



Lesson plan: Manipulation of Language in *The Giver* – Unit 3

Part of a sequence of 3 lessons to learn more about the manipulation of language/euphemisms:

- Manipulation of language in *The Giver* – euphemisms
- Manipulation of language – euphemisms in real life
- **Control over language in real life**

Skills: Speaking, writing

Class: 2nd-year OS students

Material: PPT, online platforms to share answers simultaneously, ChatGPT

Lesson length: 45'

General objectives

By the end of this lesson, the students will be able to:

- Explain how language can be influenced or controlled for political or ideological purposes.
- Make connections between real-world language control and the fictional world of *The Giver*.
- Use descriptive language to explain key concepts without relying on specific words.
- Reflect on how the lexical suppression affects communication, thought, and emotional understanding.



Timing	Tasks/topics	Objectives	Material used	How?	Who?	Linguistics concepts
5'	Warm-up	Activate background knowledge and raise curiosity about language control	PPT / Slide or whiteboard with banned words listed	Introduce the CDC word ban (2017, Trump administration). Display some of the words reportedly discouraged in official documents Class discussion: What do these words mean ? Why would one want to remove them from official documents ?	Students	
10'	Give context	Understand a real-world example of language being controlled	Article excerpt PPT	Teacher explains the CDC directive and introduces the theme of language manipulation. Teacher answers possible questions	Teacher Eventually students	Semantic restriction, censorship
10'	Language ban in <i>The Giver</i> (love)	Make thematic connections between fiction and reality	PPT : Excerpts or quotes from <i>The Giver</i>	Teacher asks the class what words they remember the community cannot use or doesn't know Teacher shows excerpts from the book	Students	Euphemism, language control



				Class discussion: What happens when a word no longer exists? How are thoughts or emotions affected?		
15'	Explain It Without Saying It	Use creative language and deepen vocabulary understanding	PPT Handout	Group work; each group receives 2–3 words, prepares and presents definitions Groups describe everyday/emotional words without using the words themselves Students work on the handout Teacher is available	Students in groups	
5'	Wrap-up	Reflect on the impact of controlled or lost language Consolidate learning		Students answer the following questions : <i>What word would you never want to lose?</i>	Students	