

Big Idea Language of the Discipline Rules

A **CRITICAL THINKING**

RESOURCE FOR...

The GIVER

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Trends Across Disciplines Details

Multiple Perspectives Relate Over Time

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for Lois Lowry's, *The Giver*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Ethics Rules Trends Patterns

Unanswered Questions Multiple Perspectives

Across Disciplines Relate Over Time Details

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Melissa Tallman
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RULES

Compare and contrast the cultural norms in this chapter with current cultural norms.

TRENDS

Can you determine when in time this story takes place? Are there any clues (vehicles, word usage, etc.) that can help you identify an approximate era?

Core Question

Based on the information you have from this chapter, how does "Jonas's world" contrast to your world? What inconsistencies do you find when you compare your school, community, or family life with that of Jonas's?

BIG IDEA

What conclusions can you draw based upon the characters in this chapter? What details from the book support these conclusions?

UNANSWERED QUESTIONS

The author leaves the reader with many unanswered questions in this chapter. What are three unanswered questions that you have?

RULES

What rules (e.g., society or family rules) do you think the characters in this chapter need to follow?

LANGUAGE OF THE DISCIPLINE

What writing techniques does the author use to effectively convey setting and character? Provide examples from the chapter.

Core Question

What details from this chapter do you think are relevant (important) to the story? Why do you think these details are important? Did the author include any irrelevant information?

ETHICS

What values or morals do you think Jonas's parents have? What evidence from the text supports this?

RELATE OVER TIME

How did your feelings about the story change as you read this chapter? What details had the most affect on you?

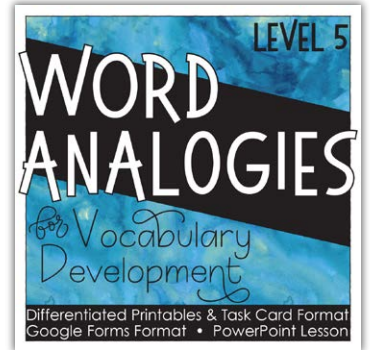
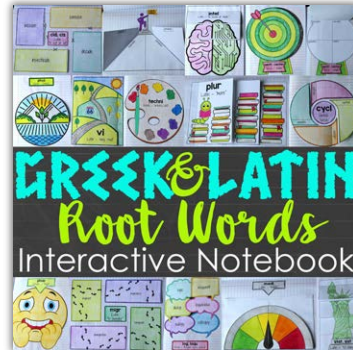
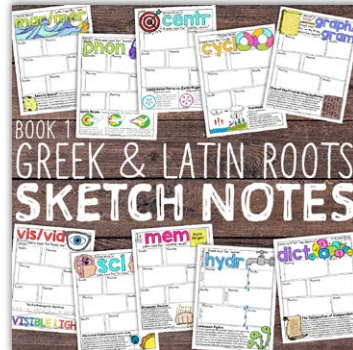
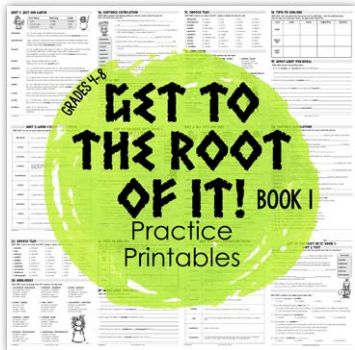


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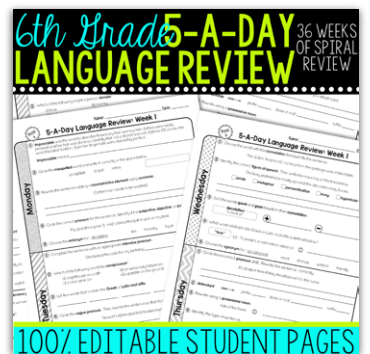
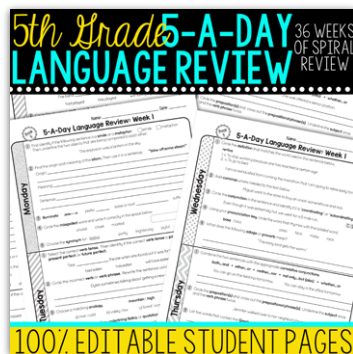
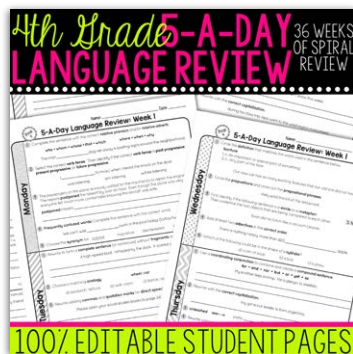
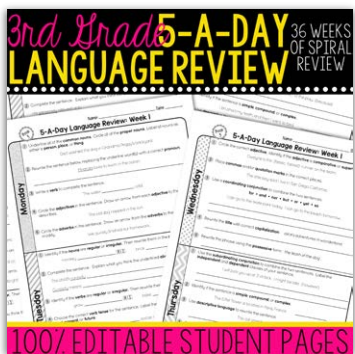


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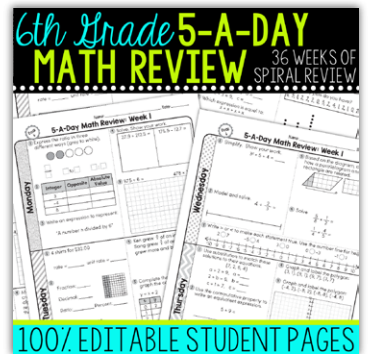
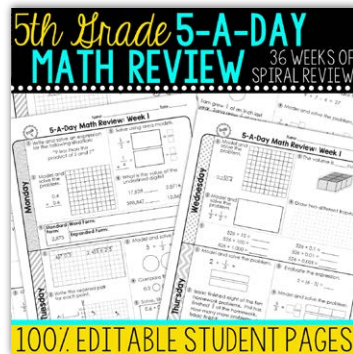
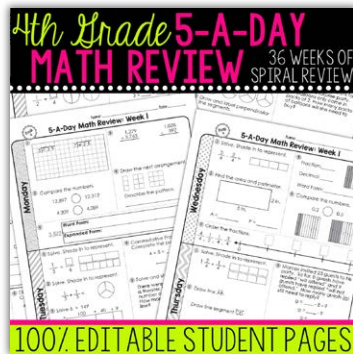
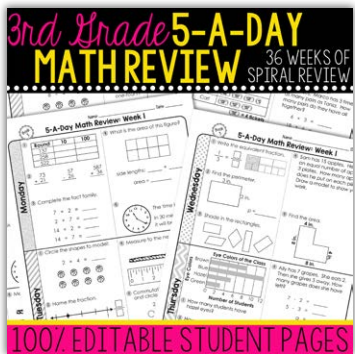
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HANDS-ON MATH TILES

