

The Giver Characterization and Foreshadowing Lesson Plan

CA State Standards Grade 7

Literary Response and Analysis 3.2—identify events that advance the plot and determine how each event determine past or present actions for foreshadows future actions.

Literary Response and Analysis 3.3-- Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Objective: *By the end of the lesson, we will determine how characterization foreshadows future actions as evidenced by written and verbal closure activities.*

Common Core Standards

Reading Standards Grade 7

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Objective: *By the end of the lesson, we will cite evidence to support character traits and analyze how characterization shapes future events as evidenced by written and verbal closure activities.*

Anticipatory Set

Quickwrite: What qualities make a person responsible? Who do you know who has these traits?

Sentence frames for English Learners:

A person who is responsible is _____, _____, and _____. Someone I know who is responsible is _____ because _____.

Instruction 

Define the following: character traits, direct characterization, indirect characterization, evidence, predict, foreshadowing

Instruct students on how to properly format quotations

Check for Understanding Questions:

Define _____ in your own words. (Costa's level 3)

Compare and contrast direct characterization and indirect characterization. (Costa's level 2)

Explain the steps needed to format a quote properly. (Costa's level 2)

Sentence frames for English Learners:

In my own words, _____ means _____.

An example of _____ is _____.

Guided Practice   

Using the five traits for Jonas as defined by the Chief Elder in the Ceremony of Twelve and the attached handout, work with students to complete two to three bubbles. Each trait will connect to a trait showing evidence that Jonas has that trait and will also include a prediction of

what this foreshadows will happen later in the novel. Students will work with partners or small groups to complete the remaining bubbles as the teacher monitors and assists as needed.

Check for Understanding Questions:

Predict what will happen based on the determined trait.

What quotation supports the character trait?

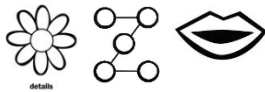
Justify how the quotation show that he is _____.

Sentence frames for English Learners:

The quote _____ shows that Jonas is _____ because _____.

Based on the character trait _____, I predict _____.

Closure



Students will share out one prediction they have made based on a character trait using the following frame using the Think-Pair-Write-Share strategy

Based on the quote, “ _____,” I determined that Jonas is _____. This trait helps foreshadow that he will _____ later in the novel.

Independent Practice: Students will write a summary of their thinking map using the academic vocabulary needed to share their observations about characterization and what it foreshadows about future events.



