The Giver – Week 1 – Chapter 1 – # Literary Analysis Worksheet – Device Recognition

Literary Analysis Worksheet – Device Recognition

Aligned to LEM Stage 1 Logic: Comprehension → Device Recognition → TVODE Preparation

METADATA SECTION

Text Title: The Giver (Chapter 1)

Author: Lois Lowry

Extract Focus (NRP Device): Symbolism, Foreshadowing, Imagery, Tone

Year Level: 7/8

Proficiency Tier: Standard Scaffolding Configuration:

- Number of Devices: 4 (Symbolism, Foreshadowing, Imagery, Tone)
- Activities per Device: 4 for Standard (5 for Effect analysis)

ENTRY ACTIVITY: COMPREHENSION CHECK

Purpose: Build surface-level understanding before device analysis.

Activity 1: Key Words

In the text, underline words/phrases in the extract that relate to control, rules, and feelings.

After annotation, write a summary in the space below.

_____

_____

_____

_____

_____

_____

SECTION 2: DEVICE ANALYSIS (Building TVODE Components)

Note to Students: The answers you create in this section will become parts of your analytical sentence in the TVODE worksheet.

DEVICE 1: Symbolism

Step 1: DEFINITION (Recognition)

Symbolism is:

When an object, person, or event represents a larger abstract idea or theme beyond its literal meaning.

Example from model: In *Harry Potter*, the scar on Harry's forehead symbolizes his connection to Voldemort and his survival against dark forces.

Step 2: FIND THE TOPIC (Matching)

Your Turn: Find an example of Symbolism in the extract above. Write it below:

TVODE Note: This is your TOPIC – the device you will analyze.

_____

_____

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

What does Symbolism DO in this extract? What is its purpose or function?

- A) Shows Jonas's childhood and freedom
- B) Represents the community's fear of anything unpredictable and their use of euphemistic language to hide harsh truths
- C) Demonstrates family togetherness and love
- D) Illustrates normal teenage feelings

Your Answer: _____

TVODE Note: This is your OBJECT – what the device does or shows in the text.

Step 4: WRITE THE DETAIL (Textual Evidence)

Write the specific detail from the extract that shows how Symbolism is used.

Use this format: "shown through [specific detail/example from text]"

Your Detail:

TVODE Note: This is your DETAIL – the specific textual evidence that supports your analysis.

Teacher Note: Students should write a phrase/short sentence, not just identify. This becomes the Detail component of TVODE.

Step 5 (STANDARD/HIGH TIER): IDENTIFY THE EFFECT

Why does the author use Symbolism in this way? What effect does it create?

Choose the BEST answer:

- A) It makes readers feel sad about the pilot
- B) It helps readers understand the rules better
- C) It reveals the dystopian nature of Jonas's society beneath its seemingly perfect surface
- D) It shows that Jonas is scared of airplanes

Your Answer: _____

TVODE Note: This is your EFFECT – the impact on meaning or the reader.

DEVICE 2: Foreshadowing

Step 1: DEFINITION (Recognition)

Foreshadowing is:

When an author provides hints or clues about events that will happen later in the story, creating anticipation or tension.

Example from model: In *Romeo and Juliet,* Romeo's statement "my mind misgives some consequence yet hanging in the stars" foreshadows the tragic ending before he even meets Juliet.

Step 2: FIND THE TOPIC (Matching)

Your Turn: Find an example of Foreshadowing in the extract above. Write it below:

TVODE Note: This is your TOPIC – the device you will analyze.

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

What does Foreshadowing DO in this extract? What is its purpose or function?

- A) Suggests Jonas will become a pilot
- B) Hints that Jonas will break rules later
- C) Hints at Jonas's future role as someone who requires precise language and deep analytical thinking
- D) Shows future conflict between communities

Your Answer:

TVODE Note: This is your OBJECT – what the device does or shows in the text.

Step 4: WRITE THE DETAIL (Textual Evidence)

Write the specific detail from the extract that shows how Foreshadowing is used.

Use this format: "shown through [specific detail/example from text]"

Your Detail:

TVODE Note: This is your DETAIL – the specific textual evidence that supports your analysis.

Step 5 (STANDARD/HIGH TIER): IDENTIFY THE EFFECT

Why does the author use Foreshadowing in this way? What effect does it create?

Choose the BEST answer:

- A) It makes readers curious about what job Jonas will get
- B) It suggests that Jonas possesses the intellectual depth necessary for his upcoming assignment
- C) It shows that Jonas is nervous about December
- D) It tells us Jonas is smarter than his sister

Your Answer:

TVODE Note: This is your EFFECT – the impact on meaning or the reader.

DEVICE 3: Imagery

Step 1: DEFINITION (Recognition)

Imagery is:

Descriptive language that appeals to the five senses (sight, sound, touch, taste, smell) to create vivid mental pictures and emotional responses.

Example from model: In *To Kill a Mockingbird*, Harper Lee uses sensory imagery: "Maycomb was a tired old town in rainy weather the streets turned to red slop" to create a vivid picture of the setting.

Step 2: FIND THE TOPIC (Matching)

Your Turn: Find an example of Imagery in the extract above. Write it below:

TVODE Note: This is your TOPIC – the device you will analyze.

_____

_____

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

What does Imagery DO in this extract? What is its purpose or function?

- A) Shows warmth and connection in the community
- B) Creates excitement about technology
- C) Creates an eerie, controlled atmosphere that emphasizes the community's instant, unquestioning obedience
- D) Demonstrates Jonas's physical fitness

Your Answer:

TVODE Note: This is your OBJECT – what the device does or shows in the text.

Step 4: WRITE THE DETAIL (Textual Evidence)

Write the specific detail from the extract that shows how Imagery is used.

Use this format: "shown through [specific detail/example from text]"

Your Detail:

_____

_____

TVODE Note: This is your DETAIL – the specific textual evidence that supports your analysis.

Why does the author use Imagery in this way? What effect does it create?

Choose the BEST answer:

- A) It makes readers feel happy about the community
- B) It helps readers see the scene clearly
- C) It creates a sense of eerie unnaturalness that alerts readers to the community's excessive control
- D) It shows how organized the community is

Your Answer: _____

TVODE Note: This is your EFFECT – the impact on meaning or the reader.

DEVICE 4: Tone

Step 1: DEFINITION (Recognition)

Tone is:

The author's attitude toward the subject matter or audience, created through word choice, sentence structure, and details. Tone can be formal, informal, serious, playful, ironic, etc.

Example from model: In *The Hunger Games*, Suzanne Collins creates a matter-of-fact, detached tone when describing the reaping, making the horrific seem routine to show how desensitized the society has become.

Step 2: FIND THE TOPIC (Matching)

Your Turn: Find an example where Tone is created in the extract above. Write it below:

TVODE Note: This is your TOPIC - the device you will analyze.

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

What does Tone DO in this extract? What is its purpose or function?

- A) Creates a warm, comforting feeling through family rituals
- B) Makes the story suspenseful and exciting
- C) Makes disturbing societal control seem normal and acceptable through calm, ritualistic presentation
- D) Creates humor through Asher's language mistakes

Your Answer: _____

TVODE Note: This is your OBJECT - what the device does or shows in the text.

Step 4: WRITE THE DETAIL (Textual Evidence)

Write the specific detail from the extract that shows how Tone is used.

Use this format: "shown through [specific detail/example from text]"

TVODE Note: This is your DETAIL - the specific textual evidence that supports your analysis.

Step 5 (STANDARD/HIGH TIER): IDENTIFY THE EFFECT

Why does the author use Tone in this way? What effect does it create?

Choose the BEST answer:

- A) It makes readers feel comfortable with the community
- B) It helps readers understand the characters better
- C) It normalizes oppression and makes readers question what they initially accept as reasonable
- D) It creates excitement about the Ceremony of Twelve

Your Answer: _____

TVODE Note: This is your EFFECT – the impact on meaning or the reader.

The Giver – Week 1 – Chapter 1 – TVODE Sentence Construction Worksheet

Aligned to LEM Stage 1 Logic: Sentence Construction → Analytical Writing

METADATA SECTION

Text Information

- **Text Title:** The Giver (Chapter 1)
- **Author:** Lois Lowry
- **Extract Focus (NRP Device):** Symbolism, Foreshadowing, Imagery, Tone
- **Year Level:** 8/9

Proficiency Targets

- **Proficiency Tier:** Standard
- **Target Sentence Length:**
- EAL: 12-15 words
- Standard: 15-18 words
- High: 18-20 words

PURPOSE

Students practice constructing analytical TOPIC SENTENCES using the TVODE structure (Topic-Verb-Object-Detail-Effect). These become the foundation for analytical paragraphs.

> 📝 **Teacher Note:** Students are NOT writing full paragraphs yet. Focus is on ONE well-constructed sentence per device that demonstrates TVODE mastery.

MODEL SENTENCE ANALYSIS (Teacher Demonstrates)

Example Topic Sentence:

> *"The author uses imagery to show the community's control, demonstrated through descriptions of empty streets and abandoned bikes."*

TVODE Deconstruction (Class Practice):

Component	Identified Text from Model	Word Count
Topic	The author's use of imagery	~5 words
Verb	uses	1 word
Object	to show the community's control	~5 words
Detail	demonstrated through descriptions of empty streets and abandoned bikes	~9 words
Effect	(can be added: "which creates an unsettling feeling")	optional

Target Word Count: 15-20 words (Stage 2-3 LFWF)

> 🗩 **Teacher Checkpoint:** Can students identify 3/5 TVODE components?
>
> ☐ Yes (≥60%) ☐ No (<60% → simplify to T+V+O only)

ACTIVITY 1: MATCH TOPIC FRAMES

Instructions: Match each device to the correct TOPIC FRAME.

Topic Frame Options:

- The author's use of [Device]
- [Device]
- Through [Device], the author

Device	My Topic Frame
Device 1: Symbolism	
Device 2: Foreshadowing	
Device 3: Imagery	
Device 4: Tone	

ACTIVITY 2: MATCH OBJECTS

Instructions: Match each Topic+Device to the correct OBJECT (what the device does in THIS extract).

Object Bank (randomized):

Object A

hints at Jonas's future role as someone who requires precise language and deep analytical thinking

Object B

represents the community's fear of anything unpredictable and their use of euphemistic language to hide harsh truths

Object C

makes disturbing societal control seem normal and acceptable through calm, ritualistic presentation

Object D

creates an eerie, controlled atmosphere that emphasizes the community's instant, unquestioning obedience

Topic + Device	Object
Device 1: [Your topic frame] + Symbolism	
Device 2: [Your topic frame] + Foreshadowing	
Device 3: [Your topic frame] + Imagery	
Device 4: [Your topic frame] + Tone	

Output: You now have T + O pairings for each device.

ACTIVITY 3: INSERT VERB (Cloze Exercise)

Instructions: Choose the best VERB to connect your Topic to your Object. The verb should show how the device creates meaning.

Verb Bank:

- demonstrates
- creates
- uses
- highlights
- reveals
- employs
- shows
- emphasizes

Complete these sentences:

1. Device 1: The author's use of symbolism _____ [Object B]
2. Device 2: Foreshadowing _____ [Object A]
3. Device 3: Through imagery, the author _____ [Object D]
4. Device 4: Tone _____ [Object C]

Output: You now have T + V + O sentences.

ACTIVITY 4: ADD DETAIL and Effect to Paragraphs

Instructions: Expand your T+V+O sentence by adding DETAIL (specific context from the text).

Detail Bank (randomized – specific textual references):

Detail A

shown through Jonas's careful search for the precise word "apprehensive" and his reflection that his feelings are "too complicated," unlike his sister's simple emotions

Detail B

demonstrated when the unidentified aircraft is described and the announcement that the pilot will be "released," with Jonas recognizing this euphemism as "a terrible punishment"

Detail C

evident in the ritualistic "telling of feelings" with standard phrases like "I accept your apology" and the matter-of-fact discussion of "release" as if it were ordinary

Detail D

illustrated through visual descriptions of "abandoned bikes on their sides" with "an upturned wheel still revolving slowly" in completely silent, empty streets

Effect Bank (randomized):

Effect A

which reveals the dystopian nature of Jonas's society beneath its seemingly perfect surface

Effect B

to suggest that Jonas possesses the intellectual depth necessary for his upcoming assignment

Effect C

creating a sense of eerie unnaturalness that alerts readers to the community's excessive control

Effect D

which normalizes oppression and makes readers question what they initially accept as reasonable

ACTIVITY 6: DEVICE SUMMARY PARAGRAPH

Instructions: Write a 3-5 sentence paragraph explaining how Symbolism works in the extract.

Scaffold Option A - Sentence Starters:

- In this extract, the author...
- This is shown when...
- The effect of this is...
- This helps the reader understand...
- Overall, the use of symbolism...

Write a summary paragraph for each device:

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Writing space