Week 2 – Exposition – Chapter 3 – LITERARY ANALYSIS WORKSHEET – DEVICE RECOGNITION

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

METADATA SECTION

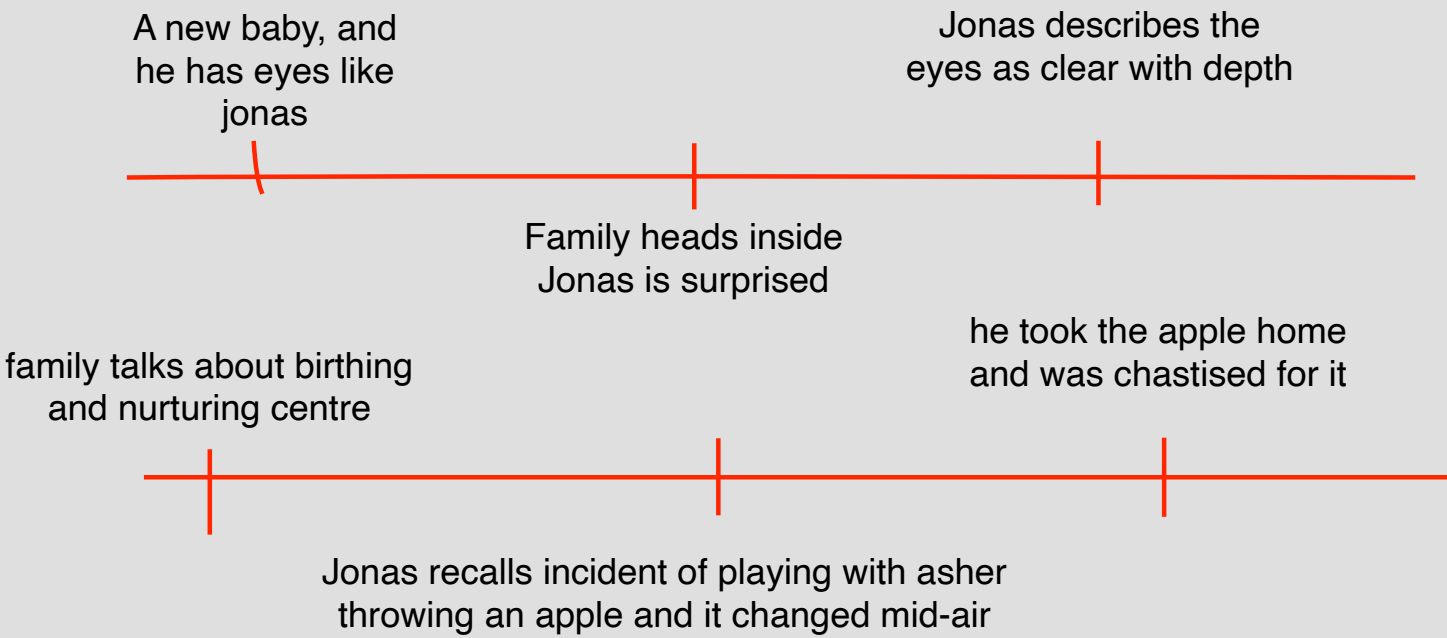| Field	Details
Text Title	The Giver
Author	Lois Lowry
Extract Focus (NRP Device)	Direct Characterization, Indirect Characterization, Setting as Symbol
Year Level	7/8
Proficiency Tier	Standard

ENTRY ACTIVITY: COMPREHENSION CHECK

Activity 1: Key Words

Underline words/phrases in the extract that relate to Jonas's eyes, Gabriel's appearance, and the community's rules about differences.

Activity 2: Narrative Summary

Create a timeline to outline the events in the various scenes of the extract:

A new baby, and he has eyes like jonas

Jonas describes the eyes as clear with depth

Family heads inside Jonas is surprised

he took the apple home and was chastised for it

family talks about birthing and nurturing centre

Jonas recalls incident of playing with asher throwing an apple and it changed mid-air

Three

"Oh, look!" Lily squealed in delight. "Isn't he cute? Look how tiny he is! And he has funny eyes like yours, Jonas!" Jonas glared at her. He didn't like it that she had mentioned his eyes. He waited for his father to chastise Lily. But Father was busy unstrapping the carrying basket from the back of his bicycle. Jonas walked over to look.

It was the first thing Jonas noticed as he looked at the newchild peering up curiously from the basket. The pale eyes.

Almost every citizen in the community had dark eyes. His parents did, and Lily did, and so did all of his group members and friends. But there were a few exceptions: Jonas himself, and a female Five who he had noticed had the different, lighter eyes. No one mentioned such things; it was not a rule, but was considered rude to call attention to things that were unsettling or different about individuals. Lily, he decided, would have to learn that soon, or she would be called in for chastisement because of her insensitive chatter.

Father put his bike into its port. Then he picked up the basket and carried it into the house. Lily followed behind, but she glanced back over her shoulder at Jonas and teased, "Maybe he had the same Birthmother as you."

Jonas shrugged. He followed them inside. But he had been startled by the newchild's eyes. Mirrors were rare in the community; they weren't forbidden, but there was no real need of them, and Jonas had simply never bothered to look at himself very often even when he found himself in a location where a mirror existed. Now, seeing the newchild and its expression, he was reminded that the light eyes were not only a rarity but gave the one who had them a certain look—what was it? *Depth*, he decided; as if one were looking into the clear water of the river, down to the bottom, where things might lurk which hadn't been discovered yet. He felt self-conscious, realizing that he, too, had that look.

He went to his desk, pretending not to be interested in the newchild. On the other side of the room, Mother and Lily were bending over to watch as Father unwrapped its blanket.

"What's his comfort object called?" Lily asked, picking up the stuffed creature which had been placed beside the newchild in his basket.

Father glanced at it. "Hippo," he said.

Lily giggled at the strange word. "Hippo," she repeated, and put the comfort object down again. She peered at the unwrapped newchild, who waved his arms.

"I think newchildren are so cute," Lily sighed. "I hope I get assigned to be a Birthmother."

"Lily!" Mother spoke very sharply. "Don't say that. There's very little honor in that Assignment."

"But I was talking to Natasha. You know the Ten who lives around the corner? She does some of her volunteer hours at the Birthing Center. And she told me that the Birthmothers get wonderful food, and they have very gentle exercise periods, and most of the time they just play games and amuse themselves while they're waiting. I think I'd like that," Lily said petulantly.

"Three years," Mother told her firmly. "Three births, and that's all. After that they are Laborers for the rest of their adult lives, until the day that they enter the House of the Old. Is that what you want, Lily? Three lazy years, and then hard physical labor until you are old?"

"Well, no, I guess not," Lily acknowledged reluctantly.

Father turned the newchild onto his tummy in the basket. He sat beside it and rubbed its small back with a rhythmic motion. "Anyway, Lily-billy," he said affectionately, "the Birthmothers never even get to see newchildren. If you enjoy the little ones so much, you should hope for an Assignment as Nurturer."

"When you're an Eight and start your volunteer hours, you can try some at the Nurturing Center," Mother suggested.

"Yes, I think I will," Lily said. She knelt beside the basket. "What did you say his name is? Gabriel? Hello, Gabriel," she said in a singsong voice. Then she giggled. "Oops," she whispered. "I think he's alseep. I guess I'd better be quiet."

Jonas turned to the school assignments on his desk. Some chance of *that*, he thought. Lily was *never* quiet. Probably she should hope for an Assignment as Speaker, so that she could sit in the office with the microphone all day, making announcements. He laughed silently to himself, picturing his sister droning on in the self-important voice that all the Speakers seemed to develop, saying things like, ATTENTION. THIS IS A

REMINDER TO FEMALES UNDER NINE THAT HAIR RIBBONS ARE TO BE NEATLY TIED AT ALL TIMES.

He turned toward Lily and noticed to his satisfaction that her ribbons were, as usual, undone and dangling. There would be an announcement like that quite soon, he felt certain, and it would be directed mainly at Lily, though her name, of course, would not be mentioned. Everyone would know.

Everyone had known, he remembered with humiliation, that the announcement ATTENTION. THIS IS A REMINDER TO MALE ELEVENS THAT OBJECTS ARE NOT TO BE REMOVED FROM THE RECREATION AREA AND THAT SNACKS ARE TO BE EATEN, NOT HOARDED had been specifically directed at him, the day last month that he had taken an apple home. No one had mentioned it, not even his parents, because the public announcement had been sufficient to produce the appropriate remorse. He had, of course, disposed of the apple and made his apology to the Recreation Director the next morning, before school.

Jonas thought again about that incident. He was still bewildered by it. Not by the announcement or the necessary apology; those were standard procedures, and he had deserved them—but by the incident itself. He probably should have brought up his feeling of bewilderment that very evening when the family unit had shared their feelings of the day. But he had not been able to sort out and put words to the source of his confusion, so he had let it pass.

It had happened during the recreation period, when he had been playing with Asher. Jonas had casually picked up an apple from the basket where the snacks were kept, and had thrown it to his friend. Asher had thrown it back, and they had begun a simple game of catch.

There had been nothing special about it; it was an activity that he had performed countless times: throw, catch; throw, catch. It was effortless for Jonas, and even boring, though Asher enjoyed it, and playing catch was a required activity for Asher because it would improve his hand-eye coordination, which was not up to standards.

But suddenly Jonas had noticed, following the path of the apple through the air with his eyes, that the piece of fruit had—well, this was the part that he couldn't adequately understand—the apple had *changed*. Just for an instant. It had changed in mid-air, he remembered. Then it was in his hand, and he looked at it carefully, but it was the same apple. Unchanged. The

same size and shape: a perfect sphere. The same nondescript shade, about the same shade as his own tunic.

There was absolutely nothing remarkable about that apple. He had tossed it back and forth between his hands a few times, then thrown it again to Asher. And again—in the air, for an instant only—it had changed.

It had happened four times. Jonas had blinked, looked around, and then tested his eyesight, squinting at the small print on the identification badge attached to his tunic. He read his name quite clearly. He could also clearly see Asher at the other end of the throwing area. And he had had no problem catching the apple.

Jonas had been completely mystified.

"Ash?" he had called. "Does anything seem strange to you? About the apple?"

"Yes," Asher called back, laughing. "It jumps out of my hand onto the ground!" Asher had just dropped it once again.

So Jonas laughed too, and with his laughter tried to ignore his uneasy conviction that *something* had happened. But he had taken the apple home, against the recreation area rules. That evening, before his parents and Lily arrived at the dwelling, he had held it in his hands and looked at it carefully. It was slightly bruised now, because Asher had dropped it several times. But there was nothing at all unusual about the apple.

He had held a magnifying glass to it. He had tossed it several times across the room, watching, and then rolled it around and around on his desktop, waiting for the thing to happen again.

But it hadn't. The only thing that happened was the announcement later that evening over the speaker, the announcement that had singled him out without using his name, that had caused both of his parents to glance meaningfully at his desk where the apple still lay.

Now, sitting at his desk, staring at his schoolwork as his family hovered over the newchild in its basket, he shook his head, trying to forget the odd incident. He forced himself to arrange his papers and try to study a little before the evening meal. The newchild, Gabriel, stirred and whimpered, and Father spoke softly to Lily, explaining the feeding procedure as he opened the container that held the formula and equipment.

The evening proceeded as all evenings did in the family unit, in the dwelling, in the community: quiet, reflective, a time for renewal and

preparation for the day to come. It was different only in the addition to it of the newchild with his pale, solemn, knowing eyes.

SECTION 2: DEVICE ANALYSIS

DEVICE 1: Direct Characterization

Step 1: DEFINITION (Recognition)

Direct characterization is when an author directly tells the reader about a character's personality, appearance, or qualities through explicit description rather than showing these traits through actions or dialogue.

> **Example from model:** In *"Harry Potter,"* J.K. Rowling directly describes Harry as having *"a thin face, knobbly knees, black hair, and bright green eyes"* to help readers immediately picture him.

Step 2: FIND THE TOPIC (Matching)

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

"almost every citizen in the community had dark eyes… but there were a few exceptions: jonas himself, and a female Five who he had noticed had the different, lighter eyes.

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

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

- A) Describes what all newchildren look like in the community
- B) Explains why Jonas's father brought Gabriel home
- C) Establishes a physical connection between Jonas and Gabriel immediately
- D) Shows that Gabriel will become important to the story later

Your Answer: _____

Step 4: ANALYZE IT (Sequencing)

Put these details in order to show HOW direct characterization is used in the extract.

- A) The author describes Gabriel's pale eyes peering up from the basket
- B) The author states directly that Jonas first noticed the pale eyes
- C) The author emphasizes that pale eyes are rare in the community

Your Answer: 1-_____, 2-_____, 3-_____

Step 5: WRITE THE DETAIL (Textual Evidence)

Now that you understand HOW the device works, write the specific detail from the extract that best shows this.

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

Your Detail:

light eyes were a rarity and gave them a certain look
depth - like looking into a clear river, down to the bottom
realised he had that look too.

Step 6: CATEGORIZE THE EFFECT

Part A: Sort ALL the effects into categories

Read these possible effects and write EACH ONE in the correct category box below:

Effects to Sort:

1. Creates immediate visual connection between Jonas and Gabriel
2. Makes readers feel curious about why pale eyes matter
3. Builds tension about what makes these characters different
4. Reinforces the theme that sameness is valued in this community
5. Helps readers understand Jonas's isolation from others
6. Establishes that physical differences have significance in the story

Text

Category Definitions:

- **Reader Response:** How the device affects what readers feel or experience
- **Meaning Creation:** How the device builds understanding or reveals ideas
- **Thematic Impact:** How the device connects to the text's bigger message or theme

Sort them here (write the effect numbers AND the full effect):

Category	Effects
Reader Response	Effect #: 2 Effect #: 5
Meaning Creation	Effect #: 1 Effect #: 6
Thematic Impact	Effect #: 4 Effect #: 3

Part B: Now identify which applies to YOUR device

Which category best describes how direct characterization works in THIS extract?

Which specific effect from that category best fits? (Write the full effect):

DEVICE 2: Indirect Characterization

Step 1: DEFINITION (Recognition)

Indirect characterization is when an author shows a character's personality, feelings, or qualities through their actions, thoughts, dialogue, or reactions rather than stating these traits directly.

> **Example from model:** In *"Wonder,"* R.J. Palacio shows August's kindness through his actions of befriending Jack Will despite being rejected by other students, rather than simply stating *"August is kind."*

Step 2: FIND THE TOPIC (Matching)

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

Jonas notices with his eyes that the apple changes mid-air

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

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

- A) Reveals Jonas's curious and analytical nature through his repeated testing
- B) Explains why Jonas is different from everyone else
- C) Shows that Jonas broke the community rules
- D) Demonstrates Jonas's confusion about what happened with the apple

Your Answer: _____

Step 4: ANALYZE IT (Sequencing)

Put these details in order to show HOW indirect characterization is used in the extract.

- A) Jonas tests his eyesight by reading his identification badge clearly
- B) Jonas repeatedly examines the apple looking for changes
- C) Jonas notices the apple changing mid-air four different times

Your Answer: 1–__C__, 2–__↑__, 3–__B__

Step 5: WRITE THE DETAIL (Textual Evidence)

Now that you understand HOW the device works, write the specific detail from the extract that best shows this.

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

Your Detail:

Jonas takes the apple home, which is against the rules.
He does an experiment, using a magnifying glass, tossing it rolling it around, and watching.

Step 6: CATEGORIZE THE EFFECT

Part A: Sort ALL the effects into categories

Read these possible effects and write EACH ONE in the correct category box below:

Effects to Sort:

1. Makes readers actively engage with Jonas's confusion
2. Reveals Jonas's scientific and questioning personality
3. Builds mystery about what Jonas is experiencing
4. Connects to the theme of discovering what has been hidden
5. Shows that Jonas approaches problems methodically
6. Creates suspense about Jonas's special abilities

Category Definitions:

- **Reader Response:** How the device affects what readers feel or experience
- **Meaning Creation:** How the device builds understanding or reveals ideas
- **Thematic Impact:** How the device connects to the text's bigger message or theme

Sort them here (write the effect numbers AND the full effect):

Category	Effects
Reader Response	Effect #: 1 Effect #: 4
Meaning Creation	Effect #: 2 Effect #: 5
Thematic Impact	Effect #: 3 Effect #: 6

Part B: Now identify which applies to YOUR device

Which category best describes how indirect characterization works in THIS extract?

Which specific effect from that category best fits? (Write the full effect):

DEVICE 3: Setting as Symbol

Step 1: DEFINITION (Recognition)

Setting as symbol is when elements of the setting (time, place, objects, or environment) represent larger ideas or themes beyond their literal meaning in the story.

> **Example from model:** In *"The Hunger Games,"* the Capitol's luxury and excess symbolizes the inequality and exploitation in Panem's society.

Step 2: FIND THE TOPIC (Matching)

Your Turn: Find an example of setting as symbol in the extract above. Write it below:

_____

_____

Step 3: IDENTIFY THE OBJECT (Multiple Choice)

What does setting as symbol DO in this extract? What is its purpose or function?

- A) Shows that everyone in the community is happy
- B) Explains why Jonas's family lives where they do
- C) Describes what Jonas's house looks like inside
- D) Represents the community's elimination of individual choice and difference

Your Answer: _____

Step 4: ANALYZE IT (Sequencing)

Put these details in order to show HOW setting as symbol is used in the extract.

- A) Mirrors are described as rare with no real need for them
- B) The community values not calling attention to differences
- C) Everyone has dark eyes except a few rare exceptions

Your Answer: 1–_____, 2–_____, 3–_____

Step 5: WRITE THE DETAIL (Textual Evidence)

Now that you understand HOW the device works, write the specific detail from the extract that best shows this.

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

Your Detail:

_____

_____

_____

Step 6: CATEGORIZE THE EFFECT

Part A: Sort ALL the effects into categories

Read these possible effects and write EACH ONE in the correct category box below:

Effects to Sort:

1. Helps readers sense the oppressive nature of the community
2. Represents how individuality has been removed from society
3. Creates an unsettling feeling about this "perfect" world
4. Illustrates the theme that conformity is enforced systematically
5. Shows how the setting reflects the community's values
6. Makes readers question what else might be controlled

Category Definitions:

- **Reader Response:** How the device affects what readers feel or experience
- **Meaning Creation:** How the device builds understanding or reveals ideas
- **Thematic Impact:** How the device connects to the text's bigger message or theme

Sort them here (write the effect numbers AND the full effect):

Category	Effects
Reader Response	Effect #: Effect #:
Meaning Creation	Effect #: Effect #:
Thematic Impact	Effect #: Effect #:

Part B: Now identify which applies to YOUR device

Which category best describes how setting as symbol works in THIS extract?

Which specific effect from that category best fits? (Write the full effect):

TVODE CONNECTION

You now have the building blocks for your analytical sentences:

For each device, you identified:

- **Topic:** The device name
- **Object:** What it does (from Step 3)
- **Detail:** How it's shown (from Step 5)
- **Effect:** The impact (from Step 6)

> **Next Step:** In the TVODE Sentence Construction Worksheet, you will combine these components with a connecting VERB to create complete analytical sentences.

Week 3 – Exposition – Chapter 3 – TVODE Sentence Construction Worksheet

TVODE Sentence Construction Worksheet

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

METADATA SECTION

Field	Details
Text Title	The Giver
Author	Lois Lowry
Extract Focus (NRP Device)	Direct Characterization, Indirect Characterization, Setting as Symbol
Year Level	7/8
Proficiency Tier	Standard
Target Sentence Length	15–18 words

PURPOSE

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

MODEL SENTENCE ANALYSIS

Example Topic Sentence:

> "Lowry uses direct characterization to establish Jonas and Gabriel's connection immediately, shown through their shared pale eyes."

TVODE Deconstruction:

Component	Identified Text from Model	Word Count
Topic	Lowry uses direct characterization	4 words
Verb	uses / to establish	1–2 words
Object	to establish Jonas and Gabriel's connection immediately	6 words
Detail	shown through their shared pale eyes	6 words
Effect	(embedded in Object – "immediately")	integrated

Target Word Count: 15–18 words

ACTIVITY 1: MATCH TOPIC FRAMES

Instructions: Match each device to the correct TOPIC FRAME.

Topic Frame Options:

- Lowry uses [Device]
- [Device] in the extract
- Through [Device], Lowry

1

Device 1: Direct characterization

My Topic Frame:
    That he shares the pale eyes with the baby
_____

2

Device 2: Indirect characterization

My Topic Frame:
        Noticing the apple changes in mid-air
_____

3

Device 3: Setting as symbol

My Topic Frame:

_____

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:** represents the community's elimination of individual choice and preference
- **Object B:** establishes their special connection immediately
- **Object C:** reveals Jonas's curiosity and confusion

1	**Device 1: Lowry uses direct characterization** Object: B _____

2	**Device 2: Lowry uses indirect characterization** Object: C _____

3	**Device 3: Setting as symbol in the extract** Object: _____

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 · reveals · creates · employs · uses · shows · highlights · emphasizes · represents · establishes

Complete these sentences:

Device 1: Lowry uses direct characterization to _____ their special connection immediately

Device 2: Indirect characterization _____ Jonas's curiosity and confusion

Device 3: Setting as symbol _____ the community's elimination of individual choice and preference

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

ACTIVITY 4: DETAIL AND EFFECT BANKS

Instructions: Below are the DETAIL and EFFECT options for each device. You will use these in Activity 5 to write your summary paragraphs.

Detail Bank (specific textual references):

- **Detail A (Device 1):** Gabriel's pale eyes that match Jonas's own rare eye color
- **Detail B (Device 2):** Jonas's repeated examination and testing with the changing apple
- **Detail C (Device 3):** the rarity of mirrors and the community's avoidance of discussing differences

Effect Bank (impact on meaning/reader):

- **Effect A (Device 1):** creating immediate foreshadowing of their unique bond
- **Effect B (Device 2):** building mystery about Jonas's emerging special perception
- **Effect C (Device 3):** illustrating the theme that conformity is systematically enforced

Connector Menu (to link Detail and Effect):

, which [Effect] · , creating [Effect] · , shown through [Detail] · to reveal [Effect] · , deepening [Effect] · , illustrating [Effect] · , building [Effect]

ACTIVITY 5: DEVICE SUMMARY PARAGRAPH

Instructions: Using your T+V+O sentence from Activity 3 and the Detail and Effect banks from Activity 4, write a 3–5 sentence paragraph explaining how each device works in the extract.

How to build your paragraph:

1. Start with your T+V+O sentence from Activity 3
2. Add the Detail from the Detail Bank using a connector (shown through, with, etc.)
3. Add the Effect from the Effect Bank using a connector (which, creating, to reveal)
4. Expand with 1–2 more sentences explaining HOW the device works

Scaffold Option A – Sentence Starters:

- In this extract, Lowry...
- This is shown when...
- The effect of this is...
- This helps the reader understand...
- Overall, the use of [Device]...

The author shows us the connection between Jonas and Gabriel, his baby brother, through their shared pale eyes, which are unique in the community. Jonas notices that these eyes are like looking into a clear river. He says it has "depth". This has the effect of helping the reader feel the strong connection between brothers. It helps reveal the meaning/idea about isolation in the community. It foreshadows the bond and their future relationship.

the author hints at jonas's special role later in the book through the actions of playing catch with asher.

the author reveals jonas deep thinking…