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# Teaching Strategies

## 1 Creating a Utopian Society

**READING COMPREHENSION/ Literary Analysis.** Before students begin the activity, discuss the terms *utopia* and *utopian society*. After the activity, explain that utopia comes from Greek. In Greek, *ou* is “no,” and *topos* is “place.” *Utopia* means “no place.”

## 2 Response Log

**READING COMPREHENSION/ Literary Analysis.** This response log provides students with an outlet for *exploring* conclusions, thoughtful questions, and personal responses.

Each time students are given a reading assignment, provide the response log activity sheet. Later, have small groups share their responses or read through the logs, making note of interesting, pointed comments. Use these comments to begin a class discussion.

## 3 Recording Your Feelings

**READING COMPREHENSION/ Critical-Creative Thinking.** This activity allows students to *make connections* between their lives and the literature they read. By practicing the ritual, students will better understand why the community takes part in this ritual. Be sensitive to student issues of privacy.

## 4 Visualizing Jonas’s World

**READING COMPREHENSION/ Literary Analysis.** Students share the mental images that the novel evokes for them. For students less adept at visualizing, this activity provides invaluable training in creating images to accompany what is read. Students must call upon their ability to evaluate and synthesize as well as visualize in order to choose just one element to represent.

## 5 *The Giver* Vocabulary

**READING COMPREHENSION/ Literary Analysis.** To enhance the credibility of her futuristic community, Lois Lowry has fashioned a language using both English words and words she has created for the story. This activity focuses on the more difficult English words. By familiarizing themselves with these words, students will reduce interpretation problems with the novel.

## 6 Describing Ages

**READING COMPREHENSION/ Literary Analysis.** This activity allows students to share their *comprehension of characterization* and their *attention to detail*. In Jonas’s society, age is an important factor because it establishes one’s place in the society. Discuss whether children in our society share some of the age traits.

## 7 Assignments

**READING COMPREHENSION/ Critical-Creative Thinking.** This activity helps students *identify* with the Committee of Elders. Students gain understanding of the assigning process and the apprehension that accompanies it. It may be useful to read the second half of Chapter 7 (Asher’s Assignment) to students so they can model their thinking processes after those in this chapter.

## 8 A Different World

**CRITICAL-CREATIVE THINKING/ Writing.** Students *argue a position* on one of the given statements. Encourage students to think of three reasons for supporting their position on the statement. An extension of this activity could be a class debate on each statement.

## 9 A Feature Story

**READING COMPREHENSION/ Writing.** Bring into class feature stories from magazines and newspapers for students to read and use as writing models. Have students discuss the format, the focus, the slant, the language, and the title of each feature story. To ensure accuracy, have students review Chapters 6–8 while they complete the activity sheet.