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### Benefits

- Students will find meaning in a work of literature with
  - reproducible activity sheets
  - an author biography
  - focus activities
  - comprehension checks
  - vocabulary exercises
  - writing prompts
  - culminating projects
  - discussion and writing suggestions
  - extension activities
- Choose exactly the activities you need to meet your students' needs.

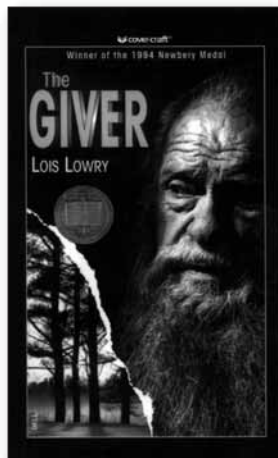
program rationale  
teacher tips


detailed plot summaries  
an answer key

a skills index  
vocabulary definitions

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—Barbara Lewis, Teacher,  
St. Mary on the Hill





The Giver  
**Literary Skills**  
Chapters 7-9 *Character Development*

Name \_\_\_\_\_

**■ Clues to Character**

The Ceremony of Twelve is the only ceremony which honors individual differences. The Elders have carefully observed the Elevens' unique traits. They have also watched the way each individual accepts or resists the community's rules and values. Finally, they have made Assignments which match individual characteristics to community needs.

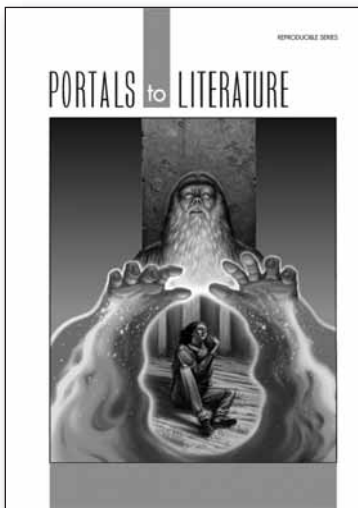
Jonas has a hard time believing that he has the five traits needed by the Receiver of Memory. But the Elders have already seen evidence that Jonas possesses these qualities. This evidence can be found in the way Lowry describes four important influences on Jonas' character: his community, his uniqueness, his personal choices, and his human potential.

**Directions**  
The Chief Elder says that Jonas has demonstrated all but one of the traits required of the new Receiver of Memory. The four characteristics Jonas has already demonstrated are listed in the chart below. Find at least one piece of evidence in chapters 1-9 that proves that Jonas possesses each trait. Then decide why Jonas has this trait. You may choose more than one reason from the list below.

- his community encourages this trait
- Jonas is a unique individual
- Jonas makes a personal choice
- all human beings have this trait

| Trait                  | Evidence | Page Number | Reason(s) |
|------------------------|----------|-------------|-----------|
| intelligence           |          |             |           |
| integrity              |          |             |           |
| courage                |          |             |           |
| Capacity to See Beyond |          |             |           |

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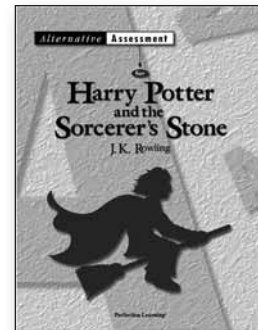
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- suggestions for developing your own standards and criteria suggestions for adapting projects to various leaning styles

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**ALTERNATIVE Assessment**

Name \_\_\_\_\_ Project Title \_\_\_\_\_

**General Standards and Criteria for Project Evaluation**  
Apply those standards that fit the specific project. Some standards might not be used.

| Standards<br>Areas of Assessment  | Criteria  |   |  |  |
|---|---|---|--|--|
|   | High  | Very Good   | Adequate   | Needs Work   |
| <b>Research and Preparation</b><br>• Resources<br>• Evidence<br>• Deadlines<br>• Use of Time          | <input type="checkbox"/> used a variety of challenging, reliable, and appropriate resources<br><input type="checkbox"/> used appropriate evidence and examples<br><input type="checkbox"/> met all deadlines<br><input type="checkbox"/> used any extra time to extend research                       | <input type="checkbox"/> used several reliable, appropriate resources<br><input type="checkbox"/> made effort to use evidence and examples<br><input type="checkbox"/> met deadlines<br><input type="checkbox"/> used preparation time well   | <input type="checkbox"/> used minimum number of resources for basic information<br><input type="checkbox"/> used some evidence and examples<br><input type="checkbox"/> needed encouragement to meet deadlines<br><input type="checkbox"/> spent minimal time on preparation | <input type="checkbox"/> used few resources<br><input type="checkbox"/> used little evidence and few examples<br><input type="checkbox"/> didn't meet all deadlines<br><input type="checkbox"/> spent little time on preparation |
| <b>Content</b><br>• Purpose<br>• Organization<br>• Audience<br>• Appeal<br>• Information<br>• Sources | <input type="checkbox"/> creatively fulfilled purpose on planning<br><input type="checkbox"/> used logical, easy-to-follow order<br><input type="checkbox"/> created and appealed to high audience<br><input type="checkbox"/> covered topics thoroughly<br><input type="checkbox"/> credited sources | <input type="checkbox"/> completely fulfilled purpose on planning<br><input type="checkbox"/> used logical, easy-to-follow order<br><input type="checkbox"/> created and appealed to high audience<br><input type="checkbox"/> covered topics thoroughly<br><input type="checkbox"/> credited sources | <input type="checkbox"/> fulfilled purpose on planning sheet<br><input type="checkbox"/> used order that was logical   | <input type="checkbox"/> did not fulfill purpose<br><input type="checkbox"/> used hard-to-follow order<br><input type="checkbox"/> created little interest   |
| <b>Visual Elements</b><br>• Audience<br>• Appeal<br>• Purpose<br>• Effectiveness<br>• Effort          | <input type="checkbox"/> were easy to understand<br><input type="checkbox"/> supported the purpose<br><input type="checkbox"/> identified the audience  |   |  |  |
| <b>Written Elements</b><br>• Accuracy<br>• Revision<br>• Details                                      | <input type="checkbox"/>  |   |  |  |
| <b>Oral Presentation</b><br>• Delivery<br>• Props<br>• Eye Contact                                    | <input type="checkbox"/>  |   |  |  |

**Harry Potter and the Sorcerer's Stone**

**Short-Term Project Suggestions**

1. Compare and contrast the Muggle world to the world of the wizards. You can use a Venn diagram or a simple chart to display your work.
2. Pretend you are Hermione. Write a letter to your parents (remember they are dentists, not wizards) describing your first year at Hogwarts.
3. Make a collage of quotes from the book that describe Hogwarts. Make the collage colorful and appealing. Include page numbers so others can find the quotes in the book.
4. Design a set of bookmarks for *Harry Potter and the Sorcerer's Stone*. Put a different character on each one. Illustrate the bookmarks according to what you think the characters look like. Then include a "defining moment" for each (defining moments could be scariest moment for that character, proudest moment, etc.).
5. Write a letter to J. K. Rowling telling her what you thought about *Harry Potter and the Sorcerer's Stone*. Include any questions you might have about the book.

**Assessment Project**

7. Use a Venn diagram to contrast Harry and Hermione.
8. Design a Harry Potter poster for the Sorcerer's Stone. Use your poster to describe the book.
9. Write a new chapter for the *Daily Prophet* and Hermione and the Sorcerer's Stone.
10. Make a floor plan of the levels at Hogwarts. Use your imagination. How many rooms are located on each level?
11. Make a map of the Forbidden Forest. Be sure to include the Forbidden Forest, the Forbidden Forest, and the Forbidden Forest.
12. Act out a scene from *Harry Potter and the Sorcerer's Stone* using any words from the book.

**ALTERNATIVE Assessment**

Rubrics help students assess their own learning.

Sample pages from Harry Potter and the Sorcerer's Stone

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| Belle Prater's Boy, <i>White</i> [RL 4.7 IL 4–9]                        | LBT77803         | Night, <i>Wiesel</i> [RL 10 IL 9+]                                  | LBT76322         |
| Beowulf, translated by <i>Raffel</i> [RL 11 IL 10–12]                   | LBT77511         | 1984, <i>Orwell</i> [RL 8 IL 9+]                                    | LBT77526         |
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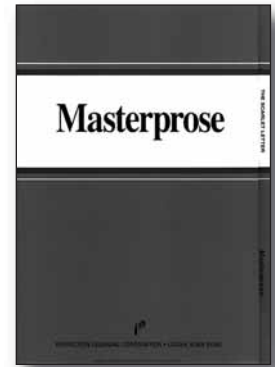
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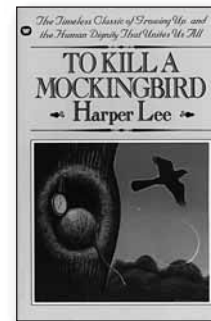
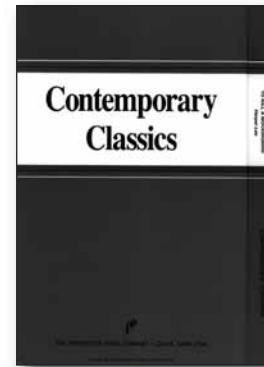
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Choose the letter of the word or phrase that comes closest to the meaning of the main word.

|   |   |   |  |
|---|---|---|--|
| <b>Part I</b>   | 7. <b>condescension</b><br>a. statement<br>b. act of compassion<br>c. treat others as inferior<br>d. funny remark                             | 12. <b>ascertain</b><br>a. to mention<br>b. to find out for sure<br>c. to think about<br>d. to release                        | 18. <b>interdict</b><br>a. of higher mentality<br>b. careful watch<br>c. blessing<br>d. official restraint           |
| 1. <b>essuage</b><br>a. decipher<br>b. complete<br>c. relieve<br>d. express       | 8. <b>suspicious</b><br>a. awesome<br>b. favorable<br>c. distrustful<br>d. unhappy  | 13. <b>aberration</b><br>a. ghost<br>b. different from normal<br>c. ugliness<br>d. power                                      | 19. <b>pellation</b><br>a. hardened<br>b. to lessen seriousness<br>c. act of being upset<br>d. growing weak          |
| 2. <b>tactum</b><br>a. silent<br>b. tactful<br>c. lazy<br>d. boisterous           | 9. <b>scuppernon</b><br>a. lacy mushroom<br>b. garden pest<br>c. delicate flower of the South<br>d. grape                                     | 14. <b>lineament</b><br>a. harshness<br>b. medicine<br>c. distasteful feature<br>d. characteristic                            | 20. <b>cantankerous</b><br>a. quarrelsome<br>b. good-natured<br>c. quiet<br>d. fearful                               |
| 3. <b>vapid</b><br>a. full<br>b. uninteresting<br>c. evaporate<br>d. quickly      | 10. <b>pestilence</b><br>a. unequalled event<br>b. offense<br>c. slow story<br>d. epidemic disease  | 15. <b>philippic</b><br>a. insincere praise<br>b. polite questions<br>c. harsh statements<br>d. long speech against something | <b>Part II</b><br>1. <b>habillments</b><br>a. clothes<br>b. implements or tools<br>c. objects of habit<br>d. protest |
| 4. <b>predilection</b><br>a. forecast<br>b. dilemma<br>c. event<br>d. preference  | 11. <b>edification</b><br>a. process of instruction or improvement<br>b. act of honor<br>c. long awaited satisfaction<br>d. disgrace          | 16. <b>umbrage</b><br>a. refuge or safety<br>b. comfort<br>c. offense or displeasure<br>d. wonder                             | 2. <b>contentious</b><br>a. crazy<br>b. argumentative<br>c. content<br>d. strange                                    |
| 5. <b>nebulous</b><br>a. hazy, indistinct<br>b. strong<br>c. clear<br>d. foremost | 6. <b>entailment</b><br>a. property limited to certain heirs<br>b. lawsuit<br>c. unpaid portion of taxes<br>d. illegal use of public property | 17. <b>rectitude</b><br>a. complacency<br>b. righteousness<br>c. vast damage<br>d. inferiority                                |  |

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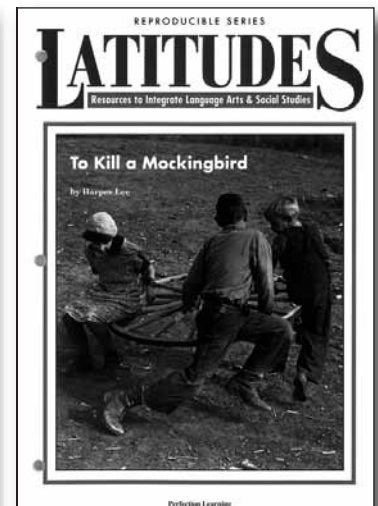
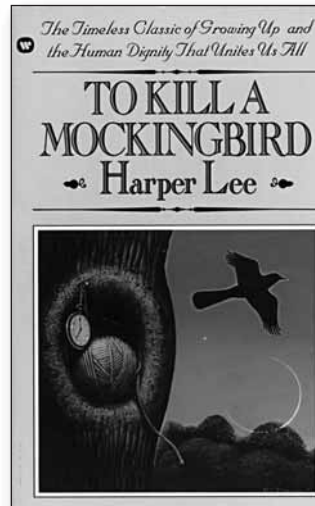
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## MORPHINE

### A Southern Lady's Drug

*Morphine is a highly addictive pain reliever that is still used today, although it is strictly regulated. In the early 1900s, morphine addiction was more than an isolated occurrence. Following is a look at the "typical" morphine addict of the early 20th century. The data are summarized from *Dark Paradise* by David T. Courtwright.*

#### 1920s Typical Morphine Addict

- white female
- middle-aged or older
- widowed
- homebound
- lives in the South
- property owner
- began using morphine for medical reasons

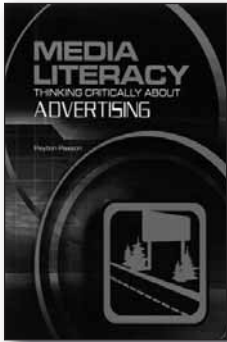
*The account that follows, from Courtwright's book, shows how Mrs. Dubose in *To Kill a Mockingbird* typifies the morphine addict of her time.*

**T**here is, by way of summing up, a character in Harper Lee's novel *To Kill a Mockingbird* named Mrs. Henry Lafayette Dubose. Mrs. Dubose is a propertied and cantankerous widow residing in a small Alabama town. She is also a morphine addict, having become addicted years ago as a consequence of a chronic, painful condition. Informed that she has only a short while to live, she struggles to quit taking the drug, for she is determined to "leave this world beholden to nothing and nobody." Although fictitious, Mrs. Dubose personifies the American opium or morphine addict of the late nineteenth and early twentieth centuries. If all of the foregoing statistics were condensed into a single, modal type, it would closely resemble Mrs. Dubose: a native Southerner, possessed of servant and property, once married, now widowed and homebound, evidently addicted since late middle age. In all respects—her sex, age of addiction, race, nationality, region, class, and occupation (or lack thereof)—she is typical. Typical, too, is the origin of her condition: she was addicted by her physician.

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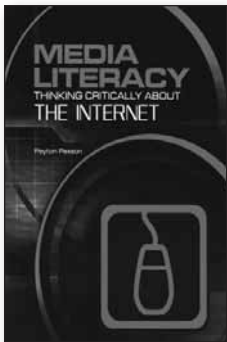
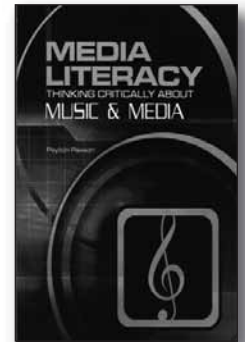
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- Fosters awareness of advertising strategies

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- Analyzes the dramatic devices used in storytelling
- Encourages students to deconstruct and assess popular culture’s reinforcement of or attack of traditional values

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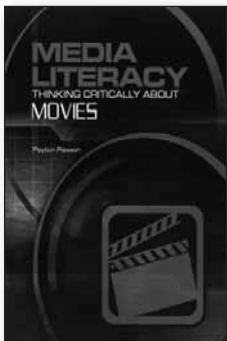
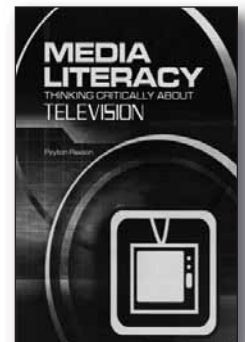
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- Investigates the reliability of sexual information targeted to teens through popular media
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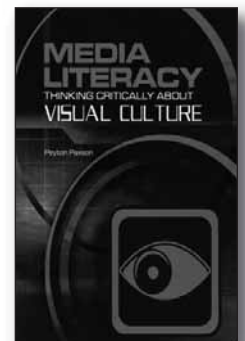
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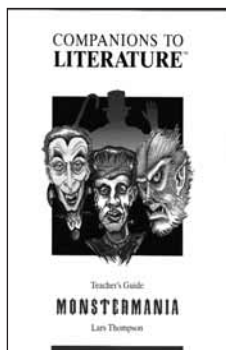
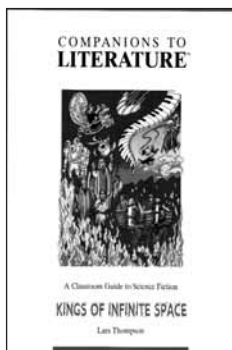
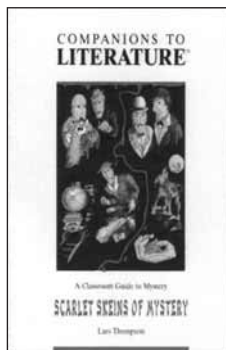
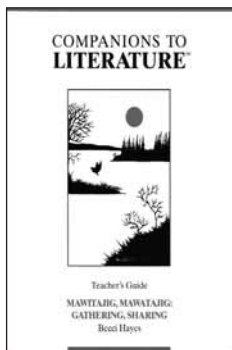
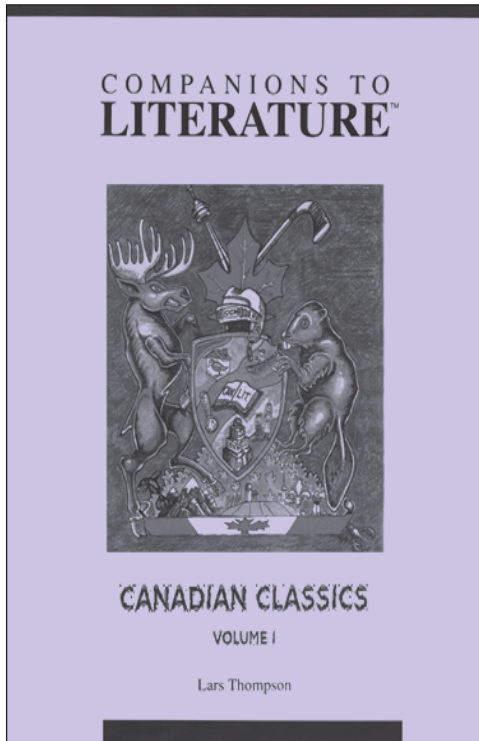
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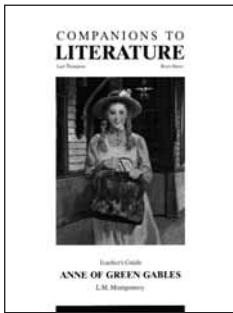
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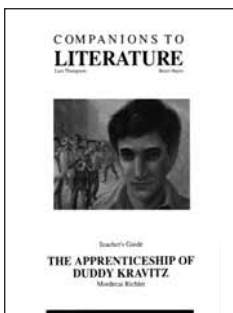
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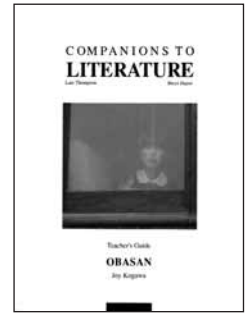
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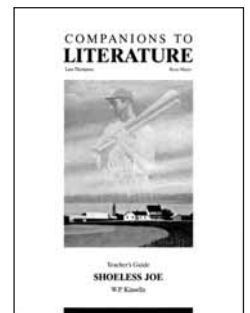
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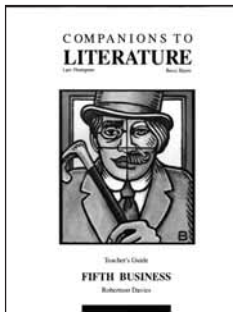
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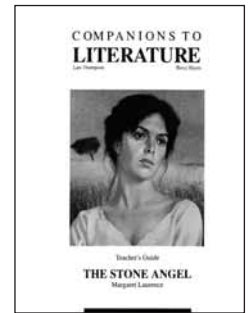
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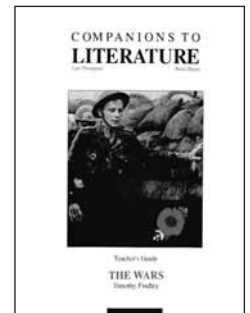
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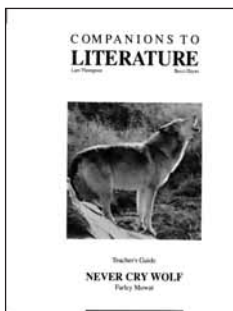
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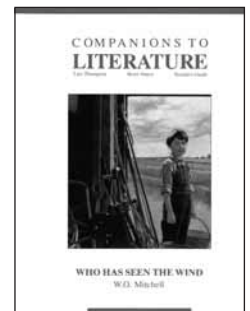
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