

The Giver Unit Plan

Text: *The Giver* by Lois Lowry

Edition: Lowry, Lois. *The Giver*. New York: Dell, 1993.

Grade Level: 9th Grade

Driving Question: What importance do individuality and history have in our culture and society?

Standards:

R.1 Read closely to comprehend texts of grade-level appropriate complexity:

- a. Determine what the text says explicitly and implicitly.
- b. Provide an objective summary of the text.
- c. Cite strong and thorough textual evidence.

R.2 Determine and analyze a theme and/or central idea of texts:

- a. Determine a theme and/or central idea.
- b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
- c. Cite strong and thorough textual evidence.

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.
- b. Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.
- d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
- f. Provide a conclusion that follows from and supports the argument presented.

SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and under’

- This unit will be mainly focused upon developing literary analysis skills and speaking skills through critically thinking about the main themes of *The Giver*.
- There are also a few smaller assignments that are focused upon writing to prepare for their next unit, which would presumably be on writing a literacy analysis. For the most part, however, developing their ideas through speech is the primary concern.

Day 1: Introduction to Unit

Grade: 9		Subject: English/Language Arts	
Materials: <ul style="list-style-type: none"> Students must have pencil and paper and copies of reader's notebook directions and letter to parents Teacher must have laptop and projector, corners of room must be labeled "1, 2, 3, and 4" 		Technology Needed: Projector with sound	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) R.2 Determine and analyze a theme and/or central idea of texts: SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		Differentiation Below Proficiency: This lesson is great for students who normally before proficiency because it is a pre-reading day so that hopefully they will be able to follow along better when reading the novel. Above Proficiency: Students above proficiency will be challenged by being provided with additional questions in their reading journal to increase critical thinking. Approaching/Emerging Proficiency: Students will be able to discuss their thoughts aloud as well as in their reading journals, so all students will be accommodated for in various proficiencies. Modalities/Learning Preferences: There is individual work, group work, as well as discussion and a video for many learning preferences to be addressed.	
Objective(s) <ul style="list-style-type: none"> Student will understand and discuss the premise, setting, and situation of <i>The Giver</i> prior to reading it. Students will evaluate the morality of the choice of "sameness" before reading the text. 			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be assigned seats based on last name and during the activity in which we will move around, students will have time to discuss and will be notified by a timer when it is time to move on.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded of the procedures of "no side-bar conversations" during group discussions and acting respectful when moving around the room.	
Minutes	Procedures		
5 minutes	Set-up/Prep: <ul style="list-style-type: none"> Projector will be ready with PowerPoint presentation and sound, and copies will be made of the handout for students 		
5-7 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Greet students at the door 		

	<ul style="list-style-type: none"> • Have students write down a particular memory from their childhood and explain the emotions they felt from this memory (refer to slide 2) • Have students discuss with the person next to them • Call students to a large group discussion and take a couple insights from some groups
3-5 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Tell students we will be starting a new unit today where we will be talking about a lot of things but some of the main themes will be • 1. Importance of History 2. Importance of the Individual
20-30 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Tell students we are going to do an activity to discuss the main points of the book before we actually read it • There will be a question on the PowerPoint, and they will respond to the question by choosing to stand in a certain corner → once they get to the corner, they should discuss with the other people there the reason why they chose this option • Ask questions to the students (refer to slides 3-6) → have them discuss in small groups for a few minutes, and then come together as a large group • Have students come back to their seats • Explain the setting/situation of <i>The Giver</i> (refer to slide 7) • Have students watch the introduction video (link in slide 7) → ask them for their first impression and questions (refer to slide 8)
10 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • Give students letter to parents (appendix A), reading schedule (appendix B), and reading journal assignment sheet (appendix C) (refer to slide 9) • Explain Letter to parents → some find the novel disturbing/inappropriate so, just want to make sure parents know what they are reading and that they can come to teacher with any questions • Explain reading journal in more detail • Take any questions student might have
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be checking in with students during their small group activities in order to evaluate if students are understanding the main concepts. I also will asking students to show me a “number” with their fingers of how well they understand the assignment when I give it to them.	Summative Assessment (linked back to objectives) End of lesson: N/A If applicable- overall unit, chapter, concept, etc.: This lesson will be introducing students to the main ideas of the novel, which they will be assessed in their final Socratic Seminar.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A	

Appendix A

Dear Parents,

These next couple weeks, your son/daughter will be reading *The Giver* by Lois Lowry in his/her English 9 class with me. I am writing to you today to ensure that you are aware of the text that your son/daughter will be reading and understand the purpose as to why I have chosen this particular novel.

The Giver is the story of a boy named Jonas who is living in a distant future. The community he lives in is much different from our own. All families are assigned to each other, citizens have little or no choice in their daily lives, and no children are born naturally. The main

character, Jonas, is given his assignment at the beginning of the novel, which tells him what he will be doing as an occupation for the rest of his life. Jonas is assigned to be the Receiver of Memory, a position which requires him to inherit all the memories of humanity that this society has decided to keep from its Community. Jonas learns what joy and love are through this process, but he also experiences what great pain and suffering. Throughout the novel, he discovers the dark reality of the dystopian society he is living in, causing him to question everything he has ever known.

This book touches on profound and important topics of government, society, culture, history, individuality, and human relationships that I think will generate fruitful and meaningful class discussion. That being said, because of the sensitive nature of this book, I want to let you know in advance some of the controversial topics in the book that are mentioned, and in turn will be mentioned in class:

- Euthanasia and death
- The purpose of suffering
- Human desire (including some subtle references to sexual desire) and emotion

If, at any point, you have any concerns about the text and what will be discussed in class, please do not hesitate to reach out to me. I would be happy to provide you with the novel for you to read yourself or show you the materials we will be using/discussing in class. If you find it absolutely necessary, I am also willing to talk about alternative assignments/projects for your child to do if you do not feel comfortable with them reading the text; however, I would prefer to have a conversation one-on-one with you before taking this approach. Thank you for reading this letter and thank you for being a part of your child's English classroom.

Best,

Miss Mallory Sharp
msharp1@umary.edu

Appendix B

Reading Schedule

Day 1	Introduction (no reading)
Day 2	Chapters 1-2
Day 3	Chapters 3-5
Day 4	Chapters 6-8
Day 5	Chapters 9-12
Day 6	Chapters 13-16

Day 7	Chapters 17-19
Day 8	Chapters 20-23
Day 9	Prepare for Socratic Seminar (no reading)
Day 10	Socratic Seminar (no reading)

Appendix C

Reader's Notebook Instructions

Purpose:

By recording your thoughts, findings, and quotations in your reader's notebook, you will be able to participate fully in class discussions. You also will be able to track your ideas, and this will make it much easier to do your final essay at the end of the unit.

Directions:

For each section of the novel, please write down **2-4 quotations** you thought were important with **explanations** of why you chose that quote. Please also include **1-2 questions** you still have after reading the section. This can either be a clarification question (i.e. "What is the job of the Receiver?") or discussion questions (i.e. "Why do you think Jonas said he was 'apprehensive' about the Ceremony of Twelve?"). We will have an opportunity to discuss these questions at the throughout each class.

OR

Instead of choosing 2-4 quotations, you also could choose **1-2 quotations** and write about how this applies to the main themes I have listened below. You need to talk about both the *novel* as well as *the world we live in*. The responses to these quotations should be at least **2 or 3 sentences**, however, if you choose this method it will greatly help you when you are doing your Socratic Seminar and while writing your literary analysis later in the course!

Main Themes of The Giver to consider:

1. Importance of the individual
2. Importance of memory

Helpful Hints:

- When you quote the text, make sure you use proper MLA formatting.
 - For example: "It was almost December, and Jonas was beginning to feel frightened" (Lowry 1).
- Use your reader's notebook to take notes in class and to write down your quotes and questions. This way, all of your notes and ideas are in the same place.

How You Will be Graded:

- You will be expected to have a journal entry for every section we read (ex. Day 1 → Chapters 1-2, Day 2→ Chapters 3-5, etc).
- These journals will be collected when we are done reading the novel, but I will also be randomly checking for completion throughout the process of reading the book

Day 2: Chapters 1-2

<p>Grade: 9</p> <p>Materials:</p> <ul style="list-style-type: none"> Sticky notes for student groups and project. Each student will need a pencil, paper, and a copy of <i>The Giver</i> 	<p>Subject: English/Language Arts</p> <p>Technology Needed: Projector with sound</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>R.2 Determine and analyze a theme and/or central idea of texts:</p> <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Differentiation</p> <p>Below Proficiency: Students below proficiency will hopefully be aided by being in groups with students who are “high flyers.” There are two options for the Reader’s Notebook as well → one more complex, and one more simple. The students below proficiency can use the more simple option if they are having difficulty.</p> <p>Above Proficiency: Students above proficiency will be challenged by being asked to provide direct, textual evidence for their claims. They also are given a more complex option for their Reader’s Notebook instructions as well.</p> <p>Approaching/Emerging Proficiency: Students at approaching proficiency will be challenged by being asked to provide details in their discussions.</p> <p>Modalities/Learning Preferences: Students will be working in groups, partners, individually, and as a large group. We also will be doing direct instruction and video analysis.</p>
<p>Objective(s)</p> <ul style="list-style-type: none"> Students will discuss the main ideas of the first two chapters of <i>The Giver</i> by citing details and providing textual evidence. Students will evaluate the society of Jonas’ Community and make comparisons to genetic modification in our society today. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will be reminded of the procedures regarding small group discussions prior to discussion</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>As students enter the room, they will be given a sticky note with a color to place them in groups ahead of time</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will be reminded of the procedures regarding small group discussions prior to discussion</p>

Minutes	Procedures
5 minutes	Set-up/Prep: The PowerPoint presentation will be set up ahead of time before students arrive
5-7 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Greet students at the door • Students will be asked to set out their reader’s notebook • Students will be asked the bell ringer question: How would you describe the world that Jonas is living in? How is it the same/different than the world and culture you live in? (refer to slide 11) • While students are writing, teacher will come around and check for completion of reader’s notebook • Students will spend a few minutes writing, discuss with the person next to them, and discuss and a class
20-30 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Tell students we will be discussing in small groups → remind them of procedures (refer to slide 12) • Each group will be given a large “post it note” sheet to write on • Students will be given discussion sheets prompts (appendix D) • Students will discuss in small groups and write down their findings → teacher will check with groups to check for understanding • Students will then present their findings briefly to the class • Encourage students to write down the points in their notes
10 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Have students return to their seats • Have students watch short video on “designer babies” (refer to slide 13) • Have students engage in small/large group discussion (dependent on time) about the video and how it compares to the novel • Assign online discussion to students → Students are to write 3-7 sentences about their thoughts on “designer babies” (we will be responding to each other tomorrow in class! Aka, make sure you read what other people have to say!)
5 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • Remind students of tomorrow’s homework (chapters 3-5) & online discussion • Ask them if they have any clarifying questions • Tell them enough about the next section to get them excited to read it
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will be turning in their bell ringer questions, and from there I will be able to tell who has read/understood the text so far. I also will be checking in groups in discussion to gauge understanding	Summative Assessment (linked back to objectives) End of lesson: N/A If applicable- overall unit, chapter, concept, etc.: Students are continuing to develop ideas about the main ideas of the text as well as collect citations in the text in order to track their understanding for the final Socratic Seminar.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A	

Appendix D

Day 2 Group Work

Please discuss within your groups the follow topics. I have provided you with questions that will help guide your discussion. Try to come up with at least a few *specific* examples (maybe even quote the text) that will help justify your answers. Please write down your main topics on the large sticky note poster. Be prepared to share your findings with the class!

Group 1 → **Choice**

- What decisions does the Community make? What decisions do individuals make for themselves?
- What is the attitude of the characters regarding the amount of choice that they get?
- What the pros/cons of having such limited choices?

Group 2 → **Punishment**

- How does the Community handle a situation where someone breaks the rules?
- How are consequences administered?
- What is Jonas’ attitude towards the rules? What are his parents’ attitudes?

Group 3 → **Family**

- How is Jonas’ family set up? Why does the Community decide to set families up this way?
- Is there love between the family members? How do you know?
- How is this family different than the typical American family today?
- Do you think their family dynamic is healthy?

Day 3: Chapters 3-5

Grade: 9	Subject: English/Language Arts
Materials: <ul style="list-style-type: none"> • Copies of article (appendix E) • Projector and laptop • For each student → laptop/electronic device, pencil and paper, reader’s notebook, and a copy of <i>The Giver</i> 	Technology Needed: Laptop and projector for the teacher. A laptop/electronic device of each student.
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic

<input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<input type="checkbox"/> Other (list) Explain:
Standard(s) R.1 Read closely to comprehend texts of grade-level appropriate complexity: W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		Differentiation Below Proficiency: Students below proficiency will be able to get back on track if they are struggling to understand the plot of the novel through the review Kahoot game. Also, students who maybe struggle speaking in class will have the opportunity to <i>write</i> their thoughts in the online discussion so they can think more about it before being asked to elaborate. Above Proficiency: Students above proficiency will be challenged by being asked to cite textual evidence. They also will be asked to elaborate on their online post from the day before. Approaching/Emerging Proficiency: Students at proficiency will be paired with other students to collaborate. Modalities/Learning Preferences: There will be independent reading, group work, direct instruction, and technology integration to accommodate for several different learning preferences.
Objective(s) <ul style="list-style-type: none"> • Students will be able to discuss and summarize the main plot points of the novel so far. • Students can compare and contrast the society of <i>The Giver</i> with their own society 		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be reminded to put their electronic devices away after the Kahoot game to help with transitioning.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The teacher will move around the classroom during the Kahoot game to ensure everyone is on task. Students will be often reminded of the reinforcement of procedures.
Minutes	Procedures	
5 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Set up the PowerPoint presentation and make sure copies are ready for students to use. 	
10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Greet students at the door • Have students set out their reader's notebook • Have students answer the question: What are the Stirrings and why do you think the Community wants to eliminate them? (refer to slide 15) • Let students write for a few minutes • Have students discuss with those around them and then share in a large group • Have students take out their electronic devices and log on to Kahoot.it (refer to slide 16) • Play the Kahoot review game 	
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Remind students to put their electronics away • Engage in open discussion with students about Canvas discussion <ul style="list-style-type: none"> ○ Elaborate on who had the most responses on their post 	

	<ul style="list-style-type: none"> ○ Encourage students to voice their opinions and use examples from the text! ○ <i>If needed</i>, remind students of 1, 2, 3 me and respectful discussion ● Go over the main concepts of control in the novel (slide 18) <ul style="list-style-type: none"> ○ Encourage students to give their own evidence of control in the novel ○ Transition by telling them that there are societies in the world today who implement policies similar to that in <i>The Giver</i>
20 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Pass out the article to students (refer to Appendix E and slide 19) ● Give students time to read the article (about 10 minute) → encouraging them to highlight any similarities they see from the policy to <i>The Giver</i> ● Once done, have them discuss their annotations with the person next to them ● Have students write down around five sentences on a loose leaf sheet of paper answering the question: In what ways does the Community enforce control over its citizens? Is it effective? (refer to slide 20) → challenge for excelling students to provide textual evidence
5-10 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Have a few students share what they talked about in their groups/wrote about ● Remind students of tomorrow's homework → Chapters 6-8 and reader's notebook ● Collect the 5 sentences the students wrote
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The Kahoot game will serve as a good formative assessment to let me see if the students are actually reading and if they are understanding</p> <p>Consideration for Back-up Plan: If the Kahoot were not to work, I would just simply ask the students the questions verbally instead of through a electronic resource.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will answer the question: In what ways does the Community enforce control of its citizens? Is it effective? From these answers, I will be able to tell if the students need more help or clarification.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students are exploring the ideas of control in the community in order to be able to discuss individuality in the next section. Individuality will be one of the main topics for the final discussion. As always, their reader's notebooks will also help with their preparation.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A</p>	

Appendix E

China revokes 1-child policy to pump new life into aging population

By Washington Post, adapted by Newsela staff

11/01/2015

BEIJING, China — China has abandoned its "one-child policy," the government-controlled state news agency Xinhua reported Thursday. Under the new guidelines, all couples will be allowed to have two children.

The move came after a meeting of the country's Communist Party leadership. China's Communist Party controls China's government and has a strong say in how companies, and the overall economy, are run in the country.

China's move reflected rising concerns over a rapidly aging population and potential labor shortages that would put immense strains on the economy in the years ahead.

One-Child Policy Launched In 1980

Xinhua did not immediately give details of when the policy change would be implemented. China's controversial one-child policy was introduced in 1980 but was partially relaxed in 2013.

Wang Feng, a China affairs expert at the University of California at Irvine, and others have long warned that the aging of China's population could eventually pose serious problems. They have predicted the eventual crisis could even challenge the legitimacy of Communist Party rule.

China's Birth Rate Trails Far Behind

The nation's birth rate — 1.4 children per woman — is far below that of the United States and many other nations in the developed world. When two parents have two children, then a country's population stays the same. If families have less than two children, the number of people goes down — unless a country boosts its population by allowing in immigrants from other countries.

China's low rate has led to a rapidly aging society and increasing demands on the state, which has had to provide more health care for the elderly and other social programs.

It also means a substantial decline in the supply of young labor to power the economy of the world's second-largest economy as it seeks to dethrone the United States from the top spot.

Population Change Will Take Decades, Experts Say

However, the end of the one-child policy will do little to relieve the problem for decades, experts warn.

Wang called it "great news" even if the effects of the change will take a generation or more to possibly reverse population trends.

"Even though it came way too late, this really marks a historic point to end one of the most controversial and costly policies in human history," he said. "But China for decades to come will have to live with the aftermath of this costly policy."

China's working population fell for a third straight year in 2014, declining by 3.7 million to 916 million, according to government data. The trend is expected to accelerate in years ahead. In other words, the decline in the number of workers will worsen.

And The Chinese People Continue To Age

Meanwhile, the number of people aged 60 and above will approach 400 million, or a quarter of the population, in the early 2030s, according to United Nations forecasts. The 60-plus population currently represents about a seventh of China's people.

The one-child policy was first eased to allow couples to have a second child if either parent was an only child. Rural couples could already have a second child if their first child is a girl.

However, that policy shift did not appear to lead to a big pickup in birth rates. Money concerns and the cultural norms around having one child meant many families decided to stay as they were.

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Day 4: Chapters 6-8

<p>Grade: 9</p> <p>Materials:</p> <ul style="list-style-type: none"> Teacher → laptop, projector, envelope for each student Student → Pencil, paper, copy of <i>The Giver</i> 	<p>Subject: English/Language Arts</p> <p>Technology Needed: Laptop and Projector</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>R.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <p>R.2 Determine and analyze a theme and/or central idea of texts:</p> <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Differentiation</p> <p>Below Proficiency: Students below proficiency will have the chance to work in groups throughout this lesson so that no one will feel left behind</p> <p>Above Proficiency: Students above proficiency will be challenged by comparing Jonas' society to the students in America today and through their own experience</p> <p>Approaching/Emerging Proficiency: Students approaching efficiency will be account for by being placed in groups where they can be both challenged and helped if needed</p>
<p>Objective(s)</p>	

<ul style="list-style-type: none"> • Students will be able to think from the perspective of the characters and evaluate their situation and feelings. • Students will predict and infer the next part of the novel based off of textual evidence. • Students will understand and evaluate the theme of the loss of individuality in <i>The Giver</i>. 	<p>Modalities/Learning Preferences: This lesson is a hands-on activity which will allow students to take the perspective of a character within the novel and compare it to their own classroom environment. Students who may have had trouble relating to the novel at this point will hopefully be helped by this lesson.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.) The students will be grouped by random assignment; each student receiving an envelope when they walk into the room</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded of the procedure for discussion and moving around the room throughout the lesson</p>
<p>Minutes</p>	<p>Procedures</p>
<p>10-15 minutes</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Set up PowerPoint presentation and projector • Stuff each envelope with an assignment sheet (one envelope for each student) making sure to evenly split the groups up
<p>5-10 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Greet students at the door telling them “Welcome to the Ceremony of Twelve!” Hand them each an envelope as they walk in—making sure to tell them to NOT open it (refer to slide 22) • Students will set out their reader’s notebook to check for completion • Students will answer the bell ringer question: Are you excited for your assignment? What are you hoping to be assigned? What are your fears? (refer to slide 23) • Have students share their answer with the person next to them and then share as a large group.
<p>15-20 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Welcome students like the Elder does within the Community → you have gone through childhood, all leading up to this moment, where we acknowledge your differences because they have sealed your fate • Have students line up in their numerical order and one by one have students come up with their envelope. The teacher will open it up and reveal the assignment to the student (refer to slide 24) • Once completed, have students who were given the same assignment get together in groups
<p>15-20 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Once students are in groups, have them discuss the questions on slide 25 discussing how they feel about their jobs and whether or not this “utopian classroom” will work • Once student have discussed in their groups, facilitate a class discussion. Teacher will be acting as the “Chief Elder” and therefore we will on the side of the argument that this utopia <i>must</i> work and <i>will</i> work • Let students debate the topic and slide 26 • Transition into direct instruction on Individuality within the Community (refer to slides 27-28). Make sure to point out how this lecture provides textual evidence
<p>5-10 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • To review and make connections to real-world examples, have students discuss slide 28’s question of whether or not American classrooms value individuality. Challenge students to think about this question as they read the next section for tomorrow. • Ask students to chat in their groups about what they think will happen to Jonas • Remind students that tomorrow they will have a mid-novel quiz (short, simple quiz) and go through what they should focus on to study (refer to slide 29) • Give students enough information about the next section to get them excited about reading → suspense
<p>Formative Assessment: (linked to objectives)</p>	<p>Summative Assessment (linked back to objectives)</p>

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.

Teacher will be checking in with groups while they are talking to ensure that everyone is on the same page.

Consideration for Back-up Plan:

If there are too many/few students in one group, then I will split them up or combine them myself to ensure the groups are equal

End of lesson:

For this lesson, I will be able to tell if students understood the content by checking-in on their groups throughout and analyzing how they are discussing the topics during the review/wrap up.

If applicable- overall unit, chapter, concept, etc.:

By taking the perspective of the characters and analyzing the effects of individuality in their own classroom, students are preparing for their final Socratic Seminar by tracking their quotes and thought throughout the novel.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A

Appendix F

Congratulations! You have received the assignment of

Note-Taker

Your duties will include taking all the notes for the class. All students will depend on you to take good notes so that they can earn good test grades and essay scores.

Thank you for your childhood.

Congratulations! You have received the assignment of

Cleaner/Organizer

Your duties will include washing the whiteboards for Miss Sharp, organizing her books and papers, and making sure the classroom is organized.

Thank you for your childhood.

Congratulations! You have received the assignment of

Reader

Your duties will include reading all the material in the class so that no one else has to. You will fill everyone in on the material you read so that everyone can get an "A" in English.

Thank you for your childhood.

Congratulations! You have received the assignment of

Paper Passer-Out-er

You duties will include passing out the papers in the classroom so that everyone gets their assignments back in a timely manner.

Thank you for your childhood.

Congratulations! You have received the assignment of

Caretaker of the Middle Schoolers

You duties will include helping the middle school English students prepare for the Freshman English class.

Thank you for your childhood.

Congratulations! You have received the assignment of

Master Marker-Keeper

Your jobs will include keeping track of all the markers and making sure they all work on the whiteboard.

Thank you for your childhood.

Congratulations! You have received the assignment of

Technology Assistant

Your duties will include setting up the projector and PowerPoint presentations, plugging in everyone's laptops at the end of class, and making sure videos work for class.

Thank you for your childhood.

Day 5: Chapters 9-12

Grade: 9		Subject: English/Language Arts	
Materials: <ul style="list-style-type: none"> Teacher: laptop and projector Students: copy of <i>The Giver</i>, copy of the quiz, and pencil and paper 		Technology Needed: Projector with sound	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>	
<p>Standard(s)</p> <p>R.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <p>R.2 Determine and analyze a theme and/or central idea of texts:</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		<p>Differentiation</p> <p>Below Proficiency: Students below proficiency will be told in advance about the Socratic Seminar for the next class period so they will be able to prepare more in advance and not be caught by surprise.</p> <p>Above Proficiency: Students above proficiency will be challenged within the test by having the opportunity to expand of their thoughts and questions.</p> <p>Approaching/Emerging Proficiency: Students approaching proficiency will be guided through the discussion on history with a video providing further explanation and discussion.</p> <p>Modalities/Learning Preferences: All students are required to take the quiz, but there variety because not only will they be able to hear a lecture from the teacher, but also watch a video, and learn from their peers in a large group discussion.</p>	
Objective(s) <ul style="list-style-type: none"> Students will be able to summarize and comprehend the main plot and details of <i>The Giver</i>. Students will formulate and write an argument for/against individuality within the Community. Students will infer the value of history in the novel based off of what they have read so far. 			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be reminded and prompted of the procedures regarding test-taking; there will be no small groups for this lesson		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded of test procedures and hopefully by this time the students will be aware of the bell ringer procedure so that class can start right away without any side conversations.	
Minutes	Procedures		
10 minutes	Set-up/Prep: <ul style="list-style-type: none"> Set up projector and arrange desks to all face the front so that students are in a better position for a quiz 		

5-10 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Greet students at the door • Have students set out their Reader’s Notebook and answer the bell ringer question: In what ways has Jonas changed since becoming the Receiver of Memory? (refer to slide 31) • Have students discuss with the people next to them and then take a few inputs in the large groups
20-30 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Have students clear off their desks except for a pencil (refer to slide 32) • Pass out quiz to students (refer to appendix G) • Collect quizzes when students are done → If they finish early, then can start their homework for tomorrow/review what they already have in their reader’s notebooks • Explain the concept of Sameness within the novel (refer to slide 33) → ask students if they understand the reason why Sameness is implemented in the society
10-15 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Start exploring the idea of having “no history” with students (refer to slide 34) → watch video • Ask students to consider whether or not Jonas’s society is lacking something because there is no history
5 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Tell students that tomorrow we will have a Socratic Seminar when we finish the book in three days → prepare students by giving them rubric (adapted from http://rubistar.4teachers.org/index.php) and directions (appendix H) • Inform students that they will be peer-reviewing each other • Remind them to read Chapters 13-16 for tomorrow
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Evaluating progress for this lesson will simply be done through the quiz</p> <p>Consideration for Back-up Plan: If the history video does not work, then I will simply just paraphrase it and ask the students the question</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The quiz will serve as the assessment for this lesson</p> <p>If applicable- overall unit, chapter, concept, etc.: This quiz will help students synthesize their thoughts for the final Socratic Seminar and discussion.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?) N/A</p>	

Appendix G

The Giver Mid-Novel Quiz

Name _____ Date _____

Please fill in the blank.

1. Jonas’s little sister’s name is _____

2. Jonas's father's occupation is _____
3. Jonas's friend Fiona is given what assignment? _____
4. How many children is each family unit allowed to have? _____

True/False

5. It is normally rude to point out people's differences within this community _____
6. The Giver is a young man who is cheerful and happy all the time _____
7. People fall in love in this Community _____
8. Jonas's first memory received is the memory of a sunburn _____
9. Jonas is allowed to apply for release as the Receiver of Memory _____

Short Answer

Please explain the main duties of the Receiver of Memory as best as you can:

Is individuality valued in this Community? Why or why not? (Please try to provide specific examples)

Appendix H

Discussion Guidelines

1. Make sure you are **prepared**. That will not be too hard if you have been doing your Reader's Notebook thoroughly → This will be a time to ask your discussion questions and share your quotes and main points.
2. Always try to provide textual evidence for your claims (can be a direct quote, paraphrase, or reference).

3. Build off of the comments of others by summarizing points and challenging comments.
4. Always be **respectful** of the opinions of others. I encourage you to challenge opinions you do not agree with, but this does **not** mean shouting, interrupting, dominating the conversation, or being rude.

***The Giver* Socratic Seminar Rubric**

Student Name: _____

CATEGORY	4	3	2	1
Textual Evidence	Every major point was well supported with several relevant evidence.	Every major point was adequately supported with relevant evidence.	Every major point was supported with evidence	Every point was not supported.
Understanding of Topic	Student clearly understood the reading in-depth and presented their points confidently and convincingly.	Student clearly understood the reading in-depth and presented their information with ease.	Student seemed to understand the main points of the reading and presented those with ease.	Student did not show an adequate understanding of the reading.
Presentation Style	Student consistently used gestures, eye contact, tone of voice and enthusiasm.	Student usually used gestures, eye contact, tone of voice and enthusiasm.	Student sometimes used gestures, eye contact, tone of voice and enthusiasm.	Student had a presentation style that was not enthusiastic or engaging.
Rebuttal	All counter-arguments and summaries were accurate, relevant and strong.	Most counter-arguments and summaries were accurate, relevant, and strong.	Most counter-arguments and summaries were accurate and relevant, but several were weak.	Counter-arguments and summaries were not accurate and/or relevant

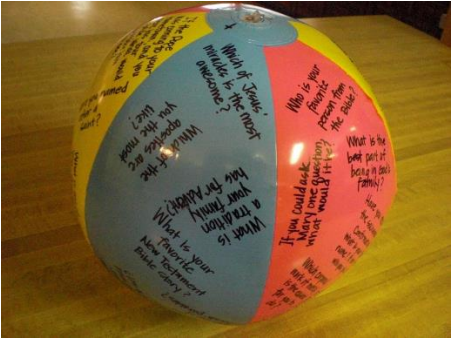
Comments:

Day 6: Chapters 13-16

Grade: 9		Subject: English/Language Arts	
Materials: <ul style="list-style-type: none"> Teacher will need a laptop and projector, "question ball" Students will need pencil, paper, reader's notebook, and a copy of <i>The Giver</i> 		Technology Needed: Projector and laptop	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>R.2 Determine and analyze a theme and/or central idea of texts</p> <p>R.1 Read closely to comprehend texts of grade-level appropriate complexity</p>		Differentiation <p>Below Proficiency: Students below proficiency will have the opportunity to debate with students at all different levels in order to develop a better understanding of the text.</p> <p>Above Proficiency: Students above proficiency will be challenged by their peers to cite evidence for their claims.</p> <p>Approaching/Emerging Proficiency: Students approaching proficiency will be able to collaborate with students more advanced and less advanced in order to be challenged or to help teach/explain concepts.</p> <p>Modalities/Learning Preferences: This lesson will consist of discussion in a large group and partner as well as some independent work in order to accommodate for learning preferences.</p>	
Objective(s) <ul style="list-style-type: none"> Students will be able to discuss and debate controversial topics in <i>The Giver</i>. Students will evaluate arguments and cite textual evidence for their claims. Students will prepare for their large group discussion/Socratic Seminar. 			
Classroom Management- (grouping(s), movement/transitions, etc.) <p>The students will be rotating around the circle throughout the discussion, and their partners will be assigned by random numbering</p>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p>Students will be reminded of the classroom procedures of respect for persons</p>	
Minutes	Procedures		
5 minutes	Set-up/Prep: <ul style="list-style-type: none"> Set up PowerPoint presentation and projector 		
5-10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Greet students at the door Have students set out their reader's notebook to check for completion Have students answer the question: What is the reason the Community went to Sameness? Do you think their reasoning is justified? (refer to slide 37) Have students discuss with the person next to them and then as a large group 		

	<ul style="list-style-type: none"> Ask students if they have any clarifying questions 		
10-15 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> Tell students that today we are doing a debate circle to practice for the Socratic Seminar First, have students get into a big circle → play the question ball game as an “icebreaker” activity to get students used to talking (for an example of what this looks like, see appendix I) <ul style="list-style-type: none"> These questions are not specifically about <i>The Giver</i>, but about the students themselves 		
30 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Ask for a student to volunteer to demonstrate what a good debate looks like; have one of the students debate with the teacher on the first question for 30 seconds Number off students using either “one” or “two” → have the “ones” be in the inner circle and the “twos” be in the outer circle Have students debate the controversial statements in partners for 2:30 each. (refer to slides 38-47) Once done, have students return to their seats. 		
5-10 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Ask if students have any clarifying questions Remind students to read chapters 17-19 for tomorrow and continue to prepare for the Socratic Seminar (refer to slide 48) 		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The discussions themselves will serve as the formative assessment; teacher will walk around and check for understanding/answer questions</p> <p>Consideration for Back-up Plan: Have a copy of the questions on paper so that if there is technology issues, teacher can just use that instead of the computer</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: The discussions throughout the class period will be a good way to tell if students are understanding the material.</p> <p>If applicable- overall unit, chapter, concept, etc.: This lesson will specifically be helpful for students to prepare for their final Socratic Seminar.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The discussions themselves will serve as the formative assessment; teacher will walk around and check for understanding/answer questions</p> <p>Consideration for Back-up Plan: Have a copy of the questions on paper so that if there is technology issues, teacher can just use that instead of the computer</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The discussions throughout the class period will be a good way to tell if students are understanding the material.</p> <p>If applicable- overall unit, chapter, concept, etc.: This lesson will specifically be helpful for students to prepare for their final Socratic Seminar.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The discussions themselves will serve as the formative assessment; teacher will walk around and check for understanding/answer questions</p> <p>Consideration for Back-up Plan: Have a copy of the questions on paper so that if there is technology issues, teacher can just use that instead of the computer</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The discussions throughout the class period will be a good way to tell if students are understanding the material.</p> <p>If applicable- overall unit, chapter, concept, etc.: This lesson will specifically be helpful for students to prepare for their final Socratic Seminar.</p>		
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A</p>			

Appendix I



Day 7: Chapters 17-19

Grade: 9		Subject: English/Language Arts	
Materials: <ul style="list-style-type: none"> Teacher needs laptop and projector Students need their own laptop/electronic device and paper and pencil 		Technology Needed: <ul style="list-style-type: none"> Projector and laptop; laptop/electronic device for each student 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p>	
Standard(s) R.2 Determine and analyze a theme and/or central idea of texts R.1 Read closely to comprehend texts of grade-level appropriate complexity		Differentiation Below Proficiency: Students below proficiency who perhaps do not like sharing very much hopefully will like the WooClap activity because it allows everyone to share without actually speaking Above Proficiency: Students above proficiency will be challenged because when the answers are projected on the screen, I will also students to elaborate. Approaching/Emerging Proficiency: Whether students are challenged by speaking or writing, both will be addressed in this lesson Modalities/Learning Preferences: As mentioned, this lesson is visual-oriented, allows each students to share, and is a good break from discussing aloud for each class period.	
Objective(s) <ul style="list-style-type: none"> Students will summarize and explain this section of the reading. Students will articulate the feelings and motives of characters within the novel. 			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be working independently for most of the class period, but they will be reminded of the procedures during the transitions of one activity to the next.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be on task during the WooClap activity, so they will be reminded of the procedures and their desks will all be facing forward so that the teacher can see what they are writing on their computer.	
Minutes	Procedures		
10 minutes	Set-up/Prep: <ul style="list-style-type: none"> Set up projector, laptop, desks in rows facing the front, and make sure the WooClap activity is ready to go 		
5-10 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Greet students at the door Have students set out their reader’s notebook to check for completion Have students answer the bell ringer question: Why do Jonas’ parents refuse to say that they “love” him? (refer to slide 50) 		

	<ul style="list-style-type: none"> Have students discuss with the person next to them and then share out loud in the group 		
5 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> Ask students if they have any clarification or discussion questions they are eager to share with the class (refer to slide 51) Tell students that we will be reviewing today by using WooClap → have students take out laptops and log on to the server (refer to slide 52) Reminding students that we are <i>only</i> doing WooClap, not any other activity on the computer 		
30 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Have students answer the questions on WooClap one by one (refer to appendix J for explanation and list of questions) When students' answers are projected onto the screen, have the students all read the other answers to the questions and respond → teacher will also ask follow-up questions Once completed, have students put away their laptops and take out their reader's notebooks 		
5-10 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Have students use the rest of class time to ask questions about the Socratic Seminar in a few days and prepare for the discussion (refer to slide 53) Also remind students that tomorrow their reader's notebooks will be collected, so they must make sure that they are organized Remind students that tomorrow they are to read Chapters 20-23 (finish the book!) 		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. WooClap makes it very easy to be able to understand when everyone is at in the lesson, so progress will be monitored through that program</p> <p>Consideration for Back-up Plan: If the internet would happen to not work that day, I would have students answer the questions on sticky notes and then post them on the whiteboard.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: With WooClap, I am able to print out what all students wrote in their answers. This way, I will be able to tell exactly where students are at based on their answers.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students are continuing to gather their main ideas, making it easier for them to discuss in the final Socratic Seminar.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. WooClap makes it very easy to be able to understand when everyone is at in the lesson, so progress will be monitored through that program</p> <p>Consideration for Back-up Plan: If the internet would happen to not work that day, I would have students answer the questions on sticky notes and then post them on the whiteboard.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: With WooClap, I am able to print out what all students wrote in their answers. This way, I will be able to tell exactly where students are at based on their answers.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students are continuing to gather their main ideas, making it easier for them to discuss in the final Socratic Seminar.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. WooClap makes it very easy to be able to understand when everyone is at in the lesson, so progress will be monitored through that program</p> <p>Consideration for Back-up Plan: If the internet would happen to not work that day, I would have students answer the questions on sticky notes and then post them on the whiteboard.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: With WooClap, I am able to print out what all students wrote in their answers. This way, I will be able to tell exactly where students are at based on their answers.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students are continuing to gather their main ideas, making it easier for them to discuss in the final Socratic Seminar.</p>		
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A</p>			

Appendix J

- There is no way to share a WooClap presentation to someone, so I took a print screen of the questions I wrote in the program for students to answer
- The students' answers will project onto the screen when they answer

Import questions

Multiple choice Poll Find on image Rating Open question Word Cloud

How to participate? **START**

1. Describe your feeling on the section you read for today in one word **EDIT** **START**

2. Were you surprised at finding out what "release" truly means? Why or why not? **EDIT** **START**

3. Why do you think the Giver says he sometimes thinks about release? **EDIT** **START**

4. Why does Jonas get so upset about the "war" game the other children play? **EDIT** **START**

5. Do you like this book so far? **EDIT** **START**

6. Please explain why you do/do not like the book? **EDIT** **START**

7. How can I help you learn better? **EDIT** **START**

Day 8: Chapters 20-23

Grade: 9	Subject: English/Language Arts
Materials: <ul style="list-style-type: none"> Laptop with sound Each student needs a writing utensil and paper 	Technology Needed: <ul style="list-style-type: none"> Projector & laptop with sound
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>R.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <p>R.2 Determine and analyze a theme and/or central idea of texts:</p>	Differentiation <p>Below Proficiency: Students below proficiency will have the opportunity to discuss their opinions with someone else before they will be required to write it down.</p> <p>Above Proficiency: This lesson is kind of pointed at above proficiency students. Literary criticism is a hard concept, but I want my students to at least be exposed to it. If students are interested, I will provide them with a copy of the articles we discuss in class.</p>
Objective(s) <ul style="list-style-type: none"> Students will formulate their own opinions about how they think the novel ends. 	

<ul style="list-style-type: none"> • Students will understand the basic concept of literary criticism and the arguments that each critic provide. • Students will apply their knowledge of these critics to analyze which critics they think are right and why. 	<p>Approaching/Emerging Proficiency: Students approaching proficiency will be questioned further by the teacher when appropriate and will be seated next to a student that will help and challenge them</p> <p>Modalities/Learning Preferences: Students in this lesson will have direct instruction, discussion, a video, and independent writing. Many modalities will be accounted for</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will already be arranged in a desk-formation that is conducive to partner-sharing. If students are struggling to concentrate, we will take a break for a few minutes.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) This lesson in particular is direct-instruction heavy. I expect students to pay attention, but throughout the lesson I will do low-stakes cold calls and walk around the room to ensure everyone is on task.</p>
Minutes	Procedures
10 minutes	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Set up projector → make sure sound is working
3-5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Greet students at the door • As students are coming in, have them answer the bell ringer question: <ul style="list-style-type: none"> ○ Readers often disagree with what they think happens at the end of the novel. What do you think happens to Jonas and Gabriel? (refer to slide 55) • Let students write for a few minutes, then have them share with the person next to them → after sharing with a partner, a couple of students will be asked to share with the whole class.
30 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Ask students if they have any clarification questions about the novel. Explain to students some of the possibilities readers have come up with for the ending (refer to slide 56) <ul style="list-style-type: none"> ○ Jonas and Gabriel die, and “Christmas” is just a euphemism for death ○ Jonas and Gabriel make it to Elsewhere ○ Jonas and Gabriel make it to a new civilization, where they will start their society over • Explain to students the main concept of <i>literary criticism</i> (refer to slide 57) <ul style="list-style-type: none"> ○ <i>Criticism</i> does not necessarily mean the literary critic thinks the book is bad ○ Criticism is an argument made about the text → today we are going to look at arguments literary critics make about the ending of the novel ○ Emphasize that you cannot and should not agree with all of the critics • Graeme Wend-Walker (refer to slide 58)** <ul style="list-style-type: none"> ○ Professor → studies YA lit ○ Argues that it doesn’t matter if he lives or dies because he does both ○ Ask students “What do you think of this argument?” • Michael M. Levy (refer to slide 59) <ul style="list-style-type: none"> ○ Professor ○ Argues we do not know what happens, so that means we can’t say whether his choice was a good one ○ “What do you think of this argument?” • Susan Louise Stewart (refer to slide 60) <ul style="list-style-type: none"> ○ Professor ○ Thinks Jonas and the Giver’s decision is bad and “psychopath[ic]” ○ “What do you think of this argument?” • Lois Lowry <i>herself</i> (refer to slide 61) <ul style="list-style-type: none"> ○ Writer and author

	<ul style="list-style-type: none"> ○ Says she does not think Jonas and Gabriel die in the end. Says she wanted to write a hopeful ending ○ Do we have to listen to her? → not necessarily ● <i>The Giver</i> movie (refer to slide 62) <ul style="list-style-type: none"> ○ Have students watch the end of the movie https://www.youtube.com/watch?v=1PghMqkTo1M ○ Ask students “How did this director interpret the ending? Do you like the way it was depicted on the screen?” 		
5-10 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Ask students to turn and talk with the person next to them → Who did they agree with? Why or why not? Did this change your opinion at all about the ending? What is Lowry trying to say in this book? (refer to slide 63) 		
10-15 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Have students write 5-10 sentences explaining what they think happens at the end of the novel and why. Was Jonas and the Giver decision a good one? (refer to slide 63) 		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Throughout the entirety of the lesson, the teacher will be asking for the students’ opinions about the arguments presented. They also will be encouraged to use their Reader’s Notebook</p> <p>Consideration for Back-up Plan: If students are hesitant to speak up in class, I will either have them turn and talk with the person next to them or have them write their answers down first before I call on them (if they are really struggling).</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: The end of this lesson includes writing 5-10 sentences about what students think happens at the end of the novel. This will be used as an exit slip. This especially will be good because it will allow them to see if their opinion changed during the course of the class.</p> <p>If applicable- overall unit, chapter, concept, etc.: The ending of this novel is one of the most important parts of the book. I think it is necessary to spend an entire day talking about it. This will help them comprehend the novel and challenge them to voice their own opinions in the Socratic Seminar.</p> </td> </tr> </table>	<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Throughout the entirety of the lesson, the teacher will be asking for the students’ opinions about the arguments presented. They also will be encouraged to use their Reader’s Notebook</p> <p>Consideration for Back-up Plan: If students are hesitant to speak up in class, I will either have them turn and talk with the person next to them or have them write their answers down first before I call on them (if they are really struggling).</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The end of this lesson includes writing 5-10 sentences about what students think happens at the end of the novel. This will be used as an exit slip. This especially will be good because it will allow them to see if their opinion changed during the course of the class.</p> <p>If applicable- overall unit, chapter, concept, etc.: The ending of this novel is one of the most important parts of the book. I think it is necessary to spend an entire day talking about it. This will help them comprehend the novel and challenge them to voice their own opinions in the Socratic Seminar.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Throughout the entirety of the lesson, the teacher will be asking for the students’ opinions about the arguments presented. They also will be encouraged to use their Reader’s Notebook</p> <p>Consideration for Back-up Plan: If students are hesitant to speak up in class, I will either have them turn and talk with the person next to them or have them write their answers down first before I call on them (if they are really struggling).</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The end of this lesson includes writing 5-10 sentences about what students think happens at the end of the novel. This will be used as an exit slip. This especially will be good because it will allow them to see if their opinion changed during the course of the class.</p> <p>If applicable- overall unit, chapter, concept, etc.: The ending of this novel is one of the most important parts of the book. I think it is necessary to spend an entire day talking about it. This will help them comprehend the novel and challenge them to voice their own opinions in the Socratic Seminar.</p>		
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A</p>			

** All literary critics referenced in this lesson were retrieved from *MLA International Bibliography* or literary anthologies, as cited below in MLA format

Works Cited

Levy, Michael M. “*The Giver*: Interrupted Bildungsroman or Ambiguous Dystopia?”

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<https://search.ebscohost.com.ezproxy.umary.edu/login.aspx?direct=true&db=mzh&AN=2000073227&site=ehost-live>.

Lowry, Lois. Interview with Carrie Hintz and Elaine Ostry. *Utopian and Dystopian Writing for Children and Young Adults*, edited by Carrie Hintz and Elaine Ostry, Routledge, 2003, pp. 196-199.

Stewart, Susan Louise. "A Return to Normal: Lois Lowry's *The Giver*." *The Lion and the Unicorn*, vol. 31, no. 2, 2007, pp. 21-35. *MLA International Bibliography*, <https://search-ebshost-com.ezproxy.umary.edu/login.aspx?direct=true&db=mzh&AN=2007630130&site=ehost-live>.

Wend-Walker, Graeme. "On the Possibility of Elsewhere: A Postsecular Reading of Lois Lowry's Giver Trilogy." *Children's Literature Association Quarterly*, vol. 38, no. 2, 2013, pp. 137-158. *MLA International Bibliography*, <https://search-ebshost-com.ezproxy.umary.edu/login.aspx?direct=true&db=mzh&AN=2013297852&site=ehost-live>.

Day 9: Socratic Seminar Prep

Grade: 9	Subject: English/Language Arts	
Materials: <ul style="list-style-type: none"> • Projector with sound • Each student will need their Reader's Notebook and a writing utensil 	Technology Needed: <ul style="list-style-type: none"> • Projector and laptop (with sound) 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)

<p>Standard(s)</p> <p>R.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <p>R.2 Determine and analyze a theme and/or central idea of texts:</p> <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Differentiation</p> <p>Below Proficiency: Students below proficiency will be helped because today is a day of practice. The students who are struggling will have the chance to ask clarification question and understand their expectations.</p> <p>Above Proficiency: Students above proficiency will also have the chance to practice, but the teacher will pay extra attention to trying to challenge them during their sample discussions → “Where’s your evidence?” “Why do you say that?” Also, challenging some of them to bring the critics from yesterday into the discussion.</p> <p>Approaching/Emerging Proficiency: Students approaching proficiency will be questioned further by the teacher when appropriate and will have the opportunity to ask questions about tomorrow if needed.</p> <p>Modalities/Learning Preferences: This lesson consists of some independent work, simulation, and video discussion. Many learning preferences are accounted for.</p>
<p>Objective(s)</p> <ul style="list-style-type: none"> • Students will understand and comprehend what is expected of them at the Socratic Seminar tomorrow. • Students will continue to develop their ideas through peer discussion and challenging. 	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students are not used to standing in a big circle during class. Therefore, extra attention needs to be given during the group practice to ensure students understand the expectations.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Again, students will be cued before I let them break out into speaking circles. Before letting them break out I will ask “Can someone explain to me what I want you to do next?” I will be using proximity throughout the lesson to make sure students are on task—especially in discussion.</p>
Minutes	Procedures
<p>10 minutes</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Set up laptop and projector with sound • Make sure desks are in a good spot so that students can make an inner and outer circle around the room
<p>3-5 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Greet students at the door • Have them answer the bell ringer question as they walk in (refer to slide 65) <ul style="list-style-type: none"> ○ What worries do you have about the Socratic Seminar? What questions do you have? • Have students write for a few minutes. Have students share what they wrote with the person next to them. Have a few students share what they discussed with the rest of the class → answering questions as students ask them.
<p>5-10 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Remind students what to have prepared for tomorrow (refer to slide 66) <ul style="list-style-type: none"> ○ 1. Completed Reader’s Notebook → Going to collect them tomorrow ○ 2. Ideas for what you want to talk about → no teacher prompting ○ 3. Relaxed attitude→ emphasize that we are all learning! In literature, there are hardly any absolutes. Provide evidence for what you say, and you will be fine

<p>20-30 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Number students off “1” or “2” → Have the “1’s” make an outer circle and the “2’s” make an inner circle around the room. Everyone should have a partner. If odd number, have a group of three. • Tell students to bring their Reader’s Notebook and talk to their partner about what they want to discuss in Socratic Seminar tomorrow (refer to slide 67) • Have students talk to their partner for 3 minutes, rotate the circle after every 3 minutes so that students can practice for tomorrow with their classmates • Teacher will walk around the room to (1) ensure everyone is on task and (2) help with encouraging discussion and asking probing questions
<p>10-15 Minutes (time dependent)</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have students return to seats → ask if there are any more questions • If time allows → have students watch a “fun” video about <i>The Giver</i> movie from a tabloid magazine’s video https://www.youtube.com/watch?v=9pg_rFDBnV8 (refer to slide 68) <ul style="list-style-type: none"> ○ This video is a little bit silly, especially after reading the book, but I think it is a good point of discussion (even for the Seminar) about our culture’s relationship with literature ○ What does this video say about pop culture and literature? Do they go together?
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Teacher will be monitoring discussion and will provide further questioning and analysis when necessary during the activity.</p> <p>Consideration for Back-up Plan: If the discussion activity takes less time than expected, then I will just spend more time on the video portion of class. If the discussion takes more time, it will be very okay to just not watch the video (it is not necessary for fulfilling the standard)</p>	<p>Summative Assessment (linked back to objectives) End of lesson: There really is not an “assessment” portion of this lesson because this is just preparing the students for their summative assessment tomorrow. However, the formative assessment of this lesson is the discussion activity, which will be conducted by the teacher.</p> <p>If applicable- overall unit, chapter, concept, etc.: The end-of-unit summative assessment is the Socratic Seminar, and this lesson is direct preparation for that.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A</p>	

Day 10: Socratic Seminar

<p>Grade: 9</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher needs laptop and projector • Students need their reader’s notebook, copy of <i>The Giver</i>, and pencil and paper • Students should all have copies of the rubric and directions 	<p>Subject: English/Language Arts</p> <p>Technology Needed:</p> <ul style="list-style-type: none"> • Projector and laptop
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic

<input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) Explain:
Standard(s) R.1 Read closely to comprehend texts of grade-level appropriate complexity: R.2 Determine and analyze a theme and/or central idea of texts: SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Differentiation Below Proficiency: Students below proficiency will be paired with students who are approaching proficiency/above proficiency Above Proficiency: Students above proficiency will be challenged by further questioning from the teacher Approaching/Emerging Proficiency: Students approaching proficiency will be questioned further by the teacher when appropriate and will be paired with a student that will help and challenge them
Objective(s) <ul style="list-style-type: none"> • Students will articulate their own arguments by providing evidence from the text. • Students will practice critical thinking by questioning other peers in their arguments. • Students will analyze their classmate’s arguments and provide them with feedback. 	Modalities/Learning Preferences: Students will be well-prepared for this discussion. They also will be paired with other students to help coach and guide them.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be assigned partners by the teacher in advance so that students are paired with peers that they work well with and can help/challenge each other.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded of the procedures regarding classroom discussions before the discussion begins
Minutes	Procedures
10 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Make sure each students has a copy of their own rubric and another copy for peer review • Put desk in “fish bowl” style → inner and outer circle
3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have students discuss how their day is going with the person next to them in a casual discussion → talking warm up
5 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Tell students who their partners are → they must score their partner using the rubric and offer them feedback at the end of the discussion • Explain to the students how the Socratic Seminar will work → 20 minutes for one group, and 20 minutes for the next group, after we will have time to give feedback to your partner
45 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Group 1 discusses for 20 minutes, group 2 discusses for 20 minutes (refer to slide 70) • Teacher should interject when necessary or when it is needed to challenge a student who is not being challenged by their peers (“Where is your evidence?” “Can we infer that?” “What about this...” etc.) • After students are done discussing, have them get with their partners to do peer feedback

5-10 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • Have students sit in their seats • Tell students they must grade themselves on the rubric and complete a reflection of the discussion (appendix K) → homework for tomorrow (refer to slide 71) • Tell students what is coming up next → focusing on writing and doing a literary analysis 	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Teacher will be monitoring discussion and will provide further questioning and analysis when necessary Consideration for Back-up Plan: No technology needed; if there are some students that do not some day and partners are off, then I will reassign students accordingly	Summative Assessment (linked back to objectives) End of lesson: This Socratic Seminar will be the summative assessment for this <i>The Giver</i> unit. It will serve as an assessment for where students are at in their literary analysis skills. If applicable- overall unit, chapter, concept, etc.: This lesson is an assessment in itself, but it will also prepare students for their next unit, which will be on writing.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): N/A		

Appendix K

Post-Discussion Reflection

Name _____

Date _____

Please answer the following in complete sentences:

1. In what ways did you do well in the discussion today? Please provide specific examples of providing evidence, challenging arguments, summarizing, etc.
2. In what ways do you think you can improve for the next discussion? Please be specific.
3. Did you enjoy this activity? Why or why not?
4. Did receiving feedback from your peers help you?
5. What do you need from me in order to make class discussions more meaningful?