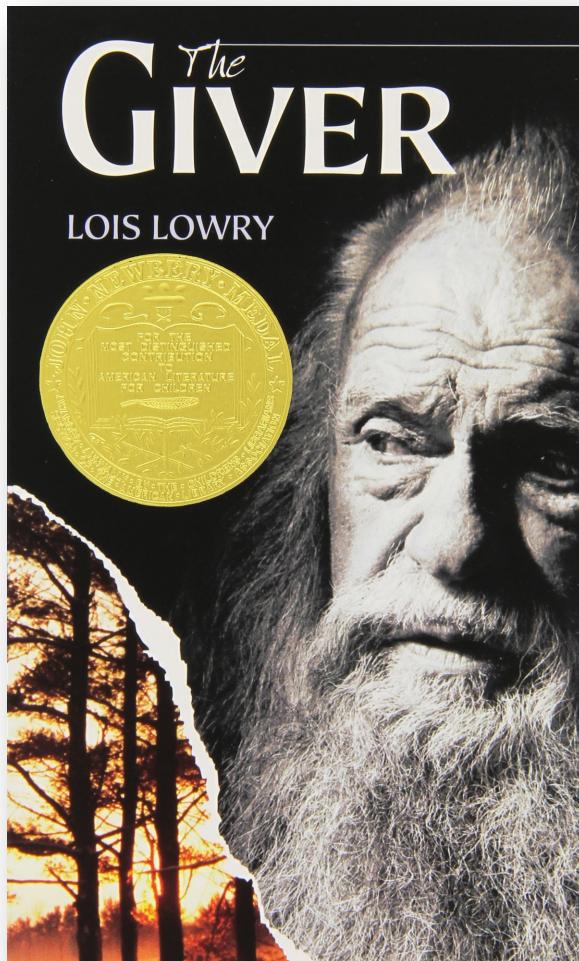

The Giver



Teacher's Guide

Organization of the LES

- ❑ Provide each student with a Canada notebook. This will become their journal for the duration of the LES.
- ❑ With the help of the teacher, students will organize their journal and decorate the cover page in a final activity.
- ❑ This LES is divided into four sections. Each section will include journal entries and discussion questions.

1. Getting to Know the Community: chapters 1-6
2. Jonas's Selection as Receiver of Memory: chapters 7-13
3. Jonas Questions the Conventions of His Community: chapters 14-18
4. Jonas Rejects the Ethics of the Community: chapters 19-23

The Journal (Canada Notebook)

- ❑ Print copies of the student handouts and have students glue the different sections in their Canada notebook.
- ❑ Have students separate their journal in four equal sections to leave room for their entries (around 8 pages per section).
- ❑ Have students choose one question from section A (C2) and one question from section B (C3). Students will highlight the questions they have chosen and write down their answers in their personal journal. Although they will only answer two of the questions, all of the questions will be discussed in small groups at the end of each section.
- ❑ At the end of the LES, students will identify 2 sections they want the teacher to evaluate. **Evaluate only 2 sections** but read the questions from all sections.

Tell the students only at the end which sections they choose to be evaluated on. Ask them to reflect by re-reading all the questions they have answered and they check the ones they want to be evaluated on.

Extra activities

For each of the sections, here are a series of suggested activities that you could do with your students.

Section 1: Getting to Know the Community: chapters 1-6

Extra activity 1: Music Connection

- ❑ Explain to students what Irony is and discuss examples of irony in the book with the students. For example, the notion of volunteer work in Jonas's community.
- ❑ Then, invite students to listen to Alanis Morissette's song Ironic. Encourage them to consider the lyrics and identify or share some of the ironic situations Morissette references.

C1-C2

Extra activity 2: Consequences

- ❑ Write the following actions on the board.:

- Writing derogatory slurs on a wall.
- Taking someone else's bike
- Teasing a sibling for doing poorly on a test
- Biking to another community
- Refusing to accept someone's apology

- ❑ Invite students to rank the following actions from minor to most severe.
- ❑ In small groups, encourage students to reflect on the following question:
What consequences may occur if the following happened in the Community? and justify their answer.

C1

Extra activity 3: Debate

- ❑ Divide students into three teams to debate the following dilemma:
- ❑ The Community used shame to reprimand Jonas for taking the apple home, yet no one ever spoke of it directly. In fact, a large function in the community is to avoid disgrace. Ironically, Jonas was publicly, yet privately shamed. **Do you think this shaming was a fair way to address Jonas's transgression?**

- Team A will argue in favor of Jonas's punishment.
- Team B will argue against it.
- Team C, a team of unbiased judges, will listen to the arguments of the opposing teams and will conclude the debate by offering a collaborative solution that integrates the differing perspectives.

C1-C2

Section 2: Jonas's Selection as Receiver of Memory: chapters 7-13

Extra activity 1: Job Fair

- ❑ As a class, compile a list of some of the jobs members of the Community are assigned at the Ceremony of Twelve.
- ❑ Place each assignment in an envelope and have students pick one at random.
- ❑ Ask each student to complete a job application or cover letter for the position they received, including the traits and qualities they feel the ideal candidate would possess.

C2-C3

Extra activity 2: Creative History Timeline

- ❑ Encourage students to use their imaginations to create a timeline of major historical events that happened in Jonas's Community over the past 100 years.
- ❑ Ask them to provide titles and brief summaries of each event, and to illustrate key moments.

C1-C2

Extra activity 4: Writing

- ❑ Remind students of the five qualities that a receiver must have: intelligence, integrity, courage, wisdom and the capacity to see beyond.
- ❑ Ask student to rank order the most to least important of the character traits noted above. Encourage them to justify why.
- ❑ Have them describe what each of these traits means to them and identify examples of ways one may demonstrate them.

C1

Extra activity 5: Debate option 1

- ❑ Divide students into three teams to debate the following dilemma:

Why is permission to lie particularly startling to Jonas? How does lying affect others in the Community?

- ❑ Next, ask the teams to debate the following topic:

Is there ever a time in your own life when it is okay to tell a lie? And is there a difference between a big lie and a little lie?

- Team A will argue against lying.
- Team B will argue that lying is often harmless and necessary for good.
- Team C, a team of unbiased judges, will listen to the arguments of the opposing teams and will conclude the debate by offering a collaborative solution that integrates the differing perspectives that were introduced.

C1

Extra activity 6: Debate option 2

Divide students into three teams to debate the following dilemma:

Consider the concept of lying from a larger societal perspective. What if a society found a way to get rid of lying in the community? **Imagine a society that requires everyone to wear a lie detector device at all times. If the detector found out that someone had lied, the information would go to the authorities (teachers, police, or judges). Is this a good idea?**

- Team A will argue that the mandatory use of lie detectors is a violation of human rights and would be harmful to the society.
- Team B will argue that the mandatory use of lie detectors would eliminate harmful dishonesty and crime, therefore enhancing the safety and harmony of the society.
- Team C, a team of unbiased judges, will listen to the arguments of the opposing teams and will conclude the debate by offering a collaborative solution that integrates the differing perspectives that were introduced.

C1

Section 3: Jonas Questions the Conventions of His Community: chapters 14-18

Extra Activity 1: Make a memory book

- Have students make a memory book to help record some of their important memories.
- Students can use their journal to write their memory book.
- To start, have students make a list of people, places, and events from their past and see what memories come up.
- Students can present these memories in different forms (poems, paragraphs, story etc.)

C3

Extra Activity 2: Don't forget

Have student learn more about memory by visiting the Exploratorium's online Memory Exhibition. The website is:
<http://www.exploratorium.edu/memory/>

C2

Extra Activity 3: Debate option 1

Divide students into three teams to debate the following dilemma:

Even though the Giver is technically required to transfer all memories to the Receiver, both good and bad, is this absolutely necessary? Should the Giver decide what memories to transfer?

- Team A will argue that the Giver must transfer all memories, happy and sad, to The Receiver in order to preserve them forever.
- Team B will argue that the sad and painful memories are not healthy or helpful to the Receiver and therefore the Giver should not transfer those memories.
- Team C, a team of unbiased judges, will listen to the arguments of the opposing teams and will conclude the debate by offering a collaborative solution that integrates the differing perspectives that were introduced.

C1-C2

Extra Activity 4: Debate option 2

Divide students into three teams to debate the following dilemma:

When Rosemary requested her own release, was this suicide?

- Team A will argue that Rosemary, by willingly requesting her own release, did commit suicide.
- Team B will argue that Rosemary did not commit suicide, as she may not have been aware of the consequences brought upon by release.
- Team C, a team of unbiased judges, will listen to the arguments of the opposing teams and will conclude the debate by offering a collaborative solution that integrates the differing perspectives that were introduced.

C1-C2

Section 4: Jonas Rejects the Ethics of the Community: chapters 19-23

Extra activity 1: Creative connection

- ❑ Have students think of a powerful scene from the story. What song would they assign to this scene?
- ❑ Have students imagine that they are the filmmaker. Have students make a list of the major artists and songs that they would include in the soundtrack for the film.
- ❑ Then, ask students to discuss the song choices they've made and to comment on what relevance the lyrics of each song have in relation to the scenes.

Extra activity 2: Fishbowl discussion

- ❑ Vary the discussion by having students use the fishbowl discussion format.
- ❑ Ask a group of 3 to 5 students to sit in a circle (for observers who will want to join in). The rest of the class should form a standing ring around the outside around the outside of the inner circle.
- ❑ The educator will pose an open-ended, content related question to the inner group (e.g., What does it mean to be released from the Community? What happens to the released citizens?).
- ❑ While students in the inside circle discuss the prompt, students in the outside circle should listen carefully to the ideas being generated.
- ❑ If a student in the outside circle has something to say, she may join the conversation by taking a seat in the available spot in the inner circle.
- ❑ When a new student joins the inner circle, another student must leave and join the outer circle.
- ❑ This activity allows students to practice directing their own conversational flow, maintain interpretive authority of the material, and sharpen general listening and reflecting skills required by discussions.
- ❑ A fishbowl discussion can take anywhere from 10 to 30 minutes.

Extra activity 3: Fakebook (5 posts)

- ❑ Have students create a Facebook page for one of the characters in the book.
- ❑ Ask them to think of the cover and profile picture they would use, list the relationships of this character and think of 5 different posts this character would post on their Facebook.
- ❑ Posts can be videos, songs or personal thoughts, for example.

The following website allows to create a fake Facebook page. Students must create their 5 posts to be able to modify the cover and profile pictures and save their fakebook. <http://www.classtools.net/FB/home-page>

Final C2-C3 Task

Part 1: Watch Hunger Games Movie Part 1.

There is no need to view both Hunger Games movies in order to do the task. If students want to view the rest, they can do so at home. If you prefer, you could have the students view the movie at home.

While watching the movie, students will take notes in their Note Taking Handout on similarities and differences between the book The Giver and the movie The Hunger Games. Students will be allowed to use their Student Booklet during the final writing task as they will be writing a comparative essay.

Give students the opportunity to compare their notes after viewing the movie.

Part 2: Comparative Essay

Handout copies of the Final Task Booklet to students.

- A. Introduce the template: How to Write a Comparative Essay which explains the required elements of their text they will have to write.
- B. Show comparative essay example to the students and ask them to highlight the 2 differences and underline the similarities. Have them also note the transition words used.
- C. Have the students plan and write a comparative essay comparing the different aspects of the book The Giver and the movie The Hunger Games.

C2

C3

Comparative Essay Example (answer key):

Topic: Comparing love in *The Hunger Games* versus *The Giver*.

3 elements to compare

2 Differences:

1. Spouses are decided for you in *The Giver* but not in *The Hunger Games*
2. Kids are assigned and one of each sex is mandatory in *The Giver* but not in *The Hunger Games*.

1 Similarity:

1. The community has the final say when it comes to love in both communities. For example, with Peta and Katniss in *The Hunger Games* and by controlling sexual feelings with a pill in *The Giver*.

 Read the example paragraph below and highlight the 2 differences and underline the similarity.

 Circle the transition words used in this paragraph

Example paragraph:

Love is present in *The Hunger Games* and in *The Giver*. However, there are some major differences between how each community experiences love. In *The Giver*, spouses are decided for you and you cannot decide who you will marry. Contrary to the book, in *The Hunger Games*, the districts can decide who they want to marry. In *The Giver*, kids are assigned to their parents and each family is only allowed to have one child of each sex. Mothers don't actually give birth to their own children. Although the families in *The Giver* take care of each other, they do not experience real feelings of love. In *The Hunger Games*, parents give birth to their own children and are able to choose how many children they will have. Finally, in both, the community leaders always have the final word when it comes to love. For example, in *The Giver*, the people must take a pill to prevent from having sexual feelings toward another individual. In *The Hunger Games*, when President Snow doesn't like Katniss and Peta being together, he intervenes. At the end of the day, in both communities the people in charge have control over love.

*please note that this is not a complete comparative essay. It is only one paragraph from the body.

Final C1 Task

Have students form groups of 4. Using the PowerPoint, students will read a new rule that The Giver has announced. The four possible memories are given on the PowerPoint. Read them with students and have them discuss which one they believe is the most powerful.

Explain to students that for the other rules, they will be responsible to write 1 memory in their Canada Notebook that may have served to justify the Giver's decision. Then, they will share their memory with their 3 other partners.

Students must discuss each memory and decide which one of the four memories is the most powerful.

Here are the different rules:

- ❑ Cell phones are banned from society.
- ❑ Teens aren't allowed to have sex before they have a steady job.
- ❑ You can only drink alcohol if supervised and quantities will be restricted.
- ❑ You can only pass or fail a class.
- ❑ Grades no longer exist.
- ❑ Parents have total control of your decisions until you are 21.
- ❑ Parents will need to apply for a license to have children.
- ❑ There is a limit to the number of pets you can have.
- ❑ It is mandatory to have friends of different religion, race and political beliefs.
- ❑ It is mandatory to visit an elderly home or take care of the elderly once a week.
- ❑ Everyone must always wear the same style and colour of clothing from the time they are born to the age of 21.
- ❑ A relationship must be approved by a panel of judges and re-evaluated every 3 months.
- ❑ You must donate 10% of your earnings to charity.
- ❑ Someone who doesn't read a certain amount of books will not have access to technology.
- ❑ At one point in your life, you will have to go one year without Internet.
- ❑ Only music without lyrics is allowed.

■ Rubric for Competency 1, *Interacts orally in English—Secondary III Core ESL*

Allot 0 marks for the competency if the student does not carry out the task (e.g. does not speak at all or does not speak in English).

Participation in oral interaction		A	B	C	D	E
Content of the message	Fluency	Interacts throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words). 5 marks	Interacts throughout the discussion. 4 marks	Interacts sporadically or mostly when prompted. 3 marks	Rarely expresses ideas or responds to peers. OR Speaks but rarely interacts with peers, if at all. 2 marks	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated. 2 marks
Articulation of the message	Accuracy	Discusses the topics addressed by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions). AND Brings up new ideas or aspects to enrich the discussion. 5 marks	Discusses the topics addressed by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions). 4 marks	Expresses basic ideas related to the topics, elaborating somewhat when prompted. 3 marks	Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses relevant ideas but does not interact with peers. 2 marks	Speaks with much difficulty when interacting (e.g. messages are often choppy/incomplete or made up of isolated words, or pauses and hesitations often hinder interaction). OR Speaks with fluency but does not interact with peers. 2 marks
Allot 0 marks for the competency if the student does not speak at all or does not speak in English.		5 marks	Speaks with a certain degree of ease when interacting. Hesitations, although present, rarely interfere with interaction. 4 marks	Speaks with some difficulty when interacting (e.g. messages are sometimes choppy/incomplete and/or pauses and hesitations sometimes hinder interaction). 3 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are understood with some interpretation. 3 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are mostly understood but require a lot of interpretation. OR Speaks with accuracy but does not interact with peers. 2 marks
		5 marks	When interacting, expresses messages that are clear and contain few errors, if any. 4 marks	4 marks	3 marks	2 marks

¹ To interact, the student must do the following: react to / build on what peers say express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.

■ Rubric for Competency 1, *Interacts orally in English—Secondary IV Core ESL*

Allot 0 marks for the competency if the student does not carry out the task (e.g. does not speak at all or does not speak in English).

Accuracy	Articulation of the message	Fluency	Content of the message	Participation in oral interaction	A	B	C	D	E
5 marks	When interacting, expresses messages that are clear and contain only a few minor errors, if any.	When interacting, expresses messages that are clear but contain several noticeable errors.	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation.	Speaks with natural ease and confidence when interacting.	Speaks with a certain degree of ease and confidence when interacting. Hesitations, though present, do not interfere with interaction.	Discusses the topics addressed in depth, going beyond the obvious. AND Brings up new ideas or aspects to enrich the discussion.	Discusses the topics addressed in a detailed and relevant manner (e.g. gives examples, negotiates or clarifies meaning).	Interacts throughout the discussion, using a variety of techniques to help the discussion move forward (e.g. asks for details, comments on what others say).	Interacts throughout the discussion.
4 marks	When interacting, expresses messages that are clear and contain only a few minor errors, if any.	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with some interpretation.	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation.	Speaks with fluency but does not interact with peers.	When interacting, frequently hesitates, hesitates and/or expresses choppy/incomplete messages.	When interacting, sometimes hesitates and/or expresses choppy/incomplete messages.	Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses relevant ideas but does not interact with peers.	Speaks, but rarely interacts with peers, if at all. OR Interacts very little unless prompted.	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context.
3 marks	When interacting, expresses messages that are clear and contain only a few minor errors, if any.	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation.	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation.	Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated.	When interacting, frequently hesitates; uses isolated words and/or expresses choppy/incomplete messages.	When interacting, sometimes hesitates and/or expresses choppy/incomplete messages.	Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. <i>I think it's good; It's true</i>). OR Expresses relevant ideas but does not interact with peers.	Speaks with fluency but does not interact with peers.	Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context.
2 marks									OR

¹ To interact, the student must do the following: react to / build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue but not to the ongoing discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.

Oral Interaction Evaluation Rubric Competency 1, *Interacts orally in English*

Oral Interaction Evaluation Rubric						
Jun 2014, éd. 2014 édition 2014						
Students' full names						
A	B	C	D	E		
Interacts throughout the discussion, using a variety of techniques to help the discussion move forward (e.g. asks for details or clarification). 5 marks	Interacts throughout the discussion. 4 marks	Interacts sporadically. 3 marks	Expresses messages that are mostly repetitive or can apply to any topic (e.g. I think it's good; It's true). OR Speaks but rarely interacts with peers, if at all. 2 marks	Mostly expresses ideas that are incomprehensible, irrelevant to the topics or inappropriate to the task or context. OR Expresses relevant ideas but does not interact with peers. 2 marks	When interacting, frequently hesitates, uses isolated words and/or expresses choppy/ incomplete messages. OR Speaks with fluency but does not interact with peers. 2 marks	When interacting, makes errors that regularly affect clarity of messages. Messages are understood, or mostly understood, with a lot of interpretation. OR Speaks with accuracy but does not interact with peers. 2 marks
Discusses the topics addressed in depth, going beyond the obvious. AND Brings up new ideas or aspects to enrich the discussion. 5 marks	Discusses the topics in a relevant manner (e.g. gives examples, negotiates or clarifies meaning). 4 marks	Speaks with a certain degree of ease and confidence when interacting, although present, do not interfere with interaction. 4 marks	When interacting, makes errors that are clear but contain several noticeable errors. 4 marks	When interacting, makes errors that are clear and contain only a few minor errors, if any. 5 marks	When interacting, makes errors that are clear and contain only a few minor errors, if any. 4 marks	Total of 4 marks for this level
Accuracy	Articulation of the message	Fluency	Content of the message	Content of the message	Content of the message	Total 20
Ministère de l'Éducation, du Loisir et du Sport 134-510 – Anglais, langue seconde, programme de base	Oral interaction in English	Participation in the interaction	Fluency	Accuracy	Articulation of the message	

All or 0 marks if the student does not carry out the task [i.e. does not speak at all or does not speak in English].

 Québec
Éducation,
Loisir et Sport

Competency 2 Rubric,¹ Reinvents understanding of texts
Secondary III, IV² and V² Core and Enriched ESL Programs

TASK:

TASK REQUIREMENTS	A+	A	B+	B	C+	C	D+	D	E
Select relevant information/ideas from the texts provided. AND Develop and shape the information/ideas into an original, ³ coherent text that is tailored ⁴ to the purpose and target audience.	The student provides the target audience with a sophisticated text. Lapses, if any, are very few and have no impact on the overall effectiveness of the text. The text displays all or most of the following: <ul style="list-style-type: none"> • accurate content • content that is relevant and sometimes insightful • content that is focused (i.e. clearly developed in light of the purpose and target audience) • content that is skillfully shaped • content that is not copied verbatim or patchwritten⁶ 	The student provides the target audience with an acceptable text. Lapses are few and have only a minor impact on the overall effectiveness of the text. The text displays one or more of the following: <ul style="list-style-type: none"> • minor inaccuracies • some content that is irrelevant • some content that is repetitive or too general • information/ideas that are slightly misleading or contradictory • content that is adequately shaped • content that is not copied verbatim or patchwritten 	The student provides the target audience with an acceptable text. Lapses have a moderate impact on the overall effectiveness of the text. The text displays one or more of the following: <ul style="list-style-type: none"> • significant inaccuracies • much content that is irrelevant • much content that is repetitive or too general • information/ideas that are seriously misleading or contradictory • some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) • a very small amount of content that is copied verbatim or patchwritten 	The student's text leaves the target audience confused or ill-informed. OR Lapses have a significant impact on the overall effectiveness of the text. The text displays one or more of the following: <ul style="list-style-type: none"> • significant inaccuracies • much content that is irrelevant • much content that is repetitive or too general • information/ideas that are seriously misleading or contradictory • content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) • some content that is copied verbatim or patchwritten 	The text is incomplete. OR The text presents little content drawn from the texts provided. OR The text shows poor understanding of the texts provided or the task requirements. OR The text is mostly irrelevant to the task.				
Evaluation criterion: Use of knowledge from texts in a reinvestment task									

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¹ This generic rubric may be used with most reinvestment tasks for Secondary III, IV and V students in the Core and Enriched ESL programs. The reinvestment task given to students determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc.

² To mark the Secondary V Enriched ESL uniform examination, teachers must use the official examination rubric, which has significant differences as it is a task-specific rubric.

³ In this context, original means to adapt the information/ideas to the task, therefore not copying it/item verbatim or patchwriting from the texts provided.

⁴ Tailor means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

⁵ A lapse is a slip or deviation from the expected standard.

⁶ Using phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one's own writing.

CRITERIA	A	B	C	D	E
Content of the message requirements coherence pertinence	Writes or produces a comparative essay that corresponds to all of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to all of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to all of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to partially of the requirements of the task. ✓ Introduction: what is compared and what 3 aspects are being compared. ✓ 3 Body paragraphs that have each 3 elements being compared (2 differences and 1 similarity). ✓ Conclusion: which community they would rather live in and why 5 marks	Writes or produces a comparative essay that corresponds to very few or none of the requirements of the task. 0 marks
	Content is rich; ideas developed with elaboration and detail. 10 marks or 9 marks	Content is appropriate; ideas adequately developed with some elaboration and detail. 8 marks or 7 marks	Content is somewhat undeveloped and/or somewhat repetitive. 5 marks or 4 marks	Content is undeveloped and repetitive. 3-2-1-0 marks	None of the ideas in the comparative essay are coherent. 1 marks
	All of the ideas in the comparative essay are coherent. 5 marks	Most of the ideas in the comparative essay are coherent. 4 marks	Few of the ideas in the comparative essay are coherent. 2 marks	Message is sometimes pertinent to the topic with some interpretation. 3 marks	Message is rarely pertinent to the topic with a lot of interpretation. 1 marks
	Message is always pertinent. 5 marks	Message is often pertinent. 4 marks	Message is often pertinent to the topic with some interpretation. 3 marks		



References

Sanderson, J. (s.d.). A Reading Guide to the Giver. *Scholastics Reference*.
Selman, R. L., & Tracy, E. (s.d.). *The Giver: Educator's Resource Guide*.