

Using Children's Literature to Teach Symbolism and Allegory

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Overview

Teaching symbolism is a challenge. Teaching allegory using the stories provided in the literature textbook is nearly impossible. Teenagers today are not likely to identify with stories about two small towns in China with allegorical references to the Cold War. This would not be much of an issue if the planning and scheduling timeline for English I coincided with the planning and scheduling timeline for world history. However, by the time the English curriculum reaches allegory, the world history curriculum has not even touched the Cold War. Before even teaching allegory and reading the story, students need a history lesson that the English curriculum does not provide time for.

Students are adept at recognizing visual symbols, but when it comes to interpreting textual symbols they struggle. The difficulties in teaching symbolism and allegory are compounded with the use of texts that students cannot relate with. This unit will look at symbolism and allegory using materials students are more familiar with. The lessons will address public symbols, well-known fables, and a novel to teach symbolism and allegory.

Rationale

I have noticed that my students have not been engaged in most of the readings assigned by the curriculum. They have a difficult time relating to people in a foreign, rural setting especially considering that many of them have never been out of state or even out of the city. What all of my students are able to relate to and become interested in is the struggle against conformity and violence. As teenagers, my students push boundaries and limits on a daily basis. Whether they are wearing jeans and sweatshirts to school instead of their uniforms or breaking curfew, teenagers from all over the world understand what it is like

to try to be just a little different from their peers. Students in high-needs urban schools are frequently exposed to violence in their neighborhoods and schools. Even without personal experience, many teenagers are becoming more aware of events in the news and how negatively inner city youth are portrayed. My students are then intrigued with stories of death, betrayal, and destruction. I decided to use children's literature, in particular *The Giver* and Aesop's Fables, for this unit because of the very serious social and emotional issues that my students are working through. One of the benefits of using *The Giver* is that "it helps adolescents deal with complex social issues" (ALAN Review 15). Angela Johnson and her colleagues found *The Giver* to be full of teachable moments that helped the readers cope with the aftermath of the September 11th attacks. After the attacks, Johnson's students were exposed to the "atrocities occurring on a daily basis outside the country's borders" (ALAN Review 16). Similarly, Jonas is exposed to horrors previously unknown to him when he receives memories from the Giver. By writing about *The Giver*, Johnson and her students were able to deal with their new knowledge and emotions in a healthy manner. I am hopeful that my students will see similarities between the pain and confusion that Jonas experiences and their personal issues, and use those similarities to help them deal in a healthy way.

Because of observations of my students' interests, I chose to incorporate teaching symbolism and allegory using Aesop's fables and *The Giver*. Many of Aesop's fables have violent undertones and my students are already familiar with the stories. To teach symbolism using Aesop's fables would require little background information, if any. The use of public symbols that carries from ancient Greece through today's American culture eliminates the need for extended background lessons. For instance, the lion, which is the king of the jungle, tends to represent royalty or bravery. My students are already aware of symbols like the lion. Starting the unit with these public symbols will help improve my students' confidence in identifying symbolism. Not having to stop teaching English to teach a history lesson will help me keep on track with the Planning and Scheduling Timeline. It is imperative that my English class keeps up with the Planning and Scheduling Timeline because the skills taught are directly tested on the benchmark examinations.

The Giver is riddled with symbolism and is an example of allegory in itself. Again, I need to take no time away from the curriculum because the symbolism is not referring to any specific event in history. *The Giver* is a seemingly utopian society in the future literally without color. My school's population is mainly composed of African and African American students. Students will be able to relate to Jonas and the other characters. I realize that when my students make inferences, they will most likely imagine the Giver as a Caucasian man because of the picture on the front cover of the novel. I plan to challenge this assumption by pointing out that the cover is in black and white and that everyone is supposed to be the same. Jonas even receives a memory of war in which there are dark-skinned and light-skinned men (Lowry 100). While there is very little violence in *The Giver*, the entire story is devoted to challenging norms and authority.

Students can relate to a world with excessive rules just with their experience in school. There is a rule for everything, and some schools even have an element of sameness. Not only do some schools require students to wear uniforms, but some also require teachers to wear uniforms. Even in high school, every class is supposed to have the same format: introductory activity, direct instruction, guided practice, independent practice, review activity, and homework.

While the reader may consider the community of *The Giver* to be a utopia at first, it is quickly revealed to be the opposite. *The Giver* has all of the elements of a utopia: developmental narrative, strong political organization, strictly planned society, control over reproduction, and prioritizing the well-being of the whole rather than the individual (Hintz 254). In the beginning of the novel, it would seem that Jonas has a wonderful future ahead of him. He is about to become a man in the ceremony of the twelves, and he is trying to find his place in the community as an adult (Hintz 255). Jonas's path into adulthood has been decided by the elders, as has every other adult in the community, and he is experiencing the stirrings, or sexual urges. Almost all teenagers are going through puberty by the time they reach ninth grade and their futures are set by their parents, friends, or society. While their futures may not actually be set, most teenagers feel that they are locked in to a specific track based on the expectations of the adults in their lives. The purpose of using the utopian or dystopian society is to "help adolescent readers cope with difficult political and social ideas within a context they can understand: their own narrative of development" (Hintz 263).

The purpose of this curriculum unit is to improve how students relate with stories used to teach the skills in the core curriculum. When students relate with the material, they activate prior knowledge and comprehension improves dramatically. This allows students to focus on the new skills and vocabulary that I am teaching instead of struggling to understand what is happening in the story. We should be teaching our students in this manner throughout the year. They need to learn how to apply skills and strategies they learn to textual analysis in school and in life. In order to help students master these skills and strategies, we should be using texts that do not introduce massive amounts of new information. When a student cannot relate with a text, their focus shifts back to comprehension and the new skills and strategies are not practiced or absorbed as they should be.

Objectives

This unit is intended for students in grade 9 English; however, the curriculum can be adjusted for grades 7 through 12. Most of the standards for these grades overlap and the activities would need to be adjusted minimally. The students spend their day rotating through different classrooms and learning in 48-minute blocks. The objective is to teach the core curriculum skills and strategies using texts that students can relate with. Aesop's fables will help introduce the new material and *The Giver* will provide a way for students

to practice and apply the new skills and strategies. They do not have access to computers or the library on a regular basis. My students may not have individual copies of the novel to take home to read, but it is my goal to have a copy for each student by the time I begin teaching this unit. I wrote this unit assuming that every student has a copy of *The Giver*. The entire unit is intended to last three weeks, not including the culminating project; however, there is enough material for the unit to be expanded to four weeks, including the culminating project. The following is a list of suggested objectives, topics, and time frames:

The objectives of the unit will include the following:

- Define new vocabulary words
- Assess public symbols
- Make inferences
- Use context clues for defining unfamiliar words
- Compare and contrast symbolism
- Collaborate in groups
- Assess symbolism and allegory in children's literature
- Cite textual evidence to support opinions/theories

My objectives for the unit will include the following:

- Increase homework completion with high-interest assignments
- Increase student comprehension with class-wide immersion project
- Increase student participation with class-wide immersion project

The topics for the unit will include the following:

- Part 1 – Comparing and Contrasting Symbolism in Aesop's Fables (Two days)
- Part 2 – Analyzing Symbolism and Allegory in *The Giver* (Thirteen days)

Strategies

For this curriculum unit, I will be implementing several different strategies. My lessons will all make use of an interactive white board, laptop, and projector. Students will have the opportunity to use the smart technology for projects. I will have a Do Now and Exit Pass every day. For homework assignments, students will have to keep reading journals in which they take notes, make inferences, and question the text. I will be using graphic organizers to check for understanding. Students will work individually and collaborate in groups on class projects and a culminating project.

The class will also collaborate in groups on a mock trial. The trial will be to determine whether individuality is good or bad with students participating as characters from *The Giver*. This trial will be identified to students as a form of censorship. We will precede the mock trial with a lesson on censorship. I will provide the top 25 reasons that books

may be challenged or banned and students will argue why *The Giver* should or should not be banned in a persuasive letter to the school board (Winkler 49).

Do Now/Exit Pass

As most teachers do today, I have an opening and closing activity for every class, every day. These activities are frequently reviews and checks for understanding. I check every one for correctness and students are given a daily class work grade for completeness. These assignments make up a majority of my students' class work assignments and a good percentage of their overall grades. Do Nows and Exit Passes are also times for students to settle into class or collect their thoughts and belongings before departing for their next class.

Reading Journal

For each chapter in the novel, students will keep a journal of the setting, characters, important events, reader opinions/reactions (see formatting below), figurative language, and vocabulary, all with the corresponding page numbers. Journals should be bulleted and thorough because students will need them for quizzes and writing assignments. I will also supply reading questions and writing prompts to be answered in the journal. The questions will track student reading at home, while the prompts will require students to assess and/or reflect on the reading assignment. I will periodically administer pop reading quizzes that are based only on the reading questions. Students will be allowed to use their reading journals on the pop quizzes to encourage reading at home.

Students will record their opinions and reactions to the reading assignments in their journals using text rendering. I will model and review the following symbols with students prior to beginning a reading assignment: ?, \$, and *. Students will use a question mark (?) to note where they need clarification, a dollar sign (\$) where they are noting something they think is "money" or important, and a star (*) where they are excited or surprised.

Jigsaw

For my introductory assignments, I will be using jigsaw activities in conjunction with collaborative groups to help students better understand the material. Each group will receive a different text or portion of a text to analyze. The groups will develop a presentation in which every member has to speak. The groups will take turns teaching the rest of the class what they have learned. The students will become teachers during their presentations, deepening their understanding of their texts and topics.

Vocabulary Four-Square

One of the best ways that I have seen students learn vocabulary is by using four-squares. The idea is to appeal to different styles of learning to aid with memory. A vocabulary four-square can be made and distributed to students, or you can give them a sample and have them draw their own. In the center of the graphic organizer, the student writes the

vocabulary word. Behind the word, the paper is divided into four quadrants, each with its own task or purpose. One quadrant asks for the vocabulary word's denotation and a definition written in the student's own words. Another quadrant asks the student to write a sentence using the vocabulary word. A third quadrant has the student draw a picture (stick figures are acceptable and encouraged) demonstrating the meaning of the word. And the final quadrant requests three synonyms and one antonym for the vocabulary word. Not every student will be able to complete all of the quadrants for every word, but they are generally able to complete the one quadrant that they learn best with. The completed four-squares can become flash cards if the vocabulary word is written on the back of the paper.

Collaborative Groups

I will use teacher-assigned collaborative groups for the mock trial project. The groups will be formed based on data from assessments and standardized tests. My goal is to have a mix of students in each group. Ideally, there would be one high achieving student, two mid-level students, and one low achieving student in each group. The group size will be adjusted based on the number of groups needed and the number of students in each class. Each group member will have a task in addition to completing the assignment. There will be one timer to alert group members to deadlines, one scribe to record ideas, one mediator to be sure that everyone's voice is heard, and one task manager to make sure everyone is completing the assignment. If there are more than four members in a group, the additional members will be researchers. At the end of the assignment, group members will have to assess their own performance, as well as the performance of the rest of their group members.

Peer-Editing

One of my goals for the year is to turn my students into critical readers. In order to achieve this goal, I introduce basic proofreading symbols at the beginning of the year. I then ask them to proof their own papers using the symbols. This is the foundation of peer-editing in my class. Once I have found that my students are capable of correctly using the proofreading symbols, I begin having them exchange small assignments and check each other's work for something specific, like proper use of periods. This teaches them objectivity. They are merely reading for correctness. They are not allowed to ask questions or make comments about their partner's writing. When we finally reach a larger writing assignment, I ask my students to put their objective skills to use. This time, instead of reading for correctness, I have them read for content. They are still not permitted to make negative or unconstructive criticisms. Instead, I have them focus on the good and question the text as the audience would. Each student is given the same tasks: underline the topic sentence, circle transition words, put a star next to something you think the author did well, and ask questions (by writing them on the paper) if you do not understand something or think that the author could clarify a point. They also proof the text if there is time. If I notice that students are still focusing on what a paper is lacking, I will add other tasks, such as pointing out what the author did well and

recommending they use it to fix a clarity issue. Generally, making students express their concerns more eloquently than “this is stupid” forces them to recognize that they do not understand what the author is saying and it is an issue in clarity, not stupidity.

Classroom Activities

Plan #1: Symbolism, Public Symbols, and Fables

Objectives:

Students will be able to analyze public symbols, collaborate in groups, teach a group of peers, analyze the use of symbolism in literature, and define the following vocabulary words: symbol, public symbol, and allegory.

Materials:

For this plan, I will have a class set of dictionaries, poster paper, markers, newspapers, and magazines available for students to complete class work and homework. I will make six to eight lists of different public symbols to distribute to collaborative groups. I will also have a variety of Aesop’s fables, approximately 10 different fables, for students to analyze. One fable will be distributed to all students for homework, while the remainder of the fables will be divided amongst groups for a jigsaw activity.

Learning Plan (2-3 day lesson):

Day 1

Individually, students will use dictionaries to define the words symbol and allegory. As a class, we will review what these two words mean and discuss the meaning of public symbol. I will distribute sets of public symbols to each collaborative group. In their groups, they will determine what each public symbol stands for and present their findings to the class. Each group will have poster paper and markers to create visual aids for their presentations. For homework, students will find a public symbol in a newspaper or magazine article and write two to three sentences describing what the symbol is and how the symbol is being used in the article.

Day 2

As part of the homework assignment, students will present the public symbols they found to the class. Then, I will distribute several different Aesop’s fables to each collaborative group. In their groups, students will analyze the stories to determine the symbols used, what the symbols mean, and what the lesson or moral of the story is. They will have poster paper and markers to create visual aids and present the findings to the rest of the class. Presentations will include a brief summary of the fable in case others have never heard the story before. For homework, students will all have another fable to analyze for symbols used, what the symbols mean, and what the lesson or moral of the story is.

Plan #2: Symbolism and Allegory

Objectives:

Students will be able to make inferences, use context clues to define vocabulary words, analyze symbolism, and analyze allegory.

Materials:

For this plan, I will distribute student copies of *The Giver* and reading questions.

Learning Plan (2-3 day lesson):

Day 1

We will review the homework as a class. Students will make inferences as to what the story will be about based on the title and picture on the cover of the book. They will theorize on what the giver is giving and who or what the giver is. We will review the reading journal format and begin reading and taking notes in class. For homework, students will finish reading chapter one, take notes in their reading journals, and answer the chapter one questions.

Day 2

We will review chapter one as a class noting if our inferences have been confirmed and noting new inferences. Students will describe a story they know that has an apple as a symbol and explain how the symbol is used. We will review the vocabulary four-square format and review the vocabulary words for *The Giver*. For homework, students will read chapters two through four, take notes in their reading journals, answer the corresponding chapter questions, and complete vocabulary four-squares for the words they have read so far.

Day 3

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences. We will discuss symbolism in *The Giver* by reviewing the symbol worksheet (Rindfleisch) as a class. Students will work on the symbolism assignment, which is to be completed while reading. We will review the vocabulary four-squares completed so far. For homework, students will read chapters five through seven, take notes in their reading journals, answer the corresponding chapter questions, and complete vocabulary four-squares for the words they have read so far.

Plan #3: Persuasive Writing, MLA Format, Vocabulary

Objectives:

Students will be able to make and evaluate inferences, identify and analyze symbolism/allegory, use proper parenthetical citations, write a properly formatted Works Cited, write a properly formatted persuasive essay, and define vocabulary words.

Materials:

For this plan, I will provide students with MLA format worksheets and Vocabulary Bingo sheets. I will also create a vocabulary quiz.

Learning Plan (2-3 day lesson):

Day 1

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences and symbolism/allegory. We will discuss proper citation and works cited/bibliography format using the MLA format worksheet. Students will write a short persuasive reading response essay describing why we should or should not have a school dress code supported with properly cited textual evidence from *The Giver*. We will play vocabulary bingo to review for the first vocabulary quiz. For homework, students will read chapters eight through ten, take notes in their reading journals, answer the corresponding chapter questions, and complete vocabulary four-squares for the words they have read so far.

Day 2

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences and symbolism/allegory. Students will take Vocabulary Quiz #1. After the vocabulary quiz, students will exchange their persuasive response papers with members of their collaborative groups for peer-editing. For homework, students will read chapters eleven through thirteen, take notes in their reading journals, answer the corresponding chapter questions, and complete vocabulary four-squares for the words they have read so far. Complete final copy of the persuasive response essay.

Plan #4: Symbolism/Allegory, Mock Trial

Objectives:

Students will be able to make and evaluate inferences, identify and analyze symbolism/allegory, research a piece of literature, work in collaborative groups, support opinions with research, present research in a dramatic presentation, and write a properly formatted persuasive letter.

Materials

For this plan, I will create a quiz on the first half of *The Giver* and on proper citation format. I will also have mock trial worksheets and the top 25 reasons that a book may be challenged or banned for each collaborative group. I will provide worksheets on culminating project options and requirements. The vocabulary #2 quiz will be incorporated as part of the novel test.

Learning Plan (5-6 day lesson):

Day 1

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences and symbolism/allegory. Students will complete mid-novel quiz. The class will put individualism on trial. There will be four groups (two groups of “witnesses” or “experts,” one group for the defense, and one group for the prosecution) and the teacher is the judge and jury. This trial will be identified to students as a form of censorship. I will provide the top 25 reasons that books may be challenged or banned. Groups will begin building their cases or researching their testimonies. For homework, students will read chapters fourteen through sixteen, take notes in their reading journals, answer the corresponding chapter questions, and complete vocabulary four-squares for the words they have read so far.

Day 2

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences and symbolism/allegory. The class will put individualism on trial. Groups will complete their research and plan how to present their cases or testimonies in the trial. Written cases and testimonies with proper citations will be turned in for an assessment grade. We will review proper citation format for the citation quiz tomorrow. For homework, students will read chapters seventeen through nineteen, take notes in their reading journals, and answer the corresponding chapter questions.

Day 3

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences and symbolism/allegory. Students will complete a citation quiz. Groups will present their cases and testimonies for the individualism trial. The teacher will deliver a verdict. Students will argue why *The Giver* should or should not be banned in a persuasive letter to the school board. The teacher will have students draw character assignments out of a hat (Rindfleisch). Students will review their assignments for a role-play tomorrow that demonstrates differences even in seeming Sameness. For homework, students will read chapters twenty through twenty-three, take notes in their reading journals, answer the corresponding chapter questions, and complete vocabulary four-squares for the words they have read so far.

Day 4

We will review the homework as a class noting if our inferences have been confirmed and noting new inferences and symbolism/allegory. Students will participate in a role-play using the assignments given during the previous lesson. The teacher will act as the Chief Elder asking each student how s/he feels they can better the community. Students will respond in character and are encouraged to comment on other students’ answers (while remaining in character). The teacher will demonstrate how assignment status can limit or excel the validity of students’ answers. For homework, students will read the culminating project assignments sheet and review for novel test (including vocabulary list #2).

Day 5

Students will take novel test. We will discuss the culminating project choices as a class. Students will pick their project and obtain supplementary materials, if any, from the teacher. Culminating project is due in three days. Conferences will be scheduled with the teacher prior to the final project due dates to discuss questions, concerns, and overall progress. For homework, students will begin researching their projects.

Annotated Bibliography/Resources

Reading List

Lowry, Lois. *The Giver*. New York: Bantam Doubleday, 1993. Print.

This is a story of a pre-teen boy, Jonas, in a seemingly utopian society. Jonas discovers that his community is actually a dystopia when he receives the memory of the world from the Giver. Jonas and the Giver conspire to return memory to the community members in an act of ultimate defiance.

Aesop's Fables - Online Collection - 656 Fables -. Web. 13 Feb. 2011.

<<http://aesopfables.com/>>.

This is an electronic list of fables attributed to Aesop.

Teacher Resources

Hintz, Carrie. "Monica Hughes, Lois Lowry, and Young Adult Dystopias." *The Lion and the Unicorn* 26.2 (2002): 254-64. Print.

Johnson, Angela B., Jeffrey W. Kleismit, and Antje J. Williams. "Grief, Thought, & Appreciation: Re-examining Our Values Amid Terrorism Through The Giver." *ALAN Review* Spring/Summer 29.3 (2002): 15-19. Print.

Rindfleisch, Brad, Christine Murphy, and Diana Sturtevant. "The Giver Lesson Plans Page." NEIU.edu. Northeastern Illinois University, 2003. Web. 12 June 2011.

<<http://www.neiu.edu/~barindfl/thegiverlessonplanspage.html>>.

Winkler, Lisa K. "Celebrate Democracy! Teach about Censorship." *The English Journal* 94.5 (2005): 48-51. Print.

Student Resources

<http://www.plotbot.com> and

http://www.plotbot.com/screenplays/aesops_allegory/screenplay

Plotbot is a free, online screenplay-writing program. Students can use the program to complete the play or movie script project. The second link is to a sample screenplay. This is very basic and only an example of how the screenplay should look using this program.

<http://www.press-release-writing.com/press-release-template/> and

<http://www.press-release-writing.com/press-release-writing-tips-sample-press-release/>

This is a template that students can use to complete the public relations campaign project. The second link is a sample press release.

Appendices: Standards, Worksheets, Activities

The Core Curriculum of the School District of Philadelphia is aligned with the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening. These standards include instruction on the following topics: independent reading, interpretation of literature, and speaking and listening skills. Symbolism and allegory are tied to these topics. Students need to be fluent independent readers to understand symbolism and allegory. The literary devices will help students interpret literature. To convey knowledge of content, students will need to use good listening and discussion skills. Students will focus on literary devices, specifically public symbolism and allegory. The following standards will be covered:

1.1 Learning to Read Independently

- Vocabulary Development
- Comprehension and Interpretation
- Fluency

1.3 Reading, Analyzing and Interpreting Literature

- Literary Elements
- Literary Devices

1.6 Speaking and Listening

- Listening Skills
- Discussion

Vocabulary

Complete a Vocabulary Four-Square for each vocabulary word. Quiz #1 will be administered halfway through the novel and Quiz #2 will be administered upon completion of the novel.

Quiz #1

1. Distracted – Chapter 1 – distracted or agitated
2. Apprehensive – Chapter 1 – uneasy or fearful
3. Aptitude – Chapter 2 – high capability or ability
4. Chastisement – Chapter 3 – discipline or punishment
5. Petulantly – Chapter 3 – impatient irritation
6. Tabulated – Chapter 4 – condensed form
7. Indulgently – Chapter 6 – lenient, easygoing or permissive
8. Reprieve – Chapter 6 – relieve from a punishment (temporarily)
9. Relinquish – Chapter 6 - surrender
10. Meticulously – Chapter 6 – extreme care or precise

Quiz #2

1. Acquire – Chapter 8 – to possess
2. Admonition – Chapter 12 – act of advice or caution
3. Exempted – Chapter 13 – released from obligation
4. Assimilated – Chapter 13 – to become like others
5. Assuage – Chapter 14 – calm or pacify
6. Ominous – Chapter 14 – foreboding or nerve-wracking
7. Grotesquely – Chapter 15 – bizarre or absurd
8. Dejected – Chapter 18 – disappointed or let down
9. Luminous – Chapter 18 – shining, bright
10. Transgression – Chapter 21 – violations of the law

Vocabulary Four-Square

<p>What is the denotation of this word?</p> <p>In your own words, what does the word mean?</p>	<p>Write the sentence in which the word is used.</p>
<p>Vocabulary Word:</p>	
<p>Here are three synonyms for this word:</p> <p>Here is one antonym for this word:</p>	<p>Illustrate the word.</p>

Symbol Worksheet

SYMBOL - An object (concrete noun) that represents an idea or concept (abstract noun). For example, the American Flag stands for democracy.

DIRECTIONS: Think about the chapters that you have read and fill out the chart.

<i>Who?</i>	<i>What?</i>	<i>Where? When?</i>	<i>How? Why?</i>
SYMBOL 1) Apple 2) Headdress/Boys Hair Ribbons/Girls 3) _____ 4) _____	The apple is a symbol for "shame".	This symbol first appears in Chapter 3. Clues to this meaning are apparent on page 23. Jonas is anonymously reprimanded for "hoarding" the apple.	The explanation for this goes all the way back to the story of Adam and Eve. The author only gives her readers a hint of the biblical allusion. In the Genesis story, Adam and Eve supposedly ate an apple from the tree of infinite wisdom. This displeased God, so He took away their paradise (their perfect world). For the first time, Adam and Eve realized that they were naked in the Garden of Eden and felt ashamed.

HOMEWORK: Finish the chart. Use the back of the sheet if necessary. Then, create a symbol for yourself, your life, or your motto. Explain it in a well-written composition. Please make note that you will be graded on originality/creativity, effort (shown through your writing and artwork), and quality of writing. Project will be due in 5 days.

Criteria	Points
Student has demonstrated original thought. Symbol is not overused.	
Student demonstrates ability to apply key concepts to new situations.	
Student has shown effort through neatness of presentation/artwork.	
Student has included an explanation of symbol.	
Total	

Reading Questions, Chapter 1

1. What does it mean to be released in *The Giver*? What other meanings does the word “release” have? (p. 2)
2. What is ironic about the statement that the pilot would be released? (p. 2)
3. Why don't the children understand what it means to act like an animal? (p. 5)
4. What is the role of ritual in *The Giver*? (p. 5)
5. Why are the numbers capitalized in some instances? (p. 5)
6. What does the nurturer symbolize? What does the newchild symbolize? (p. 7)
7. Why is the release of the elderly celebrated while the release of a newchild is not? (p. 7)
8. Is there anywhere else in the world where people are assigned spouses? (p. 8)
9. Why is every family unit only allowed to have one male and one female child? (p. 8)
10. What happens during the ceremony of Twelve? Why is it so important? (p. 9)

Reading Questions, Chapter 2

1. Families receive children in *The Giver*, but how are they born? (p. 11)
2. Why does everyone celebrate turning another year older on the same day? (p. 11)
3. Why does everyone share the same experiences, like receiving a bicycle at the ceremony of the Nines? (p. 13)
4. Who is the Receiver and why is he or she the most important elder? (p. 14)
5. Where is there foreshadowing on this page? (p. 14)
6. Do children become adults at the ceremony of Twelve? What happened to Jonas's parents at their ceremonies? (p. 15)
7. What is the difference between a nurturer and a doctor? (p. 16)
8. How is there so little disappointment in job assignments? (p. 16)

Reading Questions, Chapter 3

1. Why has there been no mention of color so far? (p. 20)
2. Why is it considered rude to talk about a person's differences? (p. 20)
3. Why are mirrors so rare? (p. 20)
4. Why is there so little honor in being a Birthmother? (p. 20)
5. What is different about the apple? If everything is the same, how is this apple different? (p. 24)

Reading Questions, Chapter 4

1. What happens during a ritual release? (p. 32)
2. What does release symbolize? (p. 32)
3. What happens in the releasing room? (p. 32)

Reading Questions, Chapter 5

1. What kind of dream did Jonas have? (p. 36)
2. What do the Stirrings symbolize? (p. 36)
3. Why do family units share their dreams every morning? (p. 36)

4. What do the pills they take every day do to the people with the Stirrings? (p. 38)
5. Why are there a marriage and a family unit? Why doesn't the community raise the children? (p. 36)

Reading Questions, Chapter 6

1. Why has Jonas not mentioned a car yet? (p. 41)
2. What/Where is Elsewhere? What does it symbolize? (p. 42)
3. Why did Jonas and his family have to sign a pledge not to become attached to newchild Gabriel? (p. 42)
4. How can you replace a child? Why have this replacement ceremony? (p. 44)
5. If no one knows that being released means being murdered, wouldn't a person requesting release unknowingly be committing suicide? (p. 48)
6. If Jonas's community is a utopia, how does murder, or releasing people, fit in? (p. 48)

Reading Questions, Chapter 7

1. How many other communities are there? Is the entire world like Jonas's? (p. 50)
2. Why is Jonas skipped? What does being skipped mean for Jonas? (p. 57)

Reading Questions, Chapter 8

1. If the Receiver has all memory, why can people in the community remember anything at all? (p. 64)
2. Why is being the Receiver so important? (p. 64)
3. What makes Jonas the optimal Receiver? (p. 64)

Reading Questions, Chapter 9

1. Why does the Receiver get special privileges? (p. 68)
2. Why aren't the exemptions exciting to Jonas? (p. 68)
3. What happened to the girl who was supposed to be the Receiver before Jonas? (p. 68)
4. Why can't Jonas tell his dreams anymore? (p. 69)
5. Why can't Jonas take any medication or apply for release? (p. 69)
6. How would it be painful to receive memory? (p. 70)
7. What is the hyperbole that is considered to be a lie? (p. 70)

Reading Questions, Chapter 10

1. Why does no one lock their doors in Jonas's community? (p. 73)
2. Why is the door to the Giver/Receiver really locked? (p. 73)
3. Why are there so many books? What is in the books? (p. 74)
4. Why does Jonas not know that so many books existed? (p. 74)
5. How does receiving memory age the Giver so much? What is his actual age? (p. 76)
6. What is one physical similarity between the Giver and Jonas? (p. 76)
7. How is the memory of the entire world transmitted? (p. 78)
8. Why does the community not know what snow, sleds, or hills are? (p. 78)

Reading Questions, Chapter 11

1. How did the community make snow and hills obsolete? (p. 84)
2. Why do they force a child to receive all the memory? (p. 84)

Reading Questions, Chapter 12

1. Why can't people see color? (p. 94)

Reading Questions, Chapter 13

1. What happens to the memories of a failed Receiver? (p. 104)
2. What is beyond the river? (p. 106)

Reading Questions, Chapter 14

1. Why can Jonas give memory to Gabe but no one else? (p. 117)
2. What consequences could there be for Jonas, Gabe, and the Giver if Jonas continues to give memory to Gabe? (p. 117)

Reading Questions, Chapter 16

1. Why does the Giver readily transmit his favorite memory? (p. 123)
2. What does the Giver's favorite memory symbolize? Why is his favorite memory of Christmas? (p. 123)
3. Why is it dangerous to live with choice and love? (p. 126)
4. What will happen to Jonas because he stopped taking his pill? (p. 128)
5. Why does Gabe only sleep when he is with Jonas? (p. 128)

Reading Questions, Chapter 18

1. What does the river symbolize? (p. 144)
2. How does the Giver help the community after a Receiver fails? (p. 144)

Reading Questions, Chapter 19

1. What does Jonas find out about his father? (p. 151)
2. Are all adults permitted to lie? How does lying fit in with a utopian society? (p. 151)

Reading Questions, Chapter 20

1. How is the Giver related to Rosemary? (p. 162)
2. Could Jonas also be related to the Giver? How do you know? (p. 162)

Reading Questions, Chapter 21

1. What exactly changed for Jonas? (p. 163)
2. Why do you think Jonas risks everything to save Gabe? Would he do the same thing if another newchild were scheduled for release? (p. 165)

Reading Questions, Chapter 23

1. What happens to Gabe and Jonas? (p. 180)

2. What do you think happens to the Giver and his community? (p. 180)

Assignments for Role-Playing

The Receiver	Birthmother	Street Cleaner
Nurturer	Department of Justice	Committee Member
School Instructor	Elder	Leader of the Community
Committee Member	Director of Recreation	Doctor
Laborer	Speaker	Rehabilitation Director
Caretaker of the Old	Food Distributor	Committee Member
Elder	Planning Committee Dir.	Laborer
Pilot	Committee Member	Fish Hatchery Attendant
Birthmother	Department of Bicycle Repair	Instructor of Sixes
Laborer	Childcare Specialist	Elder
Female Attendant	Food Distributor	Committee Member

Culminating Project

You will select one of the following culminating projects:

1. Expand one of Aesop's Fables into a play or movie script, being sure to include the original symbolism. You need at least 3 scenes with stage directions and a list of characters and props. (individual project)
2. Create your own talk show episode (or use an existing format) that revolves around one of Aesop's Fables and the corresponding symbolism. Your guests and questions should relate to the moral or lesson of the fable. (group project; maximum of 3 students per group)
3. Choose a character from one of Aesop's Fables and create a miniature public relations campaign for the related symbolism and moral or lesson of the story. Include a press release, a magazine or newspaper advertisement, and an online advertisement that promotes the character's point of view. (individual or group project; maximum of 2 students per group)

Culminating Project Checklist

Name: _____

Project: _____

Self-Reflection: Write a short (3-5 paragraphs) essay answering the following questions in your response.

1. When you do a major project like this again, what will you do differently?
2. What do you feel you have accomplished and what did you learn about yourself from this project?
3. Through the process, you have worked with a teacher, and maybe some students. What were the advantages and disadvantages of this collaboration?
4. Is there anything you would like to say that wasn't included in the prompts for this reflection?

Start Date (mm/dd) I plan(ned) on ...	End Date	I did not accomplish what I set out to do and the reason is...	I accomplished some work, but could have been more productive.	I accomplished all that I set out to do and then some.
/ - Brainstorming				
/ - Researching				
/ -				
/ -				
/ -				
/ -				
/ -				
/ - Peer Editing				
/ - Final Revisions				

Messages to the Teacher:

Teacher Comments:

Mock Trial

The Issue: Individualism is on trial for destroying the good of humanity. Jonas and the Giver are trying to bring individualism to the community because they claim that a life with differences and choices is better than Sameness, though everyone in the community knows this to be false. Is individualism guilty or innocent of crimes of hate and murder?

You will be broken into four groups: defense, prosecution, witnesses, and experts. Read the rules of evidence and any other related materials. Review the facts from *The Giver* and be familiar with both sides of the argument. Attorneys may meet with witnesses and experts once before the trial begins. During these meetings, you will discuss the trial questions and witness/expert answers for your side (prosecution or defense) only.

After the trial, you will write a brief (3-5 paragraphs) essay in which you react to the trial. Which side do you think really won the case? Was the judge/jury (your teacher) correct? What was it like working for a cause you may or may not have believed in?

Rules of Evidence

Direct Examination: Attorneys call and question their own witnesses. Witnesses may not be asked leading questions that clearly require a certain response.

Cross Examination: Attorneys questions witnesses on the opposing side. Attorneys should ask leading questions to clarify or question the responses the witness gave in the direct examination. The questions often require a yes or no answer.

Hearsay: A witness may testify only about what he or she actually experienced. Statements made by someone not present in the courtroom are not allowed.

Witness Opinions: Witnesses may not give opinions that require a special knowledge unless they have been approved as experts on the topic.

Objections: When a lawyer believes the opposing lawyer has violated one of these rules, he or she may object. The judge will decide whether a question will be answered or thrown out. Lawyers may object on the following grounds: irrelevance (not important to case); leading; hearsay; and opinion (from a witness not qualified as an expert).

Instructions for Attorneys

Preparing the Case: Research the facts of the story. Decide which points you want to emphasize to prove your case. Prepare and review questions for direct examination with your witnesses and experts. Help these witnesses be believable.

Opening Statement: Introduce yourself and the defendant (Individualism). Outline the case from your point of view. Explain what you plan to prove.

Direct Examination: Ask the witness to identify him/herself, including name, address, assignment, and relationship with the defendant. Ask broad questions that allow the witness to tell his/her version of what happened in his/her own words.

Cross Examination: You want to weaken the testimony of the opposing side's witnesses. Try to get the witness to say something different from what they have previously stated. Once you have made your point, stop questioning.

Closing Argument: Summarize your case and remind the jury that you have proven what you said you would. Point out where the testimony supports your case and weakens your opponents.