any changes in the pace of the story or drama
- explain how the dialogue or incident propels the action
- analyze events or dialogue for new information about a character
- analyze text to determine why a decision was made

### Priority Standards:

**Priority Standard:**

ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Support Standards:**

- **ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **ELAGSE8W1:** Write arguments to support claims with clear reasons and relevant evidence.
- **ELAGSE8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Resources for Instruction

- "The Treasure of Lemon Brown" by Walter Dean Myers, pg. 14
- Holt Audio Library recording of the selection
- "The Treasure of Lemon Brown" PowerPoint
- "The Treasure of Lemon Brown" activator
- Narrative Checklist

### Time Allocated

5 days

### EQ

How do the different elements of a story relate to one another?
How do characters’ responses to events affect setting, plot, other characters, and themes?

### Activator/Connection/Warm Up

Use "The Treasure of Lemon Brown" activator. Ask volunteers to share their responses.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  
  Show "The Treasure of Lemon Brown" PowerPoint to introduce the setting of Harlem and the vocabulary words.
  
  Through instruction, remind students that:
  - dialogue is conversation among characters
  - incidents are events or occurrences in a story or drama
  - interactions of story elements are the two-way actions that affect the movement of the story or drama
  - revealing aspects of characters is uncovering their traits or background information about them
  - details about characters can be revealed through dialogue or incidents

- **Guided Instruction/ Differentiated Instruction (We Do)**
LISTENING COMPREHENSION SKILLS (10 minutes)
Build Background/Set a Purpose Discuss Build Background on page 17. Make sure that students understand that Harlem is an African-American cultural and business center. Explain that this selection is about an old man who shares a meaningful part of his life with a young boy. Point out the title of the selection. Discuss the Preview the Selection feature on page 16. Have students look ahead at the photographs and narrative that has been boxed. Preview these details of the plot:
• Greg Riley is a boy living in Harlem.
• Greg meets a homeless man, Lemon Brown.
• Lemon Brown shows Greg his most treasured possession. Explain that people find value in different things. Ask volunteers to give examples of what they consider to be valuable. Read the dialogue in the second column of page 20 beginning: “You ain’t one of them bad boys . . .” until the end of the first question on page 21. Ask: Based on what you heard, what does Greg think treasure is?

VOCABULARY SKILLS (10 minutes)
Preteach Vocabulary Words Review the meanings of the vocabulary words in the Word Bank. Then give students these sentences to complete.
1. They weren’t sure what the weather would be like, so they [tentatively] planned to meet indoors.
2. The detective is [probing] for clues at the crime scene.
3. The cat [intently] watched the squirrel.
4. Anitra ran inside when she saw the [ominous] gray clouds.
5. Jazz musicians sometimes give [impromptu] performances. Remind students to watch for these words as they read the story.

LANGUAGE SKILLS (10 minutes)
Related Words Explain that learning related words makes it easier to remember the meaning of those words. Discuss these words from the text.
• The word suspense is a noun that means “anxiety resulting from uncertainty.” A related word suspend is a verb that means “to bar from a privilege for a period of time” (page 17).
• The word crack is a verb that means “to break with a sharp sound or snap.” The word crackle is also a verb and means “a succession of slight sharp, snapping noises” (page 20).
• The word treasure is a noun that means “gathered wealth, such as money or jewels; something considered valuable.” The word treasury is a noun meaning “a place where treasure is kept or stored” (in the title).
• The word curb is a noun that means “A concrete edging along a sidewalk.” The word curve is a noun meaning “A smooth line which is not straight” (page 24).
Write these sentences on the board. Have students complete each one by adding a word from the box.
1. They searched for the hidden [treasure].
2. Benny heard a tree branch [crack] in the wind.
3. He rode his bike over the low [curb].
4. The [suspense] about her test score made Vern unable to sleep.

**LITERARY FOCUS** (20 minutes)

**Internal and External Conflict**

Explain that a conflict is a problem. The characters in a story may experience two different types of problems. One problem is outside of the character, such as an argument with another character or a physical challenge. The other problem is within the character, such as a fear of failing. As an example, read aloud these sentences:

- The falling snow made it difficult for Marcus to see what was ahead of him. He slipped on an icy patch and immediately felt pain shooting up his leg.
- Geeta struggled to keep her anger from showing. She found that she grew angry over the smallest things.
- Vince stared at the numbers on the page and gulped. He couldn’t do it. He just knew he couldn’t solve the math problem.

Explain that each of these sentences indicates a conflict. Ask students to identify which sentences indicate an internal conflict.

Help students use academic vocabulary and concepts. Divide students into pairs. Have them create a two-column chart with the headings Internal Conflict and External Conflict. Have them discuss books, movies, and television shows. Students should identify the internal and external conflicts of the main characters. Expect students to use academic vocabulary and prompt them if they do not. Ask volunteers for examples from their charts.

**READING FOCUS** (45 minutes)

**Retelling**

Explain that retelling means to tell again, but in a concise way that focuses on important events. Offer this analogy: When you write a letter to a friend you haven’t seen for a long time, you share only the important events that have happened to you. Retelling a story is similar. Explain that retelling helps a reader see how events in a story are connected.

Direct Teach (60 minutes)

**Read-Pair-Share**

Help students connect plot with character by assigning different reading passages to groups A and B. After students have finished reading the assigned passage, place them in pairs with one partner from group A and one from B. Ask: What event(s) in your passage makes you think positively about Greg? What event(s) in your passage makes you think positively about Lemon Brown? Ask for volunteers to share their answers with the class.

Passage 1: Beginning of story to the end of the first sentence on page 20.
Passage 2: D through F, pp. 20–21.

Check for Understanding

**WRITING FOCUS** (15 minutes)

**Relevance of Setting**

Explain that the setting an author uses is sometimes simply a backdrop to a story. However, in “The Treasure of Lemon Brown” the setting plays an important role in highlighting the conflict in the story. Read aloud these examples from the story:

Example 1: “What you doing here?” the figure shuffled forward again, and Greg took a small step backward. ‘It’s raining,’ Greg said.” (page 20)
Example 2: “…Greg saw him hurl his body down the stairs at the men who had come to take his treasure” (page 24)
Example 3: “Let’s look out the window first, see what them scoundrels be doing.” (page 24)
Discuss as a class how setting and conflict are connected in these sentences.

Think as a Reader/Writer Ask: How would the story be different if it took place during daytime? Ask students to find a passage in the story where darkness is mentioned and re-write it as though it is taking place on a clear, sunny day.

Narrative Extended Constructed Response Practice:
Students will compose a narrative essay on the following prompt: In “The Treasure of Lemon Brown,” Sweet Lemon Brown has a turn of events in his life that takes him from fame and fortune to homelessness. Think about your life. It seems like any other day, just as it was with Sweet Lemon Brown. But, when you wake up this morning, you are now homeless. Write a narrative describing how you became homeless and what your life is like now. Please reference the [CR RACES PowerPoint from Unit 1 as well as the Narrative Checklist](#).

**Summarizer/Closure/Evaluation of Lesson**

Argumentative Writing Assignment: Meyers has said that in his writing he has to “counter” values conveyed by TV. Is that a worthwhile Learning Target(s)? If Meyers asked you whether his story is effective at challenging the values on TV, what would you say?
## TCSS

**ELA8.3.2**

(“The Inn of Lost Time” with mini lessons on setting/mood, conflict and summarizing)

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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<tbody>
<tr>
<td></td>
<td>• infer the theme or central idea of a text, based on the text's setting, plot, and characters</td>
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<tr>
<td></td>
<td>• analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text</td>
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<td></td>
<td>• explain how the characters, setting, and/or plot support the development of a theme</td>
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<td></td>
<td>• determine the main idea(s) in a text and use them in an objective summary</td>
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<td>• recognize changes in the pace of the story or drama</td>
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<td>• determine the catalyst for any changes in the pace of the story or drama</td>
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<td>• analyze events or dialogue for new information about a character</td>
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<td>• analyze text to determine why a decision was made</td>
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<td></td>
<td>• Point out the ways in which conflict drives plot action, addressing the “turning point” or “shift” in many narrative structures (it is often the resolution of the primary conflict that is identified as the climax that begins the falling action)</td>
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<tr>
<th>Priority Standards:</th>
<th>Priority Standards:</th>
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<tbody>
<tr>
<td>Support Standards</td>
<td>ELAGSE8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
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<tr>
<td>Pre-requisite Learning</td>
<td>ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
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<thead>
<tr>
<th>Resources for Instruction</th>
<th>“The Inn of Lost Time” by Lensey Namioka , pg. 30</th>
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<tbody>
<tr>
<td></td>
<td>Handouts that go with the book</td>
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</table>

| Time Allocated | 4 days |

| EQ | How does a theme develop over the course of a text?  |
|    | How do incidents in the story propel the actions?  |

<table>
<thead>
<tr>
<th>Activator/Connection/Warm Up</th>
<th>Discuss with your class the following question to motivate them and to get them thinking about some of the issues addressed in the selection.</th>
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<tbody>
<tr>
<td></td>
<td><strong>What Do You Think?</strong> What is the most precious thing a person can have?</td>
</tr>
<tr>
<td></td>
<td><strong>QuickWrite</strong> Make a list of things in life that most people think are important. Then, number the list in order of importance to you.</td>
</tr>
</tbody>
</table>
| Instructional Delivery | Mini Lesson on Setting and Mood | Explain: Setting helps us “see” the story more clearly. Mood makes us “feel” the story more clearly. As an example, read aloud the following passage.

The strong wind pushed and pulled the city dwellers down narrow sidewalks all day long. Students with sagging backpacks and business people with bulging leather briefcases held their heads so low that the gray clouds seemed to be made of steel. Even the skyscrapers hunched over like old women.

Explain that the description of the “sagging backpacks” and “gray clouds” create mood, while the sidewalk and skyscrapers provide detail about setting. Setting and mood can convey a character’s feelings and highlight a story’s meaning. Tell students that setting and mood change in “The Inn of Lost Time” due to it being a frame story. The “outer” story takes place in a cozy farmhouse, whereas the “inner” story takes place in a mysterious inn.

Help students use academic vocabulary and concepts. Divide them into groups of three. Have them create a two-column chart with the headings Setting and Mood. Tell students to spend five minutes describing the setting and mood of a vivid memory. Expect students to use academic vocabulary, and prompt them if they do not. Ask volunteers for examples from their charts.

| Mini Lesson on Conflict (20 minutes) | Explain: The word conflict describes the struggle of the main character(s) in a story. In an external conflict, one character wants something, while another character, an outside force, or an element stands in the way. On the other hand, the conflict is internal if the struggle occurs inside a character’s mind or heart. The conflict is worked out through the plot.

Have students work in groups of two or three. Have them create a four-column chart like the one below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Character</th>
<th>Conflict: Internal or External?</th>
</tr>
</thead>
</table>

Tell students to spend five minutes discussing their favorite books or movies. Students should identify the main characters and the conflict(s) they face. They should also identify whether the conflicts are internal or external. Ask volunteers to share examples from their charts, and have them explain how the conflicts were resolved.

| Mini Lesson on Summarizing (20 minutes) | Explain that summarizing is retelling the most important information in a text in your own words. A summary of a story should identify the main characters and the major plot events.

For an informational text, the summary should include the main ideas and supporting details. Tell students that writing a summary will help them better understand what happened in the selection they read. Students should first identify the main events, and then organize them in chronological order, also noting when one event causes another. Students can use a graphic organizer like this one to help them organize the main events for their summary.
Have students write a summary of a story or movie they know. Tell them to leave out the characters’ names so as not to give away the story or movie title. When students are done, have them switch with a partner or read aloud their summaries, and see if their partners or the class can guess what story or movie they summarized. Remind students to ask themselves: **Will someone who didn’t read the story know what it is about after reading/hearing my summary? Did I include the most important details? Did I include things that are not necessary?**

Have students summarize the plot of “The Inn of Lost Time” in their own words. Ask for volunteers to share their summaries.

1. Tell students that as they read the story they should answer (or at least think about) the questions that run below the selection.

2. **ANALYZING DETAILS** In “The Inn of Lost Time,” the author uses details of place and time to set the story in the historical time period of sixteenth century Japan. Use the chart to record details from the story that help create setting. Continue your chart on a separate piece of paper if you need more space.

<table>
<thead>
<tr>
<th>Detail: Place</th>
<th>Detail: Time</th>
<th>Detail: Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

3. **AFTER YOU READ** Review the details of setting that you listed on your chart. Circle details that helped create specific moods.

4. **USE A VENN DIAGRAM**
Authors provide many details to describe the setting of a story. You can use a Venn Diagram to compare these details. DIRECTIONS: Write details in the Venn Diagram that show how the first and second days at the inn were different. List these details in the circle under the correct heading. Then, write what details remained the same in the middle part of the diagram. These should be the details that convinced Zenta that he and his boss were the victims of a trick.

5. **Writing assignment** write a paragraph explaining the similarities between Zenta’s story and the tale of Urashima Taro. Be sure to give specific examples, using details from the two stories.

**Summarizer/Closure/Evaluation of Lesson**

**WHAT DO YOU THINK NOW?** Matsuzo calls time “the most precious thing of all.” After reading this story, do you agree or disagree with Matsuzo? Explain and cite textual evidence to support your choice.
### TCSS
#### ELA8.3.3

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
</tr>
</thead>
</table>
|                     | - describe the structure of two or more texts  
|                     | - describe the style of two or more texts  
|                     | - explain how the structure and style of a text contributes to its meaning  
|                     | - identify similarities and differences in structure and style between two or more texts  
|                     | - evaluate the effect of one structure over another with regard to a work's meaning and style |

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>ELAGSE8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support Standards</td>
<td></td>
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<tr>
<td>- Pre-requisite Learning</td>
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</tbody>
</table>

| Resources for Instruction | Text Structure PowerPoint  
|                          | Text Structure Info Sheet  
|                          | Text Structure Foldable Instructions |

<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>1-2 days</th>
</tr>
</thead>
</table>

| EQ | What are the different organizational patterns of informational texts?  
|    | How do I recognize the organizational pattern of a text I am reading?  
|    | What signal words identify the organizational patterns? |

| Activator/Connection/Warm Up | Tell students to write a short paragraph explaining how to do something (e.g., dribble a basketball), describing something (e.g., their favorite vacation spot), or explaining how they would solve an issue in society (e.g., the gang problem in LaGrange). Ask for volunteers to share. After each volunteer’s example, identify the organizational pattern of the paragraph. Tell students they are about to learn how to identify organizational patterns in informational writing. |

| Instructional Delivery | Distribute the text structure information sheet. Ask students to refer to this as they view and listen to instruction during the PowerPoint presentation. Provide information on text structure including:  
|                       | - structure is the way in which a work of literature is organized  
|                       | - structure of a poem, short story, novel, play, or nonfiction piece contributes to the work’s meaning and style  
|                       | - style is the unique manner or voice in which a writer communicates ideas  
|                       | Show text structure PowerPoint.  
|                       | Use the quiz at the end of the PowerPoint as guided practice. Either do a whole class discussion of the quiz examples or have students write their answers down and then trade and grade them. |
|                       | Assign the text structure foldable for independent practice. Give students the instructions, paper, and markers or crayons. Students work independently to complete the foldable. |

<p>| Summarizer/Closure/Evaluation of Lesson | Ask students to write a paragraph using one of the text structures from the foldable. They must use at least three signal words (from the foldable) in their paragraphs. Then have students trade paragraphs with a partner and identify each other’s text structure. |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>• explain how the structure and style of a text contributes to its meaning</td>
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<tr>
<td></td>
<td>• identify similarities and differences in structure and style between two or more texts</td>
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<tr>
<td></td>
<td>• evaluate the effect of one structure over another with regard to a work’s meaning and style</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>Priority Standard:</th>
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<tbody>
<tr>
<td>• Support Standards</td>
<td><strong>ELAGSE8RL5:</strong> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td><strong>Support Standard:</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>ELAGSE8RI3:</strong> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
</tr>
<tr>
<td></td>
<td>• <strong>ELAGSE8RI5:</strong> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
</tr>
</tbody>
</table>

| Resources for Instruction | “Lewis and Clark: Into the Unknown” pg.332 |
|                         | “Lewis and Clark Revisited” pg. 338 |
|                         | Holt Audio Library recording of the texts |
|                         | Practicing the Standards sheet for “Lewis and Clark: Into the Unknown” |
|                         | Practicing the Standards sheet for “Lewis and Clark Revisited” |

| Time Allocated | 3 days |

| EQ | How can you determine the organizational structure of a text? |

<table>
<thead>
<tr>
<th>Activator/Connection/Warm Up</th>
<th>To stimulate interest in the topic, write these questions on the board and see if anyone can answer them based on their knowledge of the Lewis and Clark expedition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. How many members of the expedition died during the 863-day journey? (Only one, Sgt. Floyd, believed to have died of a burst appendix)</td>
</tr>
<tr>
<td></td>
<td>2. What “famous first” is attributed to the expedition? (They held the first election west of the Mississippi AND a slave was allowed to vote in it.)</td>
</tr>
<tr>
<td></td>
<td>3. What kind of meat was the favorite among most members of the expedition? (dog meat—they bought 190 dogs from Native American tribes along the way.)</td>
</tr>
</tbody>
</table>
Introduce the lesson vocabulary as on TE331.

Preparing to Read

**LEWIS AND CLARK: INTO THE UNKNOWN**

Tell students this magazine article has a cause/effect organizational structure. Briefly review this structure as below.

**Cause-and-Effect Organization**  Writing that follows a cause-and-effect organization explains how or why one thing leads to another. Magazine and news articles often provide information on causes and effects.

The cause is the reason that an action or reaction takes place. To find the causes of an event, ask yourself why it happened.

The effect is the consequence, or result, of a cause. To find the effects of a cause, ask yourself what resulted from the cause.

**Into Action**  A cause often has more than one effect, and an effect may have several causes. As you read, fill in the missing causes and effects in the chart below:

![Cause and effect chart]

**Writing Focus**

Preparing for Constructed Response Tests often ask you to identify the key causes and effects of an event. As you read this article, list the causes and effects in your Reader/Writer Notebook. Weigh them to decide which are most important.

**Vocabulary**

- **negotiated** (nih GOH shee ayt ihd) v.: came to an agreement through discussion; talked. The two countries negotiated until they arrived at an arrangement that they both felt was fair.

- **acquisition** (ak wuh ZIHSH uhn) n.: something purchased or gained. The land was an acquisition that the United States made from France.

- **corps** (kawr) n.: group of people with special training; a military unit. The government set up a trained corps of experts to research and explore the new land.
Language Coach

**Word Origins** Some words that come from French have silent letters. For example, a coup (koo) is an unexpected, brilliant move or action, and a gourmet (GUR may) is a food expert. Read aloud the list of Vocabulary words above. Which word do you think comes from French? Explain.

- Play the Holt Audio recording of this selection while students read along.
- In collaborative pairs, have students discuss and answer the questions on the Practicing the Standards sheet.
- Regroup as a whole class to check and discuss answers.

**Informational Text Focus**

**Comparison-and-Contrast Organization** Comparing involves finding similarities; contrasting involves finding differences. Writers usually organize comparison-and-contrast information in these ways:

- **Block method** First, the writer discusses all the features of one subject. Then, the writer discusses all the features of another subject. For example, a writer comparing Jefferson with Lincoln could write about Jefferson first and then Lincoln.
- **Point-by-point method** The writer discusses one feature at a time, explaining how the feature relates to each subject. For example, to compare Jefferson with Lincoln, a writer might begin by discussing their education. Then, the writer could move on to another topic, such as their political beliefs.

Transition words in either organizational pattern can signal how ideas are related. Words like *both* and *neither* point to similarities; words like *but* and *however* highlight differences.

**Into Action** This article uses point-by-point organization. Use a chart to keep track of the features being compared and contrasted.

<table>
<thead>
<tr>
<th>Point Under Discussion</th>
<th>Original Lewis and Clark Expedition</th>
<th>Reenactment of Expedition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Target(s) of expedition</td>
<td>economic; diplomatic</td>
<td></td>
</tr>
<tr>
<td>U.S. population at the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of navigation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing Focus**

**Preparing for Constructed Response**

As you read these selections, record key information about Lewis and Clark in your *Reader/Writer Notebook.*
### Vocabulary

**commemorate** (kuh MEHM uh rayt) **v.** honor the memory of. *This event is planned to commemorate the anniversary of Lewis and Clark’s journey.*

**mimicking** (MIHM ihk ihng) **v.** used as **adj.** imitating; copying. *The travelers are mimicking the conditions of the original journey.*

**resembles** (rih ZEHM buhlz) **v.** looks like. *This modern boat resembles one of the canoes that traveled down the Mississippi two hundred years ago.*

### Language Coach

**Spelling Patterns**

For some words that end in *c*, you add a *k* before adding an ending. For example, *panic* becomes *panicked*, and *garlic* becomes *garlicky*. The *k* helps you pronounce these words correctly. How does the word *mimicking* reflect this spelling pattern? What is the base form of this verb?

- Play audio recording of “Lewis and Clark Revisited” while students read along with the text.
- Students return to their collaborative pairs to discuss and answer Practicing the Standards sheet.
- Regroup as a whole class to check and discuss answers.

### Summarizer/Closure/Evaluation of Lesson

**Constructed Response Writing Assignment:** Do you think modern reenactments can help people appreciate both the past and the present? Share your opinion in an essay. Be sure to use details from the two selections to support your opinion.

*(See the Writing Workshop on pages 344-353)*
# TCSS
## ELA8.3.5
(The Preamble to the Constitution, Bill of Rights, and Don’t Know Much about Liberty with mini lesson on Subjective and Objective)

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
</tr>
</thead>
</table>
|                     | • evaluate the advantages and disadvantages of using different mediums  
|                     | • understand the impact words, audio, and visuals have on the meaning of the text  
|                     | • how to summarize several ideas  
|                     | • distinguish between objective and subjective |

### Priority Standards:
- **Support Standards**
- **Pre-requisite Learning**

| Resources for Instruction | ELAGSE8R17: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>ELAGSE8R12: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>3 days</th>
</tr>
</thead>
</table>

### EQ
What are the advantages and disadvantages of using different types of print?  
What impact do words, audio and visuals have on the text?

### Activator/Connection/Warm Up
**Word splash:** preamble constitution bill of rights liberty

**PREREADING SKILLS (10 minutes)**
**Build Background/Set a Purpose**
Make sure that students know what the Constitution is and that the Preamble explains its purpose. The first selection is the preamble to the U.S. Constitution. The Bill of Rights lists individual rights that are protected by the Constitution. Explain that a number of states would not agree to the U.S. Constitution until these were added. There are ten amendments in the Bill of Rights, which is the second selection. An “amendment” is a correction or improvement made to an official document. Explain that the First Amendment was added to the U.S. Constitution as part of the Bill of Rights to protect citizens’ rights. The third selection explains what these rights are. Explain that the first two selections are actual public documents, whereas the third selection is an article written for *Weekly Reader*. The language in the first two documents may seem a little strange to students, but remind them that these documents were written more than two hundred thirty years ago.
Discuss with your class the following question to motivate them and to get them thinking about some of the issues addressed in the selection. **WHAT DO YOU THINK?** What does it take to be a good citizen?

**Comparing Texts: Treatment, Scope, and Organization** Explain: 
You can have two works that discuss the same topic, but they can still be very different. For example, the treatment, or the way it is presented, may be different. One treatment may be unbiased, or objective, like a newspaper article. Another may be biased, or subjective, like a personal essay or letter to the editor. Also, one work may have a broad scope, covering many aspects of the topic, whereas another work focuses more, or has a limited scope. Finally, the organization of the works can differ. Some types of organization are chronological order, sequential, order of importance, and organization of related ideas. As an example, read aloud these two passages on the same topic.

**Recycling**

Recycling is good for the environment. My family always recycles. Every week we put out our newspapers, plastics, and cans. It reduces the amount of garbage in landfills. Everyone should do it.

Home recycling has become standard in most places. But now, many businesses are getting in on it as well. Businesses use, and until recently, threw away, tons of paper a year. By simply placing recycling bins around the office, much of that paper is now being recycled.

Ask: Which passage is subjective? Which is objective? Which has a broad scope? Which has a limited scope? How is each organized? Discuss the answers as a class.

1. Complete the following table to compare and contrast the **treatment**, **scope**, and **organization** of the three texts.

<table>
<thead>
<tr>
<th></th>
<th>Don’t Know Much about Liberty</th>
<th>Preamble to the Constitution</th>
<th>Bill of Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Preamble Puzzler:** Teacher will introduce the activity by projecting the handout BEFORE students open their textbooks. Students will have to “decode” the preamble that has been displayed on various license plates (see handout). Students will have to rewrite the Preamble based on what they can decode from the worksheet. Teacher will have a volunteer read their interpretation at the end of the activity. (15 minutes)

Listen to the preamble set to music like school house rock. Read the Bill of Rights and Our Lives: The teacher will read
**TCSS**

<table>
<thead>
<tr>
<th>statements out loud that could potentially apply to each student’s lives. The students must decide whether they have this right based on the Bill of Rights. Additionally, students must write which amendment this right applies to. The class will have an informal discussion about the answers. (20 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> Rewrite the bill of rights in “kid friendly” terms. Illustrate each one.</td>
</tr>
<tr>
<td><strong>Audio/Visual:</strong> watch the Brainpop video on the Bill of Rights, Disney YouTube video, and/or Flocabualry video.</td>
</tr>
<tr>
<td><strong>Writing:</strong> Explain why the authors of the Preamble to the Constitution and the Bill of Rights wanted to protect citizens from the government. Use examples from the texts and the magazine article to support your answer.</td>
</tr>
<tr>
<td><strong>Summarizer/Closure/Evaluation of Lesson</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> Compare and contrast the impact of the visual, audio and written forms of the preamble and bill of rights. Which one is easier for YOU to remember? Why do you think it is easier? Which one do you like least and why? Acknowledge both sides of the issue and support your answers with examples.</td>
</tr>
</tbody>
</table>
**This lesson begins the extended text. Please note that several short selections follow the novel.**

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• determine how the author’s use of words and phrases controls the meaning/tone of the text</td>
</tr>
<tr>
<td></td>
<td>• explain how the author’s use of figurative language further illustrates/expands the tone and meaning of the text</td>
</tr>
<tr>
<td></td>
<td>• explain how the author’s use of connotative meanings conveys the author’s stance/tone within a text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>Priority Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support Standards</td>
<td>ELAGSE8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td>Support Standards:</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE8LR1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td></td>
<td>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td></td>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>precede</em>, <em>recede</em>, <em>secede</em>).</td>
</tr>
<tr>
<td></td>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
</tr>
<tr>
<td></td>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td></td>
<td>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</td>
</tr>
<tr>
<td></td>
<td>b. Use the relationship between particular words to better understand each of the words.</td>
</tr>
<tr>
<td></td>
<td>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <em>bullheaded</em>, <em>willful</em>, <em>firm</em>, <em>persistent</em>, <em>resolute</em>).</td>
</tr>
<tr>
<td></td>
<td>• ELAGSE8RL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources for Instruction</th>
<th>Extended text for the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <em>The Giver</em> (novel) by Lois Lowry***</td>
</tr>
<tr>
<td></td>
<td>• <em>Lottery Rose</em> (novel) by Irene Hunt</td>
</tr>
</tbody>
</table>
### TCSS

**Additional Informational Texts Related to the Novel and/or theme of Seeking Truth**
- Preamble to the Constitution, p. 223
- Word Meanings “Release” Graphic Organizer

### Time Allocated
1-2 days (3-4 weeks for the extended text)

### EQ
How do I determine figurative and connotative meanings of words in context in relation to impact on meaning and tone?

### Activator/Connection/Warm Up
Read the Preamble (p. 223) from the previous lesson. On a piece of paper, write the verbs in each phrase (establish, insure, provide, promote, secure, ordain, and establish). Work with a partner to determine the meaning of each verb based on context and verify using a dictionary. Then identify synonyms and discuss the change(s) in meaning that result from substituting different verbs.

### Instructional Delivery
- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/Differentiated Instruction (We Do)**
- **Independent Practice (You Do)**

It is important that students realize that words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., stingy, scrimping, economical, thrifty), that tone is the author’s attitude toward the topic, and that every text has a tone, and that an author’s choice of words and phrases controls the tone of the text.

Ask the students to share their findings from the activator. Discuss the Learning Target(s) of the Constitution and how the Preamble establishes that Learning Target(s).

Read Chapter 1 of the extended text using appropriate strategies (out loud, independent reading, small group reading, etc.). Begin reading out loud so that you can model the thinking that the students need to do. In this chapter, you will want to discuss word choice. Focus on words with similar denotations but different connotations (e.g., frightened, distraught, distracted, nervous, apprehensive). Throughout the reading of the novel, provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind.

Give students the Word Meanings/Release Graphic Organizer. On page 3, the idea of “release” is mentioned. The meaning of it changes over the course of the text. The repetition and changes in meaning influence how students interpret the word. Have students explore the use of the word as they read by tracking the references and explanations on the graphic organizer as they read. Help them understand how to complete the organizer. It will be important to return to this concept especially as they read Chapter 19.

After reading Chapter 1, have individual students (or student pairs) write a response to the following questions: “How is Jonas’ community similar to our community? Discuss how and why Jonas’ community is concerned with “word precision.” Emphasize that students should employ the RACE strategy to answer the questions.
<p>| Summarizer/Closure/Evaluation of Lesson | Teacher will evaluate written responses to the questions. |</p>
<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• determine the points of view represented in the text</td>
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<td></td>
<td>• identify disparities in the information readers and characters receive</td>
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<td></td>
<td>• explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text</td>
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<td>• contrast the different points of view between the audience and a character</td>
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<td>• contrast the different points of view among characters</td>
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<td>• recognize irony in a text and explain how it renders the text humorous or suspenseful</td>
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<td>• recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful</td>
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<td>• explain how the author used point of view to create humor and/or suspense in the text</td>
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<tr>
<th>Priority Standards:</th>
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<tbody>
<tr>
<td>Support Standards</td>
<td>ELAGSE8RL6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
</tr>
<tr>
<td>Pre-requisite Learning</td>
<td>ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
</tbody>
</table>

| Support Standards: | |
|-------------------| ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
|                   | ELAGSE8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
|                   | ELAGSE8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

| Prerequisites:    | |
|------------------| identify the different points of view in a text |
|                  | contrast the points of view of the characters |
|                  | surmise why an author develops the story through different points of view |
|                  | explain how the contrasting points of view increase the complexity of the story, but may limit the reader’s identification with (or sympathy for) a single protagonist |

| Resources for Instruction | The Giver by Lois Lowry, Chapters 2-8 |
|---------------------------| Reading for Signposts Handout (page 3 is the page for students) |
|                           | Notice and Note Signposts Reading Log |
|                           | “TransAtlantic Tug-of-War for Winnie the Pooh” from Newsela |

| Time Allocated | 4-5 days (3-4 weeks for the extended text) |

<p>| EQ | How do differences in point of view of the characters and audience create effects such as suspense or humor? |</p>
<table>
<thead>
<tr>
<th>Activator/Connection/Warm Up</th>
<th>Have students talk with a partner for 2-3 minutes to discuss what they have already observed about the point of view of <em>The Giver</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Delivery</td>
<td>Chapters 2-8 of <em>The Giver</em> provide additional insight into the structure of Jonas’ community and the many rules that have been established to ensure sameness. The chapters establish Jonas’ point of view which at this point is not different from others in his community. In these chapters, students should analyze how Jonas’ beliefs are shaped by the knowledge that he has at this point in the novel. Remind students about point of view. You may want to provide direct instruction about the following points:</td>
</tr>
</tbody>
</table>
| Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling) | - authors manipulate the information readers and characters receive in order to create humor and/or suspense  
- authors use point(s) of view to control the flow of information  
- authors sometimes draw the reader’s attention to another point of view to showcase the disparity of important information  
- authors use rhetorical devices (e.g., dramatic irony) to create a desired effect, including humor and suspense, in a text |
| Guided Instruction/Differentiated Instruction (We Do) | Help them to understand that *The Giver* is written using third person limited point of view. While there is an outside narrator, we learn about Jonas’ perspective. |
| Independent Practice (You Do) | In Chapter 2, we hear about the idea of a comfort object. Explore this idea and have students read and analyze the article “TransAtlantic Tug-of-War for Winnie the Pooh” from Newsela. |

Introduce students to the idea of Reading for Signposts, as well as the Notice and Note Reading Log. You will likely want to model this in the beginning. Provide the students with a copy of the Signpost and Definitions Chart. When teaching the signposts, think about starting with providing an opportunity to focus on each type. For example, in the previous lesson, you began focusing on the meaning of the word release which is an example of Again and Again. Teach the signpost that makes sense with the part of the literature you are teaching.

1. Explain the signpost and the anchor questions.  
2. Demonstrate by reading aloud a text for which the students have a copy. Point out what you saw that caused you to pause, ask the anchor question, and share your thoughts.  
3. Continue reading, stopping at the next instance and asking students to talk in pairs about the anchor question. Share some responses with the class.  
4. Continue reading asking students to identify the signpost and discuss the anchor question.  
5. Finish reading and ask students to identify the most significant example of the signpost for the entire text, discuss the anchor question, and report to the class.  
6. Ask students to watch for this signpost while reading independently, marking those that they find, and recording a response to the anchor question.

Encourage students to track signposts and keep notes throughout their reading of *The Giver*. They should also use these to develop questions that can be used in class discussions.
Read the extended text using appropriate strategies (out loud, independent reading, small group reading, etc.). You may want to have students answer text-dependent questions as they read and/or have them develop text-dependent questions for discussion. Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind.

Use the passage that begins on the top of page 29 and continues until page 32 to practice close reading with the flashback. After reading, students should summarize the incident with the apple and connect it to present events. They should also identify and explain various references to “eyes” and “seeing” throughout Chapter 3. Students should consider what patterns or contrasts are developed. (This section provides opportunities to go over the following Signposts: Again and again, Memory Moment, and Contrasts and Contradictions. NOTE: The students will likely not understand all of the implications in this part, but will understand it later in the novel).

Narrative Writing Connections: (can be used for activators and/or summarizers throughout the reading of these chapters) Throughout the reading of your extended text, review point of view and how authors develop point of view and write several journal entries from the viewpoint of one of the main characters. At the end of Chapter 8, students should consider the mixed emotions Jonas is feeling as his name is repeated by the audience. Have them write from Jonas’ point of view to share the thoughts and feelings he is experiencing as the audience members call his name.

| Summarizer/Closure/Evaluation of Lesson | Teachers will evaluate student use of point of view in their written responses. |
# TCSS
**ELA8.3.8**

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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</table>
|                     | • describe the structure of two or more texts  
|                     | • describe the style of two or more texts  
|                     | • explain how the structure and style of a text contributes to its meaning  
|                     | • identify similarities and differences in structure and style between two or more texts  
|                     | • evaluate the effect of one structure over another with regard to a work's meaning and style |

<table>
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<tr>
<th>Priority Standards:</th>
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<tbody>
<tr>
<td>• Support Standards</td>
<td>ELAGSE8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
<td>ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
</tbody>
</table>

**Support Standards:**
- **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **ELAGSE8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **ELAGSE8RL6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **ELAGSE8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**Resources for Instruction**
- *The Giver* by Lois Lowry, Chapters 9-11
- *Reading for Signposts Handout* (page 3 is the page for students)
- *Notice and Note Signposts Reading Log*
- "Banning Sledding Could Do More Harm than Good"
- *Formative Close Reading Plan for Chapter 9*
- "Baghdad Book Market’s Revival" from Newsela

**Time Allocated**
- 2 days (3-4 weeks for the extended text)

**EQ**
- How does structure effectively develop meaning and style in texts?
- How does dialogue or a particular incident reveal aspects of character or provoke a decision?

**Activator/Connection/Warm Up**
- Chapter 8 ended with Jonas’ selection to be the Receiver of Memory at the Ceremony of 12. Have students make comparisons between this
ceremony and ceremonies from other movies/books they know. For example, you could use the movie trailer from *The Hunger Games* (focus on when the tributes are selected) or you could use the movie trailer from *Divergent* (focus on the Choosing Ceremony). You could also provide a brief clip of these scenes (*Divergent, The Choosing Ceremony*) if you have access to the movies. Have students compare and contrast these ceremonies with the Ceremony of 12 in *The Giver*. Encourage students to think about how one person’s choices affect others as well as the result of eliminating personal choice. Discuss with a partner, small group and/or whole class.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - For this lesson, students need to know
  - structure is the way in which a text is organized
  - structure of a poem, short story, novel, play, movie, or nonfiction piece contributes to the work’s meaning and style
  - style is the unique manner or voice in which a writer communicates ideas

- **Guided Instruction/ Differentiated Instruction (We Do)**
  - In Chapters 9-11, it is apparent that Jonas’ point of view is changing from others in the community. As Jonas gains new knowledge about the community, so do the readers. Students should identify the new knowledge he is gaining and the impact this knowledge is having on his perceptions and beliefs about his community, while his fellow community members remain unaware. As Jonas begins to question the actions of his community, help students do the same.

  Have students read the chapters individually and create their own questions for group discussions. They may use the Notice and Notes Signposts to guide them in targeting places in the text to develop questions. Provide opportunities for students to ask their questions during small group or whole class discussion. You may want to have students answer text-dependent questions as they read. Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind. Passages to focus on include the second half of Chapter 9 (where Jonas reads the rules) and the second half of Chapter 11 (where Jonas receives memories), in which students should analyze words and phrases to draw conclusions about characters and their actions and interactions.

  You may want to have students read the article “*Banning Sledding Could Do More Harm than Good*” at the start of the 2nd day of this lesson or after reading Chapter 11. Ask students to compare and contrast the structures used in both texts. Use a T-chart or other graphic organizer as needed to help students. They should also look for ways that the banning of sledding is similar and different in both the novel and the news article. What are the reasons for the bans in each?

  Students should answer the following CR question using the RACE strategy:

  How do the authors of *The Giver* (Chapter 11) and “*Banning Sledding Could Do More Harm than Good*” use the structure of their text to support the claim that the thrill of sledding outweighs the risks?

  An additional lesson could be in having students read the article “*Baghdad Book Market’s Revival*” from Newsela and make connections
between the ideas of books as presented in the Giver’s room (Chapter 10, page 94). Students should consider the types of books that exist in homes and think about why there are so few books. What would having many books provide?

| Summarizer/Closure/Evaluation of Lesson | Teachers will evaluate the students’ responses to the CR question (2 point CR rubric) and/or review the students’ reading logs. |
Learning Target(s):

I can:
- determine the points of view represented in the text
- identify disparities in the information readers and characters receive
- explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text
- contrast the different points of view between the audience and a character
- contrast the different points of view among characters
- recognize irony in a text and explain how it renders the text humorous or suspenseful
- recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful
- explain how the author used point of view to create humor and/or suspense in the text

Priority Standards:
- Support Standards
- Pre-requisite Learning

Priority Standards:
- ELAGSE8RL6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Support Standards:
- ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- ELAGSE8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Resources for Instruction
- The Giver by Lois Lowry, Chapter 12
- The Giver Chapter 12 Questions
- Reading for Signposts Handout (page 3 is the page for students)
- Notice and Note Signposts Reading Log

Time Allocated
- 1-2 days (3-4 weeks for the extended text)

EQ
- How do differences in point of view of the characters and audience create effects such as suspense or humor?

Activator/Connection/Warm Up
- In the previous chapter, Jonas experienced his first day of receiving memories which included snow, a sled, sunshine and sunburn. Since he is unable to discuss his training with anyone, we don’t hear exactly what his thoughts are. Pretend you are Jonas and write a response about how you are feeling right now as you try to make sense of the memories you now have.

Instructional Delivery
- Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)
- Have students discuss and share their responses as you discuss what point of view reveals. What does Jonas now understand that he didn’t understand earlier? (For example, he was unable to understand the Giver’s initial references to “going downhill through deep snow on a sled” (99) until he had that memory.)
Young adult dystopian novels explore believe systems, morality, and follow a main character seeking “truth” while gaining independence. Chapter 12 continues to build student understanding about how the perceptions of individuals are shaped by knowledge and memory.

Read the extended text using appropriate strategies (out loud, independent reading, small group reading, etc.). You may want to have students answer text-dependent questions as they read. Use *The Giver Chapter 12 Questions* to give students a chance to either respond in writing or to respond in small discussion groups to these questions. One strategy you could use is to cut the questions into strips and place them in envelopes for groups. Each student will draw a question from the envelope and provide an answer for the group; continue until all questions have been addressed.

Additionally, they may use the Notice and Notes Signposts to guide them in targeting places in the text to develop questions. Provide opportunities for students to ask their questions during small group or whole class discussion. Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind. Pages 118-119 provide an excellent opportunity for students to re-read Jonas encounter with the color red. Help the students understand that Jonas' changing point of view is further separating him from the rules and society in which he was brought up.

One possible extension would be to have students search/read articles about the science behind seeing color and/or the meaning of colors in different cultures. Have students read and analyze articles and share their findings with the class.

Students should independently respond in writing to the following in a constructed response using the RACE strategy. Why did Jonas’ society remove the ability to see color? Cite details from the text in your response.

<table>
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<tr>
<th>TCSS</th>
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<tbody>
<tr>
<td><strong>Guided Instruction/ Differentiated Instruction (We Do)</strong></td>
<td>Young adult dystopian novels explore believe systems, morality, and follow a main character seeking “truth” while gaining independence. Chapter 12 continues to build student understanding about how the perceptions of individuals are shaped by knowledge and memory. Read the extended text using appropriate strategies (out loud, independent reading, small group reading, etc.). You may want to have students answer text-dependent questions as they read. Use <em>The Giver Chapter 12 Questions</em> to give students a chance to either respond in writing or to respond in small discussion groups to these questions. One strategy you could use is to cut the questions into strips and place them in envelopes for groups. Each student will draw a question from the envelope and provide an answer for the group; continue until all questions have been addressed. Additionally, they may use the Notice and Notes Signposts to guide them in targeting places in the text to develop questions. Provide opportunities for students to ask their questions during small group or whole class discussion. Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind. Pages 118-119 provide an excellent opportunity for students to re-read Jonas encounter with the color red. Help the students understand that Jonas' changing point of view is further separating him from the rules and society in which he was brought up. One possible extension would be to have students search/read articles about the science behind seeing color and/or the meaning of colors in different cultures. Have students read and analyze articles and share their findings with the class.</td>
</tr>
<tr>
<td><strong>Independent Practice (You Do)</strong></td>
<td>Students should independently respond in writing to the following in a constructed response using the RACE strategy. Why did Jonas’ society remove the ability to see color? Cite details from the text in your response.</td>
</tr>
<tr>
<td><strong>Summarizer/Closure/Evaluation of Lesson</strong></td>
<td>Teacher will evaluate the CR.</td>
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# TCSS
## ELA8.3.10

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<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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<tbody>
<tr>
<td></td>
<td>• recognize changes in the pace of the story or drama</td>
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<tr>
<td></td>
<td>• determine the catalyst for any changes in the pace of the story or drama</td>
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<tr>
<td></td>
<td>• explain how the dialogue or incident propels the action</td>
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<tr>
<td></td>
<td>• analyze events or dialogue for new information about a character</td>
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<tr>
<td></td>
<td>• analyze text to determine why a decision was made</td>
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<td>• Support Standards</td>
</tr>
<tr>
<td>• Pre-requisite Learning</td>
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</table>

**Priority Standards:**
- **ELAGSE8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Support Standards:**
- **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **ELAGSE8RL6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **ELAGSE8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - **ELAGSE8L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- **ELAGSE8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **ELAGSE8L5b:** Use the relationship between particular words to better understand each of the words.
- **ELAGSE8W1:** Write arguments to support claims with clear reasons and relevant evidence.
- **ELAGSE8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Resources for Instruction
- *The Giver* by Lois Lowry, Chapters 13-16
- *Utopia Versus Dystopia Video for Visual Literacy*
## TCSS

| **Utopia and Dystopia meanings** | “Imagine” by John Lennon [PDF] and [Flipchart](#)  
| | “The Human Abstract” by William Blake [PDF] and [Flipchart](#)  
| | “Textbook Burning in Venezuela” from Newsela |

### Time Allocated

3-4 days (3-4 weeks for the extended text)

### EQ

How does dialogue or a particular incident reveal aspects of character or provoke a decision?

### Activator/Connection/Warm Up

Have students define utopia and dystopia using Greek and Latin roots. They should determine the relationship of the words. You could project the [Utopia and Dystopia meanings](#) handout and have them discuss the connections. They should also consider how these words relate to *The Giver*.

### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**

- **Guided Instruction/Differentiated Instruction (We Do)**

- **Independent Practice (You Do)**

Chapters 13-16 of *The Giver* continue to describe sacrifices made to achieve perfection in Jonas’ community. Students learn more about Jonas’ point of view as he gains knowledge that the rest of the community does not have. These chapters are also essential to understanding theme development. Jonas begins to understand that pain can result from increased awareness and choice. “The Human Abstract” discusses mercy, pity, peace, and love. The speaker argues that each virtue would not exist without its opposite, less desirable counterpart. “Imagine” considers what would happen in Lennon’s version of a perfect world.

Remind students that as they read, they should be aware that:

- dialogue is conversation among characters
- incidents are events or occurrences in a story or drama
- interactions of story elements are the two-way actions that affect the movement of the story or drama
- revealing aspects of characters is uncovering their traits or background information about them
- details about characters can be revealed through dialogue or incidents
- pace of a story quickens at times of action or intensity
- dialogue can cause action, reveal details about characters, change the pace of a story or drama, or provoke characters to make a decision
- events can cause other actions, reveal details about characters, change the pace of a story or drama, or cause a character to make a decision

Read the extended text using appropriate strategies. At this point, you should have students do some of their reading in pairs or individually. You may want to have students answer text-dependent questions as they read. Additionally, they may use the Notice and Notes Signposts to guide them in targeting places in the text to develop questions. Provide opportunities for students to ask their questions during small group or whole class discussion.

Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind.

Suggestions for close reading/rereading include:

- The part of Chapter 13 where Jonas asks “Do you advise them often?” page 130-133
- The section in Chapter 15 (pages 149-151) in which Gabe
receives the memory of war
- Another passage for close reading is the second section of Chapter 16 (pages 159-160) in which Jonas asks his parents about love and subsequently tells his first lie.

After reading the chapters, have students listen to “Imagine” as a class while they follow along with a printed copy of the lyrics. Most students are likely to understand the meaning of “Imagine” during the first or second listening, especially in connection to reading *The Giver*.

Have students read the article “Textbook Burning in Venezuela” from Newsela. They should answer questions and consider how the ideas in the article relate to ideas that have been presented in *The Giver*. You may want to have students create a T-chart or other graphic organizer as they organize their thoughts.

Additionally, have students read “The Human Abstract.” You may want to have students work in pairs to analyze the words and phrases for their function and meaning in the poetry. They should also determine tone and theme. Discuss as a class.

Project the following questions for the class to consider. Have students debate and/or create arguments (with claims, reasons, and evidence). You could have students choose their sides or you could divide the class into smaller groups and have each group build an argument for one side.
- Should choice be allowed if people make choices that negatively affect others?
- Is experiencing colors, joy, and love worth also experiencing pain, war, and hate?
- Is perfection worth the sacrifice it takes to obtain it?

Provide an opportunity for writing at the end of the lesson:

**Argumentative Writing:**
Have students write a CR on one of the questions they have debated above. Students should incorporate strong reasons and evidence.

**OR**

**Narrative Writing:**
Write a journal entry from the viewpoint of one of the main characters from within Chapter 13-16

| Summarizer/Closure/Evaluation of Lesson | Teacher will evaluate the student written work. |
**TCSS**  
**ELA8.3.11**

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• infer the theme or central idea of a text, based on the text's setting, plot, and characters</td>
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<tr>
<td></td>
<td>• analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text</td>
</tr>
<tr>
<td></td>
<td>• explain how the characters, setting, and/or plot support the development of a theme</td>
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<tr>
<td></td>
<td>• determine the main idea(s) in a text and use them in an objective summary</td>
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<th>Priority Standards:</th>
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<tbody>
<tr>
<td>Support Standards</td>
<td><strong>ELAGSE8RL2</strong>: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
</tr>
<tr>
<td>Pre-requisite Learning</td>
<td><strong>Support Standards</strong>:</td>
</tr>
<tr>
<td></td>
<td>• <strong>ELAGSE8RL1</strong>: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td></td>
<td>• <strong>ELAGSE8RL3</strong>: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
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<td></td>
<td>• <strong>ELAGSE8RL4</strong>: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
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<td></td>
<td>• <strong>ELAGSE8RL6</strong>: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
</tr>
</tbody>
</table>

| Resources for Instruction | **The Giver** by Lois Lowry, Chapters 17-19  
**Word Meanings “Release” Graphic Organizer  
The Giver, Chapters 17-19 Questions  
Tracing Themes in The Giver** |

| Time Allocated | 2-3 days (3-4 weeks for the extended text) |

| EQ | How does a theme develop over the course of a text in relation to characters, setting, and plot? |

| Activator/Connection/Warm Up | Have students work with a partner to briefly summarize the events from the portion of the text read in the previous lesson. |
### Instructional Delivery
- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
- **Guided Instruction/ Differentiated Instruction (We Do)**
- **Independent Practice (You Do)**

Chapters 17-19 expand on the true meaning of “release” and the Giver’s failure with the previous Receiver of Memory. Because of Jonas’ newfound understanding, the reader is able to see these truths in the same way that Jonas sees. In these chapters, students will likely question the values of Jonas’ community. Students will analyze how perceptions are shaped and challenged by knowledge and memory.

Review the concept of theme with the students. Remind them of the following:
- theme or central idea of a text is the message or lesson that the author develops through details
- literary elements, such as character, plot, and setting, contribute to the theme or central idea of a text

Read the extended text using appropriate strategies (out loud, independent reading, small group reading, etc.). You may want to read these chapters out loud as there is some sensitive material and the teacher can help guide students through questions and concerns. Additionally, students may use the Notice and Notes Signposts to guide them in targeting places in the text to develop questions. Provide opportunities for students to ask their questions during small group or whole class discussion. Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind. Passages for re-reading may include:
- The Giver’s talk with Jonas about why Rosemary applied for Release (pages 178-181)
- Jonas watching the release of the twin until he says “He killed it! My father killed it!” (pages 184-188)

Have students answer *The Giver, Chapters 17-19 Questions* orally or in writing. You may want to lead them through the final question that asks them to identify a theme and supporting evidence. The question says, *When Jonas gains new knowledge about the meaning of release, a theme is revealed. Explain the theme that emerges and proved at least three reasons and pieces of relevant evidence that support that theme.* You may find it helpful to give your students the theme tracker so that they can look at one theme. They will continue using this theme tracker in the next lesson.

### Summarizer/Closure/Evaluation of Lesson
Students will turn in and teacher will evaluate the theme with three pieces of relevant evidence.
### Learning Target(s):
I can:
- infer the theme or central idea of a text, based on the text's setting, plot, and characters
- analyze the development of a theme over the course of a text, determining when it first appears and when it is reinforced by events or characters in the text
- explain how the characters, setting, and/or plot support the development of a theme

### Priority Standards:

**Priority Standards:**

**Support Standards**

**Pre-requisite Learning**

**ELAGSE8RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Support Standards:**

- **ELAGSE8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **ELAGSE8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **ELAGSE8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **ELAGSE8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **ELAGSE8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- **ELAGSE8RL7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

### Resources for Instruction

- **The Giver** by Lois Lowry, Chapters 20-23
- **Tracing Themes in The Giver**
- **“Newberry Acceptance Speech”** by Lois Lowry
- **Narrative Checklist**
- **Chapter 24 Narrative ECR**

### Time Allocated

3-4 days (3-4 weeks for the extended text)

### EQ

How does a theme develop over the course of a text in relation to characters, setting, and plot?

### Activator/Connection/Warm Up

Review the discussion of theme from the previous day’s lesson.
### Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**
  - Students will complete the reading of the extended text using appropriate strategies (out loud, independent reading, small group reading, etc.). It is recommended that students read the chapters independently. Additionally, they may use the Notice and Notes Signposts to guide them in targeting places in the text to develop questions. Provide opportunities for students to ask their questions during small group or whole class discussion. Provide opportunities in the reading to model close reading where students will reread a passage with a specific focus in mind. The final two pages of the novel could be reread and discussed.

- **Guided Instruction/ Differentiated Instruction (We Do)**
  - If you have not already done so, provide students with the Tracing Themes handout. Have them work with a partner to find evidence to support the themes. You may want to model the first one for them and/or review the work from the previous lesson. Allow students to discuss the themes in small groups or whole class discussion. They should independently complete the 1-2 paragraph theme analysis.

- **Independent Practice (You Do)**
  - Provide students with “Newberry Acceptance Speech” by Lois Lowry. Read all and/or portions of the speech together and discuss how the author relates to the text.

  After reading, have students work independently or in pairs to develop a theory about what happens at the end of the text and finding evidence to support this theory. Once students have created their theories, have them share with the class. Record the theories and supporting evidence on a graphic organizer for the entire class. As students hear other theories and evidence that are convincing, they should consider how they might refine and/or change their own theories.

  As a class, discuss the following questions:
  - How does Lois Lowry create ambiguity at the end of the novel?
  - On page 220, it says, “Dimly, from a nearly forgotten perception as blurred as the substance itself, Jonas recalled what the whiteness was.” Is Jonas experiencing the snow or remembering the snow?
  - How do earlier scenes in the novel make this moment ambiguous?
  - Why is the ending ambiguous? In other words, why might Lois Lowry choose not to resolve the novel?
  - What choices are made or not made in The Giver and why? How do the reader’s choices contribute to the meaning of the text? Cite textual evidence to support responses.

  At this point, remind students about narrative writing. Instruct them to finish the ending so that it is no longer ambiguous. They must be able to explain why they chose the specific ending they did by building on evidence presented earlier in the text. Students should complete the **Narrative Extended Constructed Response** for Chapter 24.

### Extension Activity:

- Have students view the film version of *The Giver*. Students should utilize a T-Chart while stopping periodically throughout the film to discuss the differences between the book’s actions and the film’s interpretation of them. After students have viewed the film, they...
TCSS

<table>
<thead>
<tr>
<th>TCSS</th>
<th>should use their T-Charts to write a Constructed Response discussing the varying interpretations and which was more effective at portraying the characters and theme of <em>The Giver</em>. The Constructed Response should have at least 3 pieces of textual evidence as support.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarizer/Closure/Evaluation of Lesson</strong></td>
<td>Teacher will evaluate theme CR and narrative writing.</td>
</tr>
</tbody>
</table>
### TCSS
**ELA8.3.13**

<table>
<thead>
<tr>
<th>Learning Target(s):</th>
<th>I can:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• determine the purpose of an argument to select the relevant evidence needed to support a claim</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the speaker of an argument</td>
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<tr>
<td></td>
<td>• develop tone in an argument</td>
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<tr>
<td></td>
<td>• demonstrate an occasion (time and place of an argument) within an argument</td>
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</table>

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>Priority Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Standards</td>
<td><strong>ELAGSE8W1:</strong> Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>Pre-requisite Learning</td>
<td>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td></td>
<td>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
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<td></td>
<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
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<td></td>
<td>d. Establish and maintain a formal style.</td>
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<td></td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td></td>
<td><strong>Support Standards:</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>ELAGSE8L1:</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</td>
</tr>
<tr>
<td></td>
<td>b. Form and use verbs in the active and passive voice.</td>
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<td>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
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<td></td>
<td>d. Recognize and correct inappropriate shifts in verb voice and mood.*</td>
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<td></td>
<td>• <strong>ELAGSE8L2:</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
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<tr>
<td></td>
<td>b. Use an ellipsis to indicate an omission.</td>
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<td></td>
<td>c. Spell correctly</td>
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<table>
<thead>
<tr>
<th>Resources for Instruction</th>
<th>Extended text for unit as well as additional shorter literary and informational works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocated</td>
<td>3-4 days</td>
</tr>
<tr>
<td>EQ</td>
<td>How do I write effective arguments to support my claims with clear reasons and relevant evidence?</td>
</tr>
<tr>
<td>Activator/Connection/Warm Up</td>
<td>Provide a topic related to truth and your novel for students to choose a side and write an argumentative paragraph on.</td>
</tr>
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</table>
## Instructional Delivery

- **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**

Provide re-teaching on argumentative essays as needed based on your students. Make sure that students know:
- the speaker influences how an argument is written
- an argument must have a purpose for being written
- how to convey tone is within an argument
- the time and place of an argument

- **Guided Instruction/ Differentiated Instruction (We Do)**

Make the writing assignment and review it with the students to ensure that they understand the expectations. Throughout the writing process, use formative assessment to check for student understanding of the various elements of the argumentative writing standard. You may want to use peer evaluation and conferencing throughout the writing process.

Once students have identified their writing task, they should complete an evidence chart as a pre-writing activity. Remind students to use relevant notes they compiled while reading and answering text-dependent questions. An evidence chart has three columns: (1) Evidence: Quotation or Paraphrase; (2) Page number; (3) Elaboration/Explanation of How This Evidence Supports Ideas or Arguments. Once students have completed the evidence chart, prompt them to look at the writing prompt to determine the type of response they are writing and to think about the evidence found. Have student pairs review each other’s evidence chart and offer feedback. Have students develop a thesis statement. Have students complete a first draft and participate in peer editing with rubrics. Then have students complete a final draft. Determine the necessary support during the writing process (graphic organizer, writing frame, modeling, showing strong and weak work, etc.).

- **Independent Practice (You Do)**

After reading literary and informational shorter works as well as the extended text in this unit, have students write an argumentative essay on one of the following topics.
- After reading several works of literature, write an essay in which you argue the benefits or detriments of knowing or telling the truth. Support your answer with specific examples from literature.
- Imagine if the entire history of our society, through present day, was erased, and we had no memories. Would people be better or worse off without any individual or collective memories of the past? Why? After reading the selections from this unit, write an essay arguing whether people would be better or worse off without memories of the past. Use textual evidence to support your response.
- Write an argumentative paper answering the question, “Is it always right to tell the truth?” Support your position with evidence and examples from unit selections.
- Novel specific prompt: How does “seeing” the text from Jonas’ point of view contribute to your understanding and opinion of his community? Cite textual evidence to support the response.

## Summarizer/Closure/Evaluation of Lesson

Teacher will evaluate argumentative essays using the 7 point Argumentative rubric.
Learning Target(s): I can:
- explain how the characters, setting, and/or plot support the development of a theme
- infer the theme or central idea of a text, based on the text's setting, plot, and characters
- Demonstrate how the author's use of words and phrases controls the meaning/tone of the text

Priority Standards:
- Support Standards
  - ELAGSE8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
  - ELAGSE8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Resources for Instruction
- “The Open Window” (short story) Saki (pg. 156)

Time Allocated 2 days

EQ How do you understand and analyze characterization? How do you make inferences about characters?

Activator/Connection/Warm Up
- Ask students to give you examples of situations in which they have felt nervous. Explain that as they read, they should look for clues in “The Open Window” that show Framton Nuttel's nervous nature.

Instructional Delivery
- Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)
- Guided Instruction/Differentiated Instruction (We Do)
- Independent Practice (You Do)

Read the story paying attention to the literary and reading focus boxes.

Inferences: “It Says, I Say, And So” Chart Writers give facts and details about characters to help readers get to know them. As a reader, you take that information and combine it with your own knowledge and experiences. Then, you guess, or make inferences, about the character. In this way, you get to know the character better and participate in the story yourself.

Use the chart on handout page 28 (differentiated) to help you make inferences about two characters in “The Open Window.” Read the question in the first column. Under “It Says,” write down quotes and details from the story that relate to the question. Under “I Say,” give your own thoughts and experiences. Finally, in the last column, answer the question by making an inference based on information from the other columns.

1. Writing: Discuss Vera’s character with a partner. Is she cruel, or basically harmless? Support your opinion with details from the text. Try to use each Academic Vocabulary word listed on the next page at least once in your discussion.
2. Questions to Write about: What can you tell about Vera and Framton from the way they interact?
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<td>TCSS</td>
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| 3. In what way is Vera’s story a critical **factor** of Saki’s tale?  
4. Think about Framton’s **response** when the hunters return home. How might his response to this **incident** have kept Vera from getting into trouble? |   |
| **Summarizer/Closure/Evaluation of Lesson** | What is your judgment of Vera in the story “The Open Window”? Is she deliberately unkind or thoughtlessly fanciful? Defend your judgment based on evidence from the story. |
# TCSS
## ELA8.3.15: “Dancer”

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<thead>
<tr>
<th>Learning Target(s):</th>
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<tr>
<td></td>
<td>• Demonstrate how the author’s use of words and phrases controls the meaning/tone of the text</td>
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<tr>
<td></td>
<td>• Understand and analyze theme</td>
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<td></td>
<td>• Compare themes of literary elements</td>
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<td></td>
<td>• Analyze theme and symbolism</td>
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<td></td>
<td>• Draw conclusions</td>
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<td>• Identify idioms (figurative language)</td>
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</table>

**Priority Standards:**
- **Support Standards**
- **Pre-requisite Learning**

**Priority Standards:**
- **ELAGSE8RL2**: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **ELAGSE8RL4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Resources for Instruction**
- “Dancer” (short story)  Vic Sears  (pg. 416)

**Time Allocated**
- 2 days

**EQ**
- How do you analyze and understand symbolism and theme?
- How do you draw conclusions?

**Activator/Connection/Warm Up**

**Getting Started**
Think about the title of the story you will read “Dancer.” With a partner or as a whole class, write about and/or discuss these four questions:
- Have you ever discovered an interest that you never knew you had? What was it?
- What kinds of activities do you like to do when you feel sad, angry, or lonely?
- What kinds of activities or hobbies make you feel confident and good about yourself?
- How can learning about your own culture make you feel good about yourself?
**DRAWING CONCLUSIONS** A conclusion is the final thought or judgment you establish after you have considered all of the evidence. Use the concept map to draw conclusions about the author’s style. As you read, fill in examples of each literary device in the outer circles. Use a separate sheet of paper if you need more space for your graphic organizer.

**Symbol Chart** A symbol is a person, place, thing, or event that stands for itself and also has a deeper meaning. For example, a dove can be a real bird in a story and also be a symbol for peace. One major symbol in this story is suggested by the title “Dancer.” The dances are real events in the characters’ lives, but they are also symbols of a greater meaning.

Use the first box in the chart below to examine the symbol of dancing in “Dancer.” Then use the other two boxes to examine two other symbols you find in this story.

In the first column, write the symbol, for example “dancing.” In the second column, quote a passage from the story that reveals the deeper meaning of the symbol. In the third column, state the deeper, symbolic meaning. In the last column, explain why you think the symbol has that meaning.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Key Passage</th>
<th>What Symbol Means</th>
<th>Why You Feel That Way</th>
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**Vocabulary**

You’ll appreciate the story more if you review the meanings of these words before you begin. Match the words on the right to their synonyms on the left. A synonym is a word that has the same or almost the same meaning as another word.

1. sociopathic  a. showing pride and self-satisfaction
2. ferocious    b. absorbed, engrossed
3. preening     c. violently crazy
4. abnormal     d. fierce, often violent
5. fixated      e. unusual, atypical
Now read “Dancer” by Vicki Sears. Think about the important ideas about life that this story is trying to communicate. As you read, write down words and phrases that you think are important or meaningful.

In writing this story, what do you think the author, Vicki Sears, is trying to say about life? What do you think is an important idea or **theme** of the story? A theme is an idea or insight about life that is revealed in a story. Share your theme with a partner and then as a class.

Next, you will look for evidence in the text that supports the theme you have chosen to write about. Evidence can be a paraphrase of what happened in the story, a direct quotation from the story, or a comparison to your own experience or the experience of someone else. For a stronger essay, MOST of the evidence should be from the text. Skim over the story again and select **three** passages that support the theme you have chosen to write about.

**Thesis Statement:** This is your interpretation of the theme of the story.

<table>
<thead>
<tr>
<th>Text evidence: quotation/excerpt from the story</th>
<th>Commentary: explain how the evidence supports the theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Commentary: Explain how this supports the theme</td>
</tr>
</tbody>
</table>

**Evidence:** Your own life experience (or that of someone you know)

| 4                                                |                                                         |

**Vocabulary Skills:** **IDIOMS**
List idioms from the story. Use the background information on page 424 of the text to help you.

**Summarizer/Closure/Evaluation of Lesson**
Use it in writing: Think of a possession or animal that has a strong symbolic meaning for you. What ideas do you associate with it? Write a poem explaining what it symbolizes to you, using strong images to describe your symbol.