Year 8 'The Giver' Curriculum Summary

Name of unit	The Modern Novel: 'The Giver'
Why do we study this unit?	Reading this novella should encourage students to build on their knowledge of Gothic literature (Year 7) and introduce the sub-genre of dystopia. Students should read for meaning and track character development. They should be able to comment on the development of themes and understand the concept of a Bildungsroman text. When writing analytically they should be beginning to weave through ideas linked to context and create layers of interpretation. Teaching of language skills using Literature texts will be embedded throughout this unit and pupils will be shown a range of dystopian stories and extracts during lesson time and as part of their homework where they will secure their understanding of typical dystopian conventions. The unit uses media to ensure that students are engaging with the texts and to help them visualise the dystopian society being created. This unit will increase pupils' writing repertoire and it will develop and build on skills practised in Year 7. This unit will also enable imaginative thinking and writing as well as allowing for real world reflections. Students will use the text as a stimulus and attempt to mimic the writing style (narrative) of Lowry by analysing conventions of their writing style. They should aim to match their register and write to entertain an audience. This text will link to: A Christmas Carol, A Handmaid's Tale (A-Level). We hope this novel will encourage a wider readership of this genre
Key vocabulary	Taught explicitly: dystopia, utopia, injustice, prejudice, equality, inequality, totalitarian, oppression, allegory, propaganda Recapping vocabulary: context, protagonist, dehumanising, tyrannical, dysfunction, method, focus shift, structure, theme, analysis, conflict

Lesson question	**Knowledge and skills learned**
1: What are the differences between a Dystopia and a Utopia?	➔ To have learned about the genre conventions of dystopian and utopian fiction ➔ To have understood why authors write dystopian fiction ➔ To have completed DVI with our key term 'dystopia' ➔ To recognise, identify and comment on the conventions of the genre.
2: Who is Jonas and what is his community like?	➔ To have recapped the terms 'dystopia' and 'utopia' and to be able to provide examples ➔ To have completed DVI with our key term 'totalitarian' ➔ To have read the first part of chapter 1 and have analysed what Jonas' community is like. ➔ To have considered the effects of keywords/phrases and exploded a quotation (I do, we do, you do). ➔ To have written an analytical paragraph (I do, we do, you do) ➔ To have peer assessed our responses.
3: What do we learn about Jonas' family?	➔ To have recapped the term 'totalitarian' and provide an example ➔ To have completed DVI with our key term 'apprehensive' ➔ To have read to the end of chapter 1 and to have understood what Jonas' family is like through comprehension. ➔ To develop our ability to comprehend what you have read using supporting evidence.
4: What do we learn about the 'Ceremony of the Twelve'?	➔ To have recapped key vocabulary from previous lessons ➔ To have shown an understanding of what we have read through comprehension ➔ To identify relevant evidence and use WICC to analyse it. ➔ To have critically evaluated a given statement through analysis. (I do, we do, you do)

5 and 6: How can I develop my creative writing skills?	➔ To have recapped key vocabulary from previous lessons ➔ To have planned a piece of dystopian fiction ➔ To have used a range of linguistic devices and a range of punctuation BBR to add to this when lesson is written.
7: What do we learn about the job of the 'Birth Mother'?	➔ To have completed DVI for the keyword 'dehumanising'. ➔ To have read and understood what happens in Chapter 3. ➔ To comprehend what you have read using supporting evidence from the text. ➔ To have selected and exploded quotations about how the job of the 'Birth Mother' is viewed within Jonas' society. (I do, we do, you do.)
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