Utopian Communities

WebQuest Description: Students are just beginning a unit on The Giver, by Lois Lowry. Students will have a better understanding of the novel as they complete this webquest.

Grade Level: 6-8
Curriculum: English / Language Arts
Keywords: utopia, communities, introduction
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WebQuest URL: http://zunal.com/webquest.php?w=164456

Introduction

A Perfect Place—not Maybe Not: What must we give up in order to live in peace? Should we remain silent if we have something to say or should we speak out? Is the loss of diversity worthwhile? Why or why not? How can emotions be dangerous? What if there was no color in our world? What is a Utopia?

http://en.wikipedia.org/wiki/Utopian

Some modern day "utopia like" societies:
- Oneida Community
ex=1348113600&en=badd648514e25585&ei=5124&partner=permalink&expad=permalinkThe Farm
  http://www.thefarm.org/
  http://www.youtube.com/watch?v=LT6NIj4kEbQ
- Twin Oaks community
  http://www.twinoaks.org/
  http://www.youtube.com/watch?v=C5ll5mh_6BI&feature=related
- Hummingbird Community
  http://www.hummingbirdcommunity.org/community/our-essence
  http://www.youtube.com/watch?v=O2s3E0_IRX0&feature=related

Task Description:

G.R.A.S.P.S Activity: Goal: After we read The Giver your task is to write the first chapter of the sequel to The Giver. You will work alone. Then, three individual/group chapters will be chosen to read their chapters out loud to the class for a prize. Role: You are the author of this chapter. You will design your own utopian (school appropriate) community through this chapter. You will have a setting, characters, a plot, and dialogue. Audience: The target audience is Lois Lowry, and readers of Lois Lowry who like The Giver. Situation: The context you find yourself in is a contest where Lois Lowry needs a "ghost" writer to help her write the first chapter of the sequel. Ms. Miller, Mrs. Pawlowski and Mrs. DeOliveira will choose the best chapter sequel, the winner will receive a special gift. Product/Performance and purpose: You will write the chapter in order to demonstrate that you know and can use the literary concepts we have been talking about, and also to show that you understand the ideas in one of the best classic fiction novels. We will vote on the best chapter, and the winner(s) will receive the prize mentioned above.

Process:

We will spend some weeks reading The Giver. After this, you are going to write the first chapter of the sequel to The Giver. You may work alone. Here is what this project will look like. It will take us about eight weeks. The first week you will review the webquest and any links on the webquest that will help you. Please take notes on index cards or any where else you can view them later (computer). The second week you will complete the brainstorm sheet at the bottom of this page. You will complete all the questions. The third week you will start writing your chapter. You can type it in Word (Times New Roman 12 font and 1.5 spacing) On the seventh and eighth week you will be creating your book online. You will be given a student login and instructions. You are to log in to www.studentpublishing.com Finally, we are going to reflect on the unit and the novel, The Giver. We will watch a movie that depicts a utopian society. Lastly, we are going to read our chapters or parts of our chapters and we will talk about our writing. Here are some sites that will help with writing and dialogue:

http://fictionwriting.about.com/od/crafttechnique/tp/dialogue.htm

Evaluation
## Content

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Basic</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Experience • Know and use literary terminology; • Read literature to understand places, people, events, and vocabulary, both • Demonstrate correct punctuation, capitalization, and spelling;</td>
<td>- Complete all the requirements are met. - Exceptionally articulated - Ideas are authentic and sophisticated - Logical and relevant details are clear</td>
<td>- Complete all the requirements are met. - Well articulated ideas are authentic - Logical and relevant details convey meaning</td>
<td>- Contains most of the required aspects of the assignment - Ideas need more work to connect the chapter - Logical and relevant details do not clearly convey meaning</td>
<td>- Missing many aspects of the assignment - Information is limited and unclear - The chapter seems disconnected, the reader cannot make sense of ideas</td>
<td>%35</td>
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<tr>
<td>Process - Chapter organization is clever - Clever and purposeful literary devices show planning - Information in the chapter is flawless</td>
<td>- Chapter organization shows planning - Literary devices used are purposefully planned and are clever - Sufficient amount of information</td>
<td>Chapter organization lacks planning - Literary devices are clever but possibly incorrect - Insufficient amount of information</td>
<td>- Chapter has little or no organization - Literary devices and writing need some re-teaching - Little or no information is present to make meaning</td>
<td></td>
<td>%25</td>
</tr>
<tr>
<td>Quality - Chapter reads creatively and smoothly - Phrasing, word choice, conventions are stylish and manipulated for a purpose - Rigorous student-revision and presentation planning are apparent</td>
<td>- Chapter reads creatively - Phrasing and sentences are polished - Sentences, word choice, and conventions are precise - Student-revision and presentation planning are apparent</td>
<td>- Chapter reads somewhat smoothly - Phrasing, sentence structure, word choice, or conventions need some revision to be proficient - Careful student revision is not apparent - Lack of planning shown in presentation</td>
<td>- Phrasing, sentence structure, word choice, or conventions need improvement - Constant errors are present and distracting - The revision process is not apparent when you hear it read - Presentation is greatly lacking the requirements</td>
<td></td>
<td>%25</td>
</tr>
<tr>
<td>Impact - A memorable chapter that completely communicates what literature should - Chapter is well-crafted - Audience is inspired and entertained</td>
<td>- Overall the chapter is engaging and can be understood - The chapter is well crafted - Leaves the audience satisfied with no questions</td>
<td>- Some improvement is needed to focus the overall chapter and presentation to meet the standard. - Chapter is creative but not as well crafted as possible</td>
<td>- A fair amount of improvement is needed to bring the chapter up to standard - Audience is left with many questions and the overall meaning is lost</td>
<td></td>
<td>%15</td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
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### Conclusion

After you are finished, please, reflect and think about the following questions:
1. Name three things that you learned from this assignment.
2. What are two things you still want to know about the unit we just studied?
3. What was your favorite part of this unit?
4. What was your least favorite part of this unit?
5. If you could change your chapter in any way, would you change anything?
6. What would you change, and why?

As discussed in class, Lois Lowry has written two other books in The Giver series. The second book in the series is called Gathering Blue. This link will provide a short synopsis if you might be interested in reading it:

http://www.loislowry.com/gathering.html

The third book, Messenger, brings back Jonas from the first novel. This link will provide a short synopsis if you might be interested in reading it:

http://www.loislowry.com/messenger.html

### Teacher Page

WebQuest Title: A Perfect Place -- Maybe not

**Subject:** Language Arts

**Grade level:** 6-8th grade depending on student's levels

**Unit length of time:** I intend for the entire unit to be eight weeks total with reading the novel and then writing the chapter.

**Images:** humanitieslab.stanford.edu/.../6264thegiverbookreport.tripod.com/my.opera.com/.../2007/08/28/laquestra-utopiawouter28mm.wordpress.com/.../&nbsp;These are the objectives of this unit that we will fulfill:

- READING AND WRITING:

  - Students read and understand a variety of materials.

- Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech.

- Make connections between their reading and what they already know, and:

- Identify what they need to know about a topic before reading about it.

- Use information from their reading to increase vocabulary and enhance language usage.

- Students write and speak for a variety of purposes and audiences.

- Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

- Plan, draft, revise, proofread, and edit written communications.

- Use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning.

- Use handwriting and at the most appropriate time, word processing to produce product that is legible.

- Standard 3—Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet these standard students will:

- Know and use correct grammar in speaking and writing.

- Apply correct usage in speaking and writing.

- Use correct sentence structure in writing.

- Demonstrate correct punctuation, capitalization, and spelling.

- Students read and recognize literature as a record of human experience.

- Know and use literary terminology.

- Read literature to understand places, people, events, and vocabulary, both
familiar and unfamiliar; read classic and contemporary literature, representing various cultural and ethnic traditions from
throughout the world; and TECHNOLOGY Technology productivity tools: Students use technology tools to enhance learning,
increase productivity, and promote creativity.

Standards

Credits

Other