

Lesson Plan

Contextualizing Otherness in *The Giver*

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Implementation

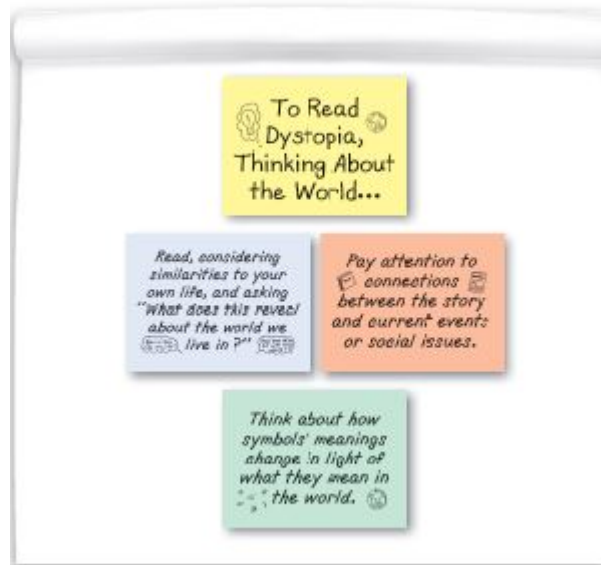
Procedure

- a. Anticipatory Set: In small groups we would look at Geraldine Heng's definition of race:

"Race is a structural relationship for the articulation and management of human differences, rather than **substantive** content" (Heng 19, emphasis mine).

Students would try to break it apart and figure out what it means. After about 3-4 minutes we would work in a larger group to agree on what the definition says.

- b. While still working with the larger group, I would recall our anchor chart for reading dystopian fiction:



Although this chart reflects connections in the current world, *The Giver* is a story of memory and therefore it would be an easy jump to bring students into the past and consider The Middle Ages for our work.

- c. Guided Practice: Students will use the [Glideshow](#) to access historical experiences in which groups of people who were seemingly the same (much like the community in *The Giver*), identified and persecuted the Other. I read and chose the most important passages for my students given their reading level/attention span. I would however make the full texts available to them (annotated by me) on Google Classroom.
- d. As students read, they will fill in a quick note sheet to check for understanding:

Example	Group 1 (power/authority)	Group 2 (identified as The Other)	Point of contention

Once students have completed this task we would review the examples, and their charts as a whole class.

- e. Independent Practice Students would use the same skill to go back to *The Giver* and identify examples of Otherness, with considerations to who became empowered in those situations, what kind of action (if any) was taken against the Other, and generally speaking, how does this relate to the dystopian genre as whole?

Students will begin by using a graphic organizer to keep track of at least three instances in the novel of Otherness. Students will need to identify an example and explain its importance to Otherness and its impact on the text.

Day 2: Students will continue to work on the identification of evidence in the text, filling in their graphic organizers. Once this is completed, they will read three critical pieces about *The Giver*. Again, these are lengthy pieces and my students would need significant support reading them. I would provide them a copy with my annotations and/or excerpts from the text. These readings would help them further support the evidence found in the text. One of our goals in sixth grade is to craft a claim and synthesize multiple texts to support that claim. This lesson would be a lofty goal, but seems appropriate for an end-of-sixth-grade task. In order to read, create a graphic organizer, and write, this would likely take 3-4 days total.

Closing: After 3-4 days, students should notice some trends and hopefully make connections to their current worlds. Ideally, I'm hoping they can come to the conclusion on their own, that in the absence of substantive differences, people often look for something unfounded as a means of acquiring power or authority.

Differentiated Instruction

As I mentioned, the readings would be challenging for my students; therefore, they would have access to annotated passages or excerpts from the text.

Some students (especially ELL and/or students with low reading comprehension) would work in a small group with me to help with the reading and gather evidence.

Depending upon time and/or accessibility for students, some may only be required to craft a claim and complete a graphic organizer.

Materials & Resources

Print-outs of selected readings or PDF versions available on Classroom (Works cited below)

The Giver

ChromeBooks

Notebooks

Note-taking sheet

Graphic organizers

Assessment

The final product would be the writing piece. Formative assessments throughout the lesson would include: discussions, small group work, note-taking sheet, graphic organizer, and drafts of writing.