LDC Module
Making Choices

By Dena Fort
Information Sheet for Argumentation Module

Module title:	The Giver
Module description (overview):	Conflict arises when Jonas, the protagonist in the story, becomes aware of reality as he receives memories. This awareness is very unsettling to him. He begins to mentally revolt against some of the restrictions placed on community members. The major themes addressed in The Giver include: the importance of memory, the importance of individual, the value of freedom to make choices, and the relationship between pain and pleasure.
Template task (include number, type, level):	Task 2 After reading The Giver students will write an augumentative essay that addresses the question of using science technology for _____ and support their position with evidence from the text. Be sure to acknowledge competing views. Give examples from past or current events or issues to Illustrate and clarify your position.
Teaching task:	After reading the novel the Giver write an essay and support your position with evidence from the text.
Grade(s)/Level:	6th
Discipline: (e.g., ELA, science, history, other?)	ELA
Course:	Reading and Language

Author(s):	Dena Fort
Contact information:	dfort@westsideschools.org

Section 1: What Task?

TEACHING TASK

Teaching task:	See previous
Reading texts:	The Giver by Lois Lowry Various informational science articles on current scientific research (cloning, behavioral research, genetically modified foods)
Background to share with students:	Jonas and the community exist in a world that on the surface seems to be the perfect place to live. However, as the story progresses we find the members of the community have few choices or free will. As Jonas becomes the new Receiver of Memories who learns about different choices and lifestyles for the first time. Jonas begins to feel that the community deserves to experience the memories for themselves.
Extension (optional):	Journaling

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	
NUMBER	**CONTENT STANDARDS**

COMMON CORE STATE STANDARDS

READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
"Built In" Reading Standards	"When Appropriate" Reading Standards

1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.	3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. to each other and the whole.
4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	7 – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
6 – Assess how point of view or purpose shapes the content and style of a text.	8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
10 – Read and comprehend complex literary and informational texts independently and proficiently. dently and proficiently.	9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
"Built-in" Writing Standards	**"When Appropriate" Writing Standards**
1 – Write arguments to support claims with clear reasons and relevant evidence.	1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4 – Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.	3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6 – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.	7 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SCORING RUBRIC FOR ARGUMENTATIVE WRITING

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. .		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.

Criterion	Level 1	Level 2	Level 3	Level 4
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task Engagement	*Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*
2. Task Analysis	*Ability to understand and explain the task's prompt and rubric.*
3. Project Planning	*Ability to develop a time table for completion of the final product.*
SKILLS CLUSTER 2: READING PROCESS	
1. Pre-Reading ›Text selection	*Ability to identify appropriate texts.*
2. Active Reading ›Essential Vocabulary	*Ability to identify and master terms essential to understanding a text.*
3 Active Reading ›. Note-Taking	*Ability to select important facts and passages for use in one's own writing.*
4. Post-Reading › Enhancing Comprehension	*Ability to identify the central point and main supporting elements of a text.*
5. Post-Reading › Academic Integrity	*Ability to use and credit sources appropriately.*

SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging	*Ability to begin linking reading results to writing task.*
SKILLS CLUSTER 4: WRITING PROCESS	
1. Planning	*Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.*
2. Development	*Ability to construct an initial draft with an emerging line of thought and structure.*
3. Revision	*Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.*
4. Editing	*Ability to proofread and format a piece to make it more effective.*
5. Completion	*Ability to submit final piece that meets expectations.*

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT…)	INSTRUCTIONAL STRATEGIES
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1 *On-going* *On-going*	<u>*1. Task engagement*</u> *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* *2. Essential Vocabulary* *Ability to identify and*	*TLW record discussion notes using Cornell note-taking format into journals.* *TLW partner with peer to read texts.* *TLW cite source at conclusion of notes.* *TLW record chapter discussion questions/topics and notes using Cornell format.*	*Cornell ….* *Note-taking in Journals* *MLA citation* *Partner read text & record notes* *Correct entry of vocabulary terms into journal*	1. *Introduce the unit theme, "Individuality vs. Conformity: Realizing the Relationships and Responsibilities between individuals, societies, and communities.* 2. *Introduce the Cornell note-taking and MLA citation style.* 3. *Provide direct instruction on a Utopia and a Dystopia. Handout Http://www.readwritethink.org/files/resources/lesson926/DefinitionCharacteristicscs.pdf* 4. *Have students discuss with their team what they think makes the "perfect society". Each group will share their ideas to create a classroom chart that will be present during the unit.* 5. *Students read with their shoulder partner an excerpt from Utopia, then pull textual evidence from it demonstrating characteristics of a utopian or dystopian society. Use the hand-out on utopian and dystopian society. Exp: "Citizens wear the same clothing which represents their lack of choice or individuality.*

	master terms essential to understanding a text.		*Records notes correctly*	
On-going	*3. Essential Vocabulary*			
	Ability to identify and master terms essential to understanding a text.			
	4. Academic integrity			
	Ability to use and credit sources appropriately.			
	5. Note Taking			
	Ability to select important facts and passages for			

	use in one's own writing.			
Day 2	<u>*2. Task analysis*</u> *Ability to understand and explain the task's prompt and rubric.*	*TLW restate writing task using his/her own words.* *TLW discuss writing rubric with shoulder partner; and cooperative working use given writing sample to identify elements of writing rubric.*	*Paraphrase writing task*	1. *Introduce module writing task.* 2. *Request students to discuss with shoulder partner what the assignments is asking them to do.* 3. *Facilitate discussion and record students' responses.* 4. *Provide copies of writing rubric; assign teams or partners to discuss elements*
* *Add to Task Analy sis on Core Tools*	<u>*3. Project Planning*</u> *Ability to develop a timetable for completion of the final product.*	*TLW will record journal, vocabulary, and writing assignment due dates on a calendar.*	*Student Calendar completed with due dates*	5. *Share calendar of due dates with students.*
SKILLS CLUSTER 2: READING PROCESS				
	<u>*1. Text selection*</u> *Ability to identify*	<u>*The Giver* </u>*by Lois Lowry* *"Origins of the Utopian Idea," by Rustin Quaide*	*NA*	*Website for summaries and chapter questions:* <u>*http://the*</u>* bestnotes.com/booknotes/Giver/The_Giver01.html*

	appropriate texts.	*http://crm.cr.nps.gov/* *archive/24-09/24-09-13.pdf* *"Book II: of Their Trades, and Manner of Life,: by Sir Thomas More* *Http://oregonstate.edu/instruct/phl/30 2/texts/more/utopiatrade.html*		

| Day 3 | 2. Active reading

Ability to identify the central point and main supporting elements of a text. | *TLW participate in sharing ideas through class discussions.*

TLW participate in cooperative group to create list of problems in American society.

TLW participate in cooperative group to plan an ideal society

TLW record important facts and events about author, Lois Lowry; participate in sharing with class. | *Participate in discussion Participate in cooperative group to create list; and plan for ideal society Record facts and events; and then share findings with class* | 1. *Have students share their list of ideas that would make a "perfect society." As students share, write their ideas on the board. Discuss these ideas as a class.*
2. *Have students review what the word "utopia" means from the previous task. Write the word "utopia" on the board and have students share the meaning of the word "utopia."*
3. *Have students brainstorm problems in the American society today. Student examples could include violence, hunger, and homelessness. In discussing this as a class, try and have students brainstorm problems that are seldom mentioned in the news.*
4. *Have students plan, design, and create their "ideal society." In this "ideal society" must solve at least two of the specific problems mentioned in our society. They must show how their "ideal society" would incorporate schools, families, and government and what rules would be placed on these organizations.*
5. *Have a class discussion about the different ideas of an "ideal society" that students created.*
6. *Read the biography of Lois Lowry found on her website:* http://www.loislowry.com/index.php?option=com
7. *As text is read, have students write down important facts and events about her life. For example, instruct students to write down what were some of her childhood dreams, hobbies, and interests, and have the students see how all of these impacted and affected her life.*
8. *Have students share some of the important information that they learned about Lois Lowry with the class. Have a class discussion about some of the following ideas: Lois Lowry's childhood, education, proudest and saddest moment. Also events in her life and what effect they had on her life* |

Days 4-6	Active Reading Cont'	TLW participate in ● *Reading the novel as directed* ● *Discussion of text;* ● *Recording Cornell notes;* ● *Completing WORD document template*	*Participate in reading discussions, records Cornell notes; WORD template*	1. *Provide students with a copy of the novel, ThGiver. Read the title and ask the students to read only the first page of the novel.* 2. *Listen to audio of chapter 1 and 2. Review the 5 parts of a plot. Discuss the importance of setting and interaction of characters with the setting. Assign literature circle groups and review roles.* 3. *Literature Circle Groups analyze the elements of setting in Ch. 1 & 2. Instruct students to analyze the text for evidence that provides the time, place, and/or social/environmental factors. (graphic organizer)* 4. 5. *4* 6. 7. *T* 8. *4.*

				9.
				10.
				11. *4*

				4. Read ch. 3-5 Have collaborative partners use a characterization chart to write down explicit examples of how Lois Lowry developed the characters of Jonas and the Giver. Explicit teaching on characterization was given in the first nine weeks. Review the five ways to know a character. Students will use a character trait reference sheet to look for examples to support particular character traits. Homework, have students listen to an older person's memories. Instruct the students to write down two or three memories that this older person holds dear to his or her heart. Instruct the students to be prepared to share at least one of the memories that they hear in class tomorrow. *Quick write: Your Idea of Perfection: Describe in detail your idea of what a perfect world would be like. What things would be eliminated? What things would be added? How would you take care of the world's problems?* *Quiz over ch. 1-4 Exposition and Characterization*
Day 7		*TLW complete a quick write about their view of the perfect world*		

				Journal Entry: Write a diary entry from Jonas's point of view describing his experience at the ceremony. Your entry should reflect the emotions and feelings of Jonas in his unique voice.

| Day s 8 & 9 | 2. Active reading …continued | TLW participate in • Discussions about memories; • Discussions about symbolism; • reading the novel as directed; • discussion of text; • recording Cornell notes; • completing WORD document template | .. participate in discussions, reading text, records Cornell notes; completes WORD document template | 1. Have students share one memory that they learned from an older person in last night's homework. 2. Hold a class discussion about these memories and why these specific memories were important to these older people. 3. Initiate class discussion about symbols in everyday life. For example, the American flag symbolizes the United States of America. Allow this discussion to lead into other symbols found in religion and literature. 4. Provide students with explicit instruction on how to effectively analyze and annotate texts for the use of symbolism. Please see the following websites for help in explaining and teaching this to your students http://www.worsleyschool.net/socialarts/symbolism/page.html http://www.holmdelschools.org/schools/satz/eng_dept/Elements%20of%20Literature/symboli sm.htm#Allegory http://www.cudaclass.info/enc1102/ShortStory/NotesOnSymbolism.asp 5. Point out to students that for them to read deeper, then they have to be on the lookout for symbolism while they read. |

		Homework:		6. Have students revisit the text for a close analysis of symbolism. Instruct students to look for tangible items (objects) in the chapters that they have read that could represent an intangible item (abstract idea). Instruct students that as they revisit the chapters that they need to find textual evidence that supports their reasoning about why that tangible item or object is a symbol in the novel. 7. As students revisit the text for symbolism, have them complete the chart with their list of symbols and textual evidence. (Please note that the symbols listed in the chart are only a few of the ones found within the novel.) 8. Conduct group read-aloud of Chapters 11, 12, 13, 14 and Facilitate class discussion for: • The Giver says, "We gained control of many things. But we had to let go of others." • Jonas is angry that the people chose to give up colors and other wonderful experiences in order to attain Sameness.

9. Conduct group read-aloud of Chapters 15, 16, 17, 18 and facilitate discussion for
   • After receiving the painful warfare memory in Chapter 15, Jonas is reluctant to see The Giver again. The pain that he experienced causes him to mature, and, as a result, he loses his innocence and his childhood. He does return to The Giver, though, because he knows that "the choice was not his."
10. Conduct group read-aloud of Chapters 19, 20, 21, 22, 23 and facilitate discussion for
   • In Chapter 22, it states, "Once he had yearned for choice. Then, when he had had a choice, he had made the wrong one: the choice to leave." As Jonas leaves the community, he discovers many things. Decide if Jonas made the right choice in leaving the community. Did his leaving produce more positive or more negative results? Support your response with evidence from the text.

After completing the book students will write an alternate ending to the story. They must use the same point of view and tone as Lois Lowry. The setting should be described and a new character should be introduced during the new ending of The Giver. Students will collaborate with a partner to plan the new ending. The ending should be at least two type written pages.

	3. Essential vocabulary *Ability to identify and master terms essential to understanding a text.*			
	4. Academic integrity *Ability to use and credit sources appropriately.*			
	5. Note-taking *Ability to select important facts and passages for use in one's own writing.*			

SKILLS CLUSTER 3: TRANSITION TO WRITING

Day 10	1. Bridging Ability to begin linking reading results to writing task.	TLW participate in class discussion on utopia and The Giver; review Cornell notes TLW begin writing introductory paragraph for argumentative essay. Homework: Develop introductory paragraph for argumentative essay		1. Allow students to consult their notes and annotations during the class review in preparation for writing assessment - conduct a notebook check 2. (including a peer exchange if desired) for note completeness and quality 3. Conduct notebook check (Cornell format, legibility focus; source citations) 4. Conduct annotation review: use results of notebook check to provide information on what good notes look like, show 5. good student examples; allow students to "jigsaw" to get missing notes from one another as desired before the 6. assessment 7. Conduct group discussion of topics relevant to assessment; begin pre-writing 8. Guide students through brainstorming introductory paragraph for their argumentative essay Homework: Develop introductory paragraph for argumentative essay

SKILLS CLUSTER 4: WRITING PROCESS

Day 10 &11	1. Claim Ability to establish a claim and consolidate information relevant to task	Opening Paragraph Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition • Mini lesson on LDC argumentative writing rubric elements FOCUS and Controlling Idea	Provides direct answer to task require ments. …writes opening paragra ph.	1. Model use of Cornell notes, the extended text, and referring to the prompt, to guide students as they begin the writing process to produce a well-written essay 2. Offer several examples of opening paragraphs. 3. Ask class to discuss what makes them strong or weak. 4. Introduce the LDC argumentative writing rubric 5. Model scoring selected elements using a sample writing paper FOCUS and CONTROLLING Idea 6. Have students use textual evidence from the novel (literary extended text).
Day 12	*2. Planning* *Ability to develop a line of thought and text structure appropriate to an informational/ explanatory task..*	Outline/organizer Create an outline based on your Cornell notes and reading in which you state your claim, sequence your points, and note your supporting evidence. • Mini lesson on LDC writing rubric elements FOCUS and Controlling Idea	Creates an outline or organizer. …Support s opening claim. ..Uses evidence from texts	1. Model example of outlining using Cornell notes 2. Monitor students' development of their outlines 3. Review the LDC argumentation writing rubric 4. Model scoring selected elements using a sample writing paper FOCUS and CONTROLLING Idea

			read earlier	
Day 13 & 14	*3 Development* *Ability to construct an initial draft with an emerging line of thought and structure.*	Initial draft Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. In-text Citations & Works Cited Page Incorporate sources within text of paper without plagiarizing. Writes a Works Cited page or bibliography. Mini lesson LDC writing rubric to score elements: FOCUS, Controlling Idea, Conventions, Reading/Research	…Provides complete draft with all parts. ..Supports the opening in the later sections with evidence and citations.	1. Encourage students to re-read prompt partway through writing, to check that they are on track. 2. Have students underline their claims, italicize their evidence from the texts, and bold their commentary in each paragraph to help develop their thesis. 3. Encourage cooperative review of a peer using LDC writing rubric to score elements: FOCUS, Controlling Idea, Conventions, Reading/Research
Day 13 & 14	*4. Revision* *Ability to refine text, including line of thought, language usage,*	Peer Editing Read a classmate's draft for grammar, mechanics and usage errors; follows elements of the writing rubric	…Provides complete draft with	1. Briefly review selected skills that many students need to improve. 2. Teach a short list of proofreading marks. 3. Assign students to proofread each other's texts a second time.

	and tone as appropriate to audience and purpose.	Multiple drafts Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	all parts. ...Supports the opening in the later sections with evidence and citations. …Improves earlier edition.	
Day 15	*5. Editing* *Ability to proofread and format a piece to make it more effective.*	Correct Draft Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	Provides draft free from distractin g surface errors. ..Uses format	1. Briefly review selected skills that many students need to improve. 2. Teach a short list of proofreading marks. 3. Assign students to proofread each other's texts a second time.

			that supports purpose.	
Day 16	*6. Completion* *Ability to submit final piece that meets expectations.*	Final Piece Turn in completed set of drafts, plus the final version of your piece	…..Fits the "Meets Expectations" category in the rubric for the teaching task.	

MATERIALS, REFERENCES, AND SUPPORTS

FOR TEACHERS	FOR STUDENTS
The Giver, by Lois Lowry "Origins of the Utopian Idea," by Rustin Quaide http://crm.cr.nps.gov/archive/24-09/24-09-13.pdf "Book II: Of Their Trades, and Manner of Life," by Sir Thomas More	

http://oregonstate.edu/instruct/phl302/texts/more/utopiatrade.html (Website for summaries and chapter questions: http://thebestnotes.com/booknotes/Giver/The_Giver01.html)	

Section 4: What Results?

STUDENT WORK SAMPLES
[Include at least two samples of student work at each scoring level.]

CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Classroom assessment task	
Background to share with students (optional):	
Reading texts:	

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix
The attached materials support teaching this module.