



***The Giver* Summer**

**Reading Club**

Summer 2022

**Instructor:** Kristie Stoddard

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**Eligible Students:**

**Rising 7th–12th graders**. Students are expected to have proficient reading and writing skills as well as the interest and willingness to grow in discussion skills about literature, society, philosophy, and politics. Students suited for this course will also be cultivating the following scholarship skills:

* Actively engage in class
* Learn annotation of text
* Apply teacher critiques
* Be responsible for class preparedness
* Take initiative to ask questions for understanding and comprehension
* Participate in Socratic discussion

**Course Description:**

Societal structure has the power to promote or limit freedom, choice, and desire. Beginning with annotation of the text and moving on to asking one another questions from their annotations, students will master the basics of Socratic discussions. These skills and conversations will guide class interactions as they begin to see the shades of gray and the nuances of people and events. Through Socratic discussion, students will use the first two books in *The Giver Series* by Lois Lowry to examine and answer the following critical questions over the course of 5 weeks:  
1. How can societal rules help or hurt us?  
2. How can society balance individualism with responsibility to community?  
3. Think of our current society – what aspects of utopias and dystopias do we have?  
4. When should one conform to the wishes or rules of others?  
5. How do personal choices impact a society?

Students are asked to consider and engage these carefully crafted questions as their window into “the Great Conversation.” Occasionally, the teacher will present biographical, literary, and historical context through brief lectures, but all other classes are seminar-style discussions on the literature texts. Students are assessed on their curiosity, participation, and diligence during discussions.

**How much time will students spend on homework?**  
This varies by student, according to his or her pace. However, students are generally assigned about 1.5–2.5 hours of reading each week. (I gauged this from Audible, The Giver is just under 5 hours audio, and Gathering Blue is 5 hours and 27minutes)

**How is faith integrated with these courses?**  
These seminar-style discussions unfold organically. As with all my Literature classes, we seek to read charitably. We treat authors as if they were friends, gleaning every available truth while also examining them from a robustly Christian perspective. We examine the books through a Christian worldview, employing worldview questions such as: What does our culture say about this? What does the Bible say about this? Etc. By always pointing each topic back to Biblical truth, students learn to judge philosophies from a Biblical perspective.

At Scholé Academy, we have carefully considered how we should engage our contemporary culture as those who believe that Christ is the Truth (John 14:6), and that all truth has its source in him. We think it is important to provide our students with tools and opportunities for critically examining various cultural trends, issues, and mores through the lens of orthodox, Christian beliefs. Being confident in the truth revealed to us in creation, the Scriptures, and the tradition of the church, we are not afraid to follow the truth and its implications, nor to address error and falsehood. Read more about our [Faith & Culture](https://www.scholeacademy.com/faith-and-culture/).

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**Required Course Texts:**

* *The Giver* by Lois Lowry
* *Gathering Blue* by Lois Lowry

**Schedule for *The Giver* Summer Reading Club:**

**Class Sessions Dates:**

**Class Times:** Mondays & Thursdays, 1:30pm – 2:30pm ET

**Class Dates:** Begins Thursday, July 7, 2022; ends Monday, August 8, 2022

*\*The above classes will be provided by me. In the unforeseen event that I cannot find a substitute teacher and must cancel a class (e.g. due to illness or family emergency), then I will record and post a make-up session, offer the class at an alternate time, or assign appropriate work for the class-time.*

OFFICE HOURS: *By appointment*. (Please include time zone in your appointment request. Many thanks!)

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***The Giver* Summer Reading ClubCourse Map:**

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| *The Giver:*   * July 7: Introduce novel; Utopias vs. Dystopias; Are Utopias Possible? Vocabulary * July 11: Annotation questions, Gallery Walk BR activity * July 14: Socratic Discussion, Modern Day Utopias * July 18: Socratic Discussion, Anticipation Guide activity * July 21, Finish *The Giver* and introduce *Gathering Blue;* identify type of dystopia in *The Giver.* | *Gathering Blue:*   * July 25: Annotation questions. Denmark baby naming, Utopia or Dystopia? * July 28: Annotation questions; discuss and compare family units in both books. * August 1: Socratic Discussion, in-class writing comparing and contrasting communities of both books * August 4: Socratic Discussion, essential questions * August 8: Socratic Discussion, “Freedom of Choice” Job Assignment |

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STUDENT MASTERY PORTRAIT

Students practice a variety of complex skills which normally take many years to fully develop. Here are the skills which successful students of the course will develop at an age-appropriate level:

**General scholarship skills**

Socratic Discussion: Formulate questions, define terms, offer examples, compare, contrast, and discover relationships between ideas

Inspectional Reading: Skim, preview books, study the table of contents, search for information

Analytical Reading: Identify key passages, terms, and definitions; outline a passage or short chapter; determine an author’s message; evaluate key arguments

Mark a text: Underline key terms; add marginal notes; annotate

**Literature Skills**

Reading comprehension: Practice reading and narrating passages from intermediate and moderately difficult texts from or inspired by classical antiquity

Annotation: Learn to actively read and annotate literature using these steps:

1. circle any vocabulary words that you are unfamiliar with or that you’d have trouble explaining to others
2. underline key phrases
3. keep track of the story or idea as it unfolds through a timeline or summary
4. note word patters and repetitions or anything that strikes you as confusing or important
5. write down questions in the margins or in your notebook

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ABOUT THE INSTRUCTOR

**Kristie Stoddard** holds an M.Ed. in History from American College of Education and a BS in Government from Evangel University. Born into a military family and spending her early childhood and teenage years living in Germany, Kristie has traveled extensively and served on mission projects all across Europe and Africa. Currently, she travels regularly to Northern Italy in partnership with her home church to assist church planting missionaries. Teaching has been one of Kristie’s passions for over 20 years, beginning with a love of learning for personal enrichment, she taught adult basic education in NM, then went on to home-school her six children - three of whom have gone on to higher education - and finally has taught in the formal classroom setting for 12 years. In addition to studying and teaching History and the Liberal Arts, Classical Educational is one of Kristie’s central passions, believing that Classical Education, enlivened by a Christian worldview, can help “repair the ruin of our first parents” (Milton). When not teaching, traveling, and spending time with family, Kristie enjoys reading, trail running, and gardening. She looks forward to cultivating a vibrant learning environment in which American History and Literature come to life for her students in fresh and meaningful ways that train their minds to think, to perceive wisdom, pursue virtue, and proclaim truth.