

Young Scholars of Western Pennsylvania Charter School

5th Novel Studies YSWPCS

- Book Title

"Esperanza Rising" by Pam Munoz Ryan

Theme/Essential Question(s)

Perseverance/overcoming tragic circumstances

p. 1 - 22 1. What is the setting for the story? 2. How is Esperanza's relationship with her parents? 3. Who are the important people in Esperanza's life? 4. How does the clothing reflect the different classes of people on the ranch? Describe each group mentioned in "Las Uvas." 5. What do Esperanza and her friends look forward to? 6. What foreshadowing does the author use to indicate something bad might happen? 7. How does Esperanza celebrate her birthday each year? 8. Why are there problems between the landowners and campesinos? 9. Describe Abuelita. 10. Compare Esperanza's family and Alfonso and Hortensia's family. 11. What metaphor does Esperanza use for her relationship with Miguel? 12. How is Papá different than Tío Marco and Tío Luis? 13. What did Tío Luis do that scared Esperanza? 14. How did Esperanza know her father had died?

p. 23 – 57 1. How did Señor Rodriguez react when Esperanza told him her father was dead? 2. How does the family pass the days after Papá's death? 3. What did Esperanza mean when she compared her uncles to "la calabaza?" 4. Why is the family so angry at Tío Luis? 5. Why did Alfonso decide to take his family to the United States? 6. Describe the fire. 7. What does the author mean by "They were numb, as if encased in a thick skin that nothing could penetrate" (p. 43). 8. What was not damaged by the fire? 9. How does Tío Luis threaten Mamá? 10. Why does Mamá decide to go to the United States with Alfonso and his family? 11. How does Esperanza envision life in California? 12. What metaphor does Abuelita use for Esperanza's life? 13. Why does the family leave the ranch secretly?

p. 58 – 85 1. Describe Esperanza's journey north. 2. How does Esperanza react when they board the train? 3. What was Miguel's relationship with Papá? 4. What does Esperanza learn when the family meets Carmen on the train? 5. What happens when the family arrives at the border? p. 86 – 138 1. Who greets the family when they arrive in Los Angeles? 2. How is Esperanza's life different at the camp than in México? 3. Why does Esperanza become so upset when the family stops for lunch? 4. Describe the landscape Esperanza sees in California. 5. What happens when Esperanza meets Marta for the first time? 6. Describe the living conditions at the camp. 7. Compare Mamá and Esperanza's attitudes about the changes in their lives. 8. How do the families divide the work? 9. Why does Esperanza learn during her first day with Isabel? Why is it so difficult for her? 10.

What surprise did Miguel have for Esperanza and her mother? 11. What happens when the women bathe? 12. Explain why Marta is encouraging workers to strike.

p. 139 - 198 1. What happens during Esperanza's first day alone with the babies? 2. Why is the dust storm dangerous? 3. How does the doctor describe Mamá's illness? 4. What does Esperanza do after Mamá gets sick? 5. Why did Mamá have to go to the hospital? 6. Why did Esperanza start working? 7. How does Esperanza spend Christmas? 8. Why are the others worried about Esperanza? 9. How does Miguel describe segregation to Esperanza? Why had she not been aware of it before? 10. Describe Mr. Yakota's store. 11. How is the strikers' camp different than Esperanza's camp? 12. What happens that makes Miguel happy? p.

199 – 253 1. Why do the strikers frighten Esperanza and the other women? 2. How do the strikers make the work dangerous? 3. Why do immigration officials come to the camp? 4. What happened to the people that INS caught? 5. Why did Esperanza help Marta? 6. What did Miguel and Esperanza find when they went to the strikers' camp the second time? 7. How is the piñata a symbol for what happened to the strikers? 8. How is the Queen of the May chosen? 9. How will the camp for the people from Oklahoma be different than the Esperanza's camp? 10. How do segregation and discrimination affect Esperanza and her family and friends? 11. Why do Miguel and Esperanza argue? 12. Why did Esperanza give Isabel the doll? 13. How does Esperanza discover the money orders are gone? 14. Why does Alfonso take Esperanza to Bakersfield? 15. Why does Esperanza not recognize her grandmother immediately? 16. What happened to Abuelita in the year before she came to California? 17. How does Esperanza celebrate her birthday?

Vocabulary

Crochet

Condolences

Devious

Indignation

Methodically

Premonition

Pretentious

Pungent

Scythe

Tallow

Alms

Doting

Indebted

Intact
Penetrate
Reeked
Renegades
Silhouetted
Undulating
Waif
Accosting
Cherubs
Deliberately
Disembark
Smirked
Sparse
Staccato
Untethered
Valise
Vigorously
Anguish
Animated
Bedraggled
Despondent
Humanity
Loamy
Regal
Spigot
Susceptible
Taut

Related to social studies, specifically the struggle with different cultures co-existing, the difficulty of immigration, and stereotyping those of different cultures.

PA Common Core Standards

C.C. 1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in a text.

C.C. 1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

C.C. 1.2.5.E Use text structure, in and among texts, to interpret information, i.e. chronology, comparison, cause/effect, problem/solution.

C.C. 1.2.5.L Integrate information from several texts on the same topic to demonstrate understanding of that topic.

C.C. 1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

C.C. 1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

C.C. 1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

PA Eligible Content

E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

E05.B-C.2.1.1: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-C.2.1.2: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

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E05.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact)

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Common Core State Standards

R5.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R5.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

R5.A.1.3.2: Cite evidence from text to support generalizations.

R5.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

R5.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R5.A.2.6.1: Identify the author’s intended purpose of text.

R5.A.1.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R5.A.1.3.2: Cite evidence from text to support generalizations.

Assessment(s)

Novel Study Guided Notes

End of book project- student choice: Create a newspaper article describing the workers' strike or create a unique calendar to measure chronology in a year.

Duration

2 months

- Book Title

"Holes" by Louis Sachar

Theme/Essential Question(s)

Justice, equality, perseverance, and friendship

Chp. 1 and 2- In one of Aesop's Fables, “The Tortoise and the Hare”, how does perseverance help the winner of that race? How do you know Stanley's father has perseverance. When have you had to demonstrate perseverance? Describe this time in your life and how perseverance helped you in the particular situation? Why do you think perseverance is a continuous theme in the story?

Chp. 3-7- What is a flashback? How can you tell what the setting is, and how do we know this is going back to his grandfather's time?

Why do you think authors use flashbacks in a story?

Chp. 8-10- On page 44, we are introduced to a character named "Caveman." Who does Stanley infer that the Caveman is? Why does he infer this?

When Stanley shows Mr. Sir the fossil, he immediately tells that the Warden will not be interested in it. Why do you think Stanley thought she might be interested in it?

What is a question Stanley is probably asking himself?

Chp. 13- What is something that happens in this chapter that gives Stanley hope?

Chp. 14-16

The Warden speaks softly, but says to the Mr. Pedanski: "Then fill it. And the next time I tell you to do something, I expect you to do it without questioning my authority. If it's too much trouble for you to fill a canteen, I'll give you a shovel. You can dig the hole, and the Caveman can fill your canteen."

What does this tell you about the Warden? Is Mr. Pedanski in charge, or is she in charge? Is she an easy boss to work for?

After Stanley gave X-Ray what he found in the hole, X-Ray told him to get in the water line in front of Zero. This tells you that X-Ray tells other people what to do -- and they listen.

The Warden walks right up to X-Ray and tells Mr. Pedanski to drive X-Ray back to camp. What do these actions tell you about her?

What is something the Warden says or does in this chapter that shows she has perseverance?

Stanley now knows why Zigzag did not want to talk about the thing he found at breakfast. Why was that?

Chp. 17-20- What are the four kinds of conflict?

What are the two conflicts in chapter 17? What kind of conflicts are they?

Stanley's "heart had hardened as well" as his muscles. This doesn't mean his heart muscles are harder. It means he isn't going to go out of his way to be kind to people. What did Stanley say to Zero in chapter 18 that was a sign of a "hard" heart?

Chp. 28- How is the setting in this chapter different from the setting in the last chapter?

Who has a conflict in this chapter and how is it resolved?

What can you infer about the holes the boys are digging?

Chp. 29-31

What are two possible reasons that "the last hole" is about to be dug?

To use figurative language, The Warden wants to make it seem like Zero has just "evaporated" or disappeared into the air. What does she want Mr. Pedanski to do?

Why is Stanley probably more parched than he was before Zero left?

Chp. 32-38-

Perseverance means continuing to try, even though what you're trying is hard, things get in the way, or it's discouraging, or all three. Why does Stanley need perseverance in these chapters?

What are three things that make Stanley and Zero's trip difficult and require perseverance to overcome?

Chp 39-42

Back when Sam sold onions, they helped when people were sick to their stomachs. Why is this important to Zero?

In literature, characters can change and grow. In chapter 42, Stanley thinks about how he has changed since the day he was arrested. What are three ways that Stanley has changed?

Chp. 43-44- What is a small increment of time?

What would a frail person look like?

Chp. 45-48-

Why doesn't the Warden or Mr. Pedanski try to get the treasure chest?

Mr. Pedanski says, "At least we'll have a body to give that woman." What does Mr. Pedanski think will happen to Stanley and Zero?

Whose name is on the suitcase with the treasure?

Chp. 49-50-

A patent attorney is a lawyer. Why did Stanley's father know a lawyer now?

Why might somebody infer that Stanley's family had a curse on it, but it was over now?

Who is the lady "sitting in the chair beside Hector" [Zero] and why is she singing the same song that Stanley learned from his parents?

Vocabulary

Stifling

Gruff

Desolate

Vast

Perseverance

Descendants

Barren

Burlap

Hastily

Society

Prospect

Counselor

Sanitary

Testified

Wearily

Scarcity

Despicable

Stationary

Radiated

Arced

Sprawled

Scowled

Fossilized

Upholstery

Intensity

Smug

Etched

Remainder

Glisten

Shell

Presumably

Metallic

Authority

Condemned

Shrill

Toxic

Writhed

Racial

Recede

Refuge

Grotesque

Concoctions

Vile

Spewed

Remedy

Rummaging

Feeble

Mirage

Delirious

Frail

Fugitive

Increments

Ventilation

Jurisdiction

Strenuous

Neutralized

Pursuant

Stark

Authenticated

Deeds

Interdisciplinary Connections

Related to character education curriculum, focusing on how to be a positive person and positive influence on others, how to have positive self-image, and how to make the right decisions.

Related to previous social studies curriculum in which students review the judicial system.

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C.C. 1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

C.C. 1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

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R5.A.1.3.2: Cite evidence from text to support generalizations.

R5.A.2.6.1: Identify the author's intended purpose of text.

R5.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R5.B.2.1: Identify, interpret, and describe figurative language in fiction and non-fiction text.

R5.B.2.2: Identify, interpret, and describe the point of view of the narrator in fictional and non-fictional text.

Assessment(s)

Novel Study Guided Notes

End of book project- Travel brochure with end product being student choice. Students will create the true version of Camp Green Lake, or they will create the made-up version that is similar to the portrayal by its employees.

Duration

3.5 months- will vary due to testing schedule

- #### Book Title

"The Giver" by Lois Lowry

Theme/Essential Question(s)

The importance of memory to human life, and the concern for choices made by society.

Chapters 1-4

1. Describe the society that Jonas lives in. How is it different from our society? How is it governed, and in what ways is harmony maintained? How are rules enforced?
2. How would you describe the physical environment in which the people live? How is it symbolic of the social environment?
3. Discuss the behavior and values of the people of Jonas's community. What are their culture and lifestyle like? What things are missing from their lives that are important to us?
4. What disturbing aspects of Jonas's society are revealed in these first few chapters? What negative effects might living in this kind of society have on people? Why do you think they don't question the way things are and how they came to be that way?
5. Describe Jonas. What is his personality like, and what do his values seem to be? What is the significance of his name—does it suggest anything about the story? What signs are there that Jonas is special?
6. Why do you think the author chose to start telling the story from this point—how is it appropriate?

Chapters 5-8

1. What do you think are the reasons for the customs of the telling of feelings and the sharing of dreams?
2. Why do you think Jonas rarely dreams? Why do you think the family doesn't discuss Jonas's dream?
3. Why do you think the people of Jonas's community are required to take pills after the Stirrings begin? What do you think some of the consequences of this practice might be?
4. What do you think is significant about having different markers for each age group such as the ribbons, the clothes that button in front, etc.?
5. What does the custom of replacing a "Lost" child show about Jonas's society?
6. Why does Jonas's society match spouses instead of letting people choose their spouses? What is your opinion of this practice?
7. Discuss how children are taught in Jonas's society. What is your opinion of these methods?
8. Why do you think Jonas's selection is named last? What effect does this have?
9. Why do you think a Receiver must have the qualities named by the Chief Elder?

Chapters 9-11

1. What immediate effect does Jonas's selection as Receiver have on his life? What disturbs him about his new life?
2. Why do you think Jonas is exempt from the rules governing rudeness? Why do you think he is not allowed to discuss his training or his dreams with anyone? Why do you think he is allowed to lie?
3. Why do you think Jonas is not allowed to apply for

medication or release? 4. What effect can you imagine a life almost completely free of pain might have on people? 5. Why is precision of language so important to the people of Jonas's community? Why might lying be allowed for all members of the community after becoming twelves? 6. Why do you think the community has a rule against locking doors? What reasons might the Receiver (The Giver) have for locking his door besides the one the Attendant gives Jonas? Why do you think he alone has the power to turn off the speaker in his dwelling? 7. What things are unique about The Giver's dwelling, and what do these things tell us about him and his role in the community? 8. What do you think pale eyes might be intended to symbolize in the novel? 9. Why does The Giver look older than he really is? How is receiving memories like riding on a sled? Why do you think the previous successor failed? 10. Why is it necessary for there to be a Receiver? 11. Describe the process of transmission of memories. What is the experience like for Jonas? 12. What is Sameness, and why do you think the people of Jonas's society chose to institute it? What are some of the consequences of Sameness for people's lives? 13. Why do you think The Giver seems sad at the end of Jonas's first day of training, and why doesn't he respond to Jonas's comment about understanding what pain is? 14. What major theme of the novel does The Giver's decision to share the memories of both sunshine and sunburn relate to

Chapters 12-15 1. How would you interpret the meaning of Jonas's dream? 2. Why does Jonas have such a hard time describing what "seeing beyond" is? 3. How is the inability to see color symbolic of the lives of the people in Jonas's society—what theme does it parallel? Why are they unable to see color? 4. What do we learn in these chapters about the color of people's skin in Jonas's society? What does this suggest about the history of Jonas's society? 5. What reaction does Jonas have to the idea of Sameness? Why do you think he has this reaction? How does The Giver apparently feel, and what does this suggest about how the story will proceed? 6. What fundamental exchange did the people of Jonas's society make when they instituted Sameness? 7. Why does Jonas start to feel "irrationally angry" in his day-to-day life? 8. What especially disturbing memory involving elephants does The Giver give Jonas, and what aspects of it make it so disturbing? 9. What does the breaking up of family units (when parents go to live with the "Childless Adults") suggest about relationships between people in Jonas's society? 10. What does Jonas think constitutes the essence of life as he has lived it so far? What does The Giver suggest is the essence of his life? 11. Why does The Giver react with scorn when Jonas mentions the lessons that he has learned about the brain? 12. What does Jonas do at the end of Chapter 13, and what does this show about him? 13. What more does The Giver reveal about why the community needs a Receiver? How does Jonas feel about the community's decision to impose such a heavy burden on one person? In light of this situation, what disturbing new significance does the phrase "and back and back and back" have for Jonas? 14. What significance might Gabriel's inability to sleep soundly have? What does the fact that Gabriel is able to absorb the memory that Jonas transmits to him suggest about him? What is the significance of Gabriel's name? 15. How do you think the memory of warfare is likely to affect Jonas? 16. Describe The Giver, now that more has been revealed about his personality and character. Why was he a good choice for the position of Receiver? In light of his words at the end of Chapter 15, how might the task of being a Giver be difficult for a person like him?

Chapters 16-19 1. What attitude do the people of Jonas's society have toward the concept of love? How is this attitude reflected in family members' relationships? 2. How would you define love? 3. What is Jonas's initial reaction to the idea of giving everyone choices about, and control over, their lives? Why do you think he reacts this way? What changes his mind? 4. How is the nature of Jonas's feelings different from that of everyone else's feelings? Why do you think he decides to stop taking the pill? 5. How is Jonas coming to feel alienated from his family and friends? What events happen in these chapters to highlight and intensify this sense of distance?

Chapters 20-23 1. Why does The Giver not hate the people of their community, despite their dishonesty and lack of compassion? 2. Why is the expression “lied easily” repeated at the top of page 158, and what does it suggest about Father and then Jonas himself? 3. How is the timing of The Giver and Jonas’s plan ideal? 4. What new meaning does the term “Elsewhere” have for Jonas and The Giver? 5. What does The Giver mean when he says that he wants to “be with [his] daughter”? What foreshadowing of this has occurred in the story? 6. What reaction do you think the author intends the reader to have to Father’s “sweet, sing-song voice” when he uses it on page 165? 7. How is Gabe’s upbringing different from that of other children, and how do you think it affects his development and his personality? 8. What fundamental change occurs in Jonas as their difficult journey continues and they grow weaker? See page 174 especially. 9. What must Jonas learn to do as the memories of strength and courage given to him by The Giver begin to fade? What theme does this process suggest? See p. 178 especially. 10. What theme is suggested by the first paragraph of Chapter 23? 12. In what ways do the “memories” passed from Giver to Receiver differ from real memories—what special characteristics do they have that memories don’t have in the real world?

Vocabulary

Apprehensive

Awed

Bewildered

Chastisement

Gravitating

Nurturer

Rarity

Transgression

Aptitude

Capacity

Exuberant

Meticulously

Precision

Relinquish

Vibrant

Assimilated

Excruciating

Exempted

Fleeting

Obsolete

Successor

Unnerving

Anguish

Carnage

Isolation

Ominous

Permeated

Augmented

Diminished

Emphatically

Lethargy

Stealthily

Vigilant

Interdisciplinary Connections

Related to social studies- colonizations of new territories, creation of governments, and how a society is formed and developed over time.

PA Common Core Standards

C.C. 1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

C.C. 1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in a text.

C.C. 1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

C.C. 1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

C.C. 1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges; summarize the text.

C.C. 1.3.5.C Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text.

C.C. 1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

C.C. 1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PA Eligible Content

E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

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E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in

the text.

E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

E05.A-C.2.1.1: Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

Common Core State Standards

R5.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text.

R5.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.

R5.A.1.2.1:

Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R5.A.1.2.2: Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

R5.A.1.3.1: Make inferences and/or draw conclusions based on information from text.

R5.A.1.3.2: Cite evidence from text to support generalizations.

R5.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

R5.A.1.5.1: Summarize the key details and events of a fictional text as a whole.

R5.A.2.1.2: Identify and/or interpret meaning of content-specific words used in text.

R5.A.2.3.2: Cite evidence from text to support generalizations.

Assessment(s)

Novel Study Guided Notes

End of o Book Project- Small groups will create their own soceity and present to class.

Duration

2 months

