***The Giver* Pre-Reading Activity**

**Group members:**

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Tomorrow you will be doing a fishbowl on one of the following topics. You and your group should prepare today and tonight. It is a 15 point classwork grade using the Fishbowl rubric. This fishbowl is somewhat different because it asks for your opinions, so make sure you have thought your ideas through. Just because you are answering based on opinion does NOT mean you don’t have to use textual evidence.

Each group will need an “opening statement” to let the class know what the question was about and your collective summary.

This fishbowl will be **organic** **(developing naturally),** so the timing is flexible. We can spare time for a second day, so don’t feel rushed.

Remember, take notes on your Fishbowl Notesheet. This is crucial because even though you are only participating in one Fishbowl, you will need to apply your listening skills to gather information from the groups. These five questions are on the final objective test for the novel.

**Resource Group #1: What is a Utopia?**

 --define

 --look at our Bill of Rights--is this Utopian?

 --Is it possible to have a society that all people agree on? Why or why not?

 --Think/talk about the quote as it impacts the idea of a Utopia:

“When we lose the right to be different, we lose the privilege to be free.” (Charles Evans Hughes, Address at Faneuil Hall, Boston, Massachusetts, June 17, 1925)

[CCSS.ELA-Literacy.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Resource Group #2: Transforming the US into a Utopia:**

 --If you were to improve our society/world, what would you change?

 (examples: poverty, homelessness, etc. )

 --How would you go about making those changes?

 --What kind of government would work best to create this Utopia?

 --Think/talk about the quote as it impacts the idea of a Utopia:

 “[For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.](http://www.brainyquote.com/quotes/quotes/n/nelsonmand178787.html?src=t_freedom)” ([Nelson Mandela)](http://www.brainyquote.com/quotes/authors/n/nelson_mandela.html)

[CCSS.ELA-Literacy.SL.8.1.c](http://www.corestandards.org/ELA-Literacy/SL/8/1/c/)
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**Resource Group #3: Bullying and Power**

 --How would you eliminate bullying? Is that possible?

 --What is the relationship between bullying and power?

--Look at the Dignity for All Students Act (DASA). Do a keyword search of the word “DASA.” Watch a video about the topic. What do you notice?

[CCSS.ELA-Literacy.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/)
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Resource Group #4: Connotations and conclusions**

--Remember that a connotation is the feelings associated with a word and denotation is the dictionary definition. For this discussion, you’ll be talking about both.

--Look at this list of words: infraction, interdependence, relinquish, infringe, unanimous

 Determine their denotation.

 What connotation does each word have?

What conclusions can we draw about this book, based on these words?

--The precise meaning of words is very important in this book. Why might that matter? (think about our conversation about good vs. stupendous, tiny vs. microscopic)

[CCSS.ELA-Literacy.L.8.5.c](http://www.corestandards.org/ELA-Literacy/L/8/5/c/)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**Resource Group #5: Real Utopias**

--Throughout history, societies have tried to form Utopias. Research one that was pre-1900 and another that was post-1900. Discuss with each other your findings and identify two similarities and two differences.

[CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/)
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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[***Bob Dylan***](http://www.brainyquote.com/quotes/authors/b/bob_dylan)