

***Gathering Blue* by Lois Lowry (Published by Random House)**

Approved for use in Communication Arts, Grade 8

Summary

In a future world where humanity has regressed to the level of the Middle Ages, a young girl with a handicap has her life spared because of her special gifts as a weaver. She is selected to weave past and future events on a sacred robe and is given a comfortable life in return. Slowly, but clearly, she comes to realize there is a price to pay. With the help of a chosen young man and an unfortunate but optimistic boy, Kira discovers the truth about her world. She makes a crucial decision about her future that will change the course of her life and that of her struggling society.

Connection to the Curriculum

This novel, a sequel to *The Giver*, contains strong themes about human dignity and survival, as well as the excesses of power and the human spirit. It is rich in material that will encourage students to evaluate, infer, and think critically. It offers opportunities to discuss character, setting, plot, and theme as well as other elements of a novel. Students can practice a variety of reading indicators when studying this novel.

Standards

Course Objectives (Benchmarks)

Reading: 1.2- The students read fluently. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text.

Possible Skills Taught (Indicators)

Reading:

1.4.14- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions before, during, and after reading the text.

1.4.15- The student uses information from the text to make inferences and draw conclusions.

1.4.16- The student analyzes how text structure (sequence, problem-solution, comparison-contrast, description, cause-effect) help supports comprehension of text.

1.4.17- The student compares and contrasts varying aspects (characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.

1.4.18- The student explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.

1.4.20- The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.

Literature:

2.1.1- The student describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (through their thoughts, words, speech patterns, actions) and how they change over time.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit/explicit information from the text.

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

In this science fiction tale of a future world that has regressed, the main character, Kira, a young girl with a physical deformity, struggles to uncover the truth about her world. The topics in the text include death, orphans, and spirits.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities