

**The Giver**

By

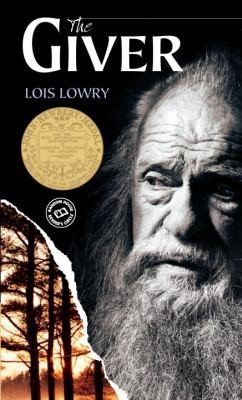
Lois Lowry

A Novel Study

by Joel Michel Reed

**The Giver**

## By Lois Lowry



**Table of Contents**

Suggestions and Expectations ..………………………………………. 3

List of Skills ….……………………………….………………....……….. 4

Synopsis / Author Biography …..…………………………………...... 5

Student Checklist ……………………………………………………..... 6

Reproducible Student Booklet ..……………………………....……….. 7

Answer Key ...……………………………………………………………. 48

**About the author:** Joel Michel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, you can check out his website by visiting the following link: [www.novel-studies.org](http://www.novelstudies.org/).

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# The Giver

## By Lois Lowry

### Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of ***The Giver*** and is comprised of five of the following different activities:

* Before You Read
* Vocabulary Building
* Comprehension Questions
* Language Activities
* Extension Activities

**Links with the Common Core Standards (U.S.)**

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

1. determining the meaning of words and phrases. . . including figurative language;
2. explaining how a series of chapters fits together to provide the overall structure;
3. compare and contrast two characters;
4. determine how characters … respond to challenges;
5. drawing inferences from the text;
6. determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

# The Giver

## By Lois Lowry

### List of Skills

###### Vocabulary Development

* 1. Locating descriptive words / phrases 8. Use of singular / plural nouns
  2. Listing synonyms/homonyms 9. Listing compound words
  3. Identifying / creating *alliteration* 10. Identifying parts of speech
  4. Use of capitals and punctuation 11. Determining alphabetical order
  5. Identifying syllables 12. Identify/create *similes*
  6. Identify *foreshadowing*. 13. Identify *anagrams*
  7. Identify *personification*

###### Setting Activities

1. Summarize the details of a setting

###### Plot Activities

1. Complete a *time line* of events 4. Identify *cliffhangers*
2. Identify conflict in the story 5. Identify the climax of the novel.
3. Complete Five W's Chart

###### Character Activities

1. Determine character traits 2. Relating personal experiences

###### Creative and Critical Thinking

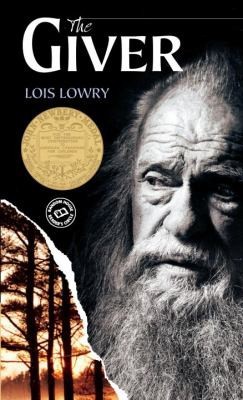
1. Research 5. Write a description of personal feelings
2. Write a newspaper story 6. Write a book review
3. Participate in a talk show 7. Complete an Observation Sheet
4. Conduct an interview 8. Write a short story

###### Art Activities

1. A Storyboard 4. Design a cover for the novel
2. Create a collage 5. Create a comic strip
3. Create an Information Card

# The Giver

## By Lois Lowry



##### Synopsis

Jonas's world is perfect. Everything is under control. There is no war or fear or pain. There are no choices. Every person is assigned a role in the community.

When Jonas turns twelve, he is singled out to receive special training from The Giver. The Giver alone holds the memories of the true pain and pleasure of life. Now it's time for Jonas to receive the truth. There is no turning back. (The Publisher – Random House)

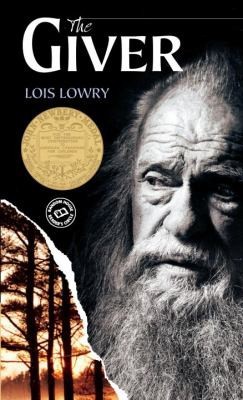
A complete synopsis and other helpful reviews can be found on the following website: <http://en.wikipedia.org/wiki/The_Giver>



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| **Author Biography**  *Lois Lowry* | | |  |
| **Lois Lowry** (born **Lois Ann Hammersberg**; March 20, 1937) is an American writer credited with more than thirty children's books and an autobiography.  She has won two Newbery Medals, for ***Number the Stars*** in 1989 and ***The Giver*** in 1993. For her contribution as a children's writer, she was a finalist in 2000 (and U.S. nominee again in 2004) for the biennial, international ***Hans Christian Andersen Award***, the highest recognition available to creators of children's books. In 2007 she received the Margaret Edwards Award from the ***American Library Association*** for her contribution in writing for teens. |  |  |
| As an author, Lowry is known for writing about difficult subject matters within her works for children. She has explored such complex issues as racism, terminal illness, murder, and the Holocaust among other challenging topics. She has also explored the very controversial issues of questioning authority such as in ***The Giver*** quartet. Her writing on such matters has brought her both praise and criticism. In particular, her work ***The Giver*** has been met with a diversity of reactions from schools in America, some of which have adopted her book as a part of the mandatory curriculum, while others have prohibited the book's inclusion in classroom studies.  Courtesy of Wikipedia: <http://en.wikipedia.org/wiki/Lois_Lowry> | | |

# The Giver

## By Lois Lowry

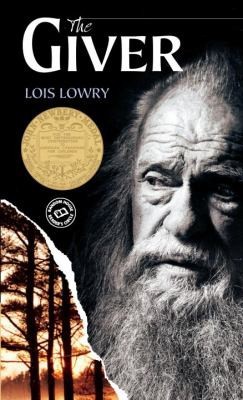


##### Student Checklist

Student Name:

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| Assignment | Grade/Level | Comments |
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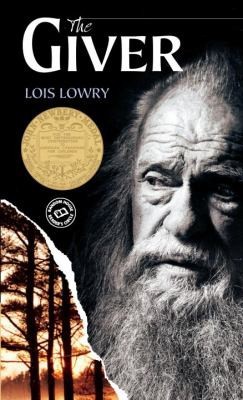
**The Giver**



*By Lois Lowry*

Name:

**The Giver**

By Lois Lowry

### Chapters 1-2 Before you read the chapter:

The setting of ***The Giver*** is commonly referred to as a '**dystopian society**'. A dystopian society is a community, usually fictional, that is in some important way undesirable or frightening. Using your own imagination, briefly describe a dystopian society that you would consider frightening.

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### Vocabulary:

Choose a word from the list to complete each sentence.

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| --- | --- | --- | --- | --- |
| suggested | learning | Decembers | community | country |
| stomach | fascinated | recollection | experience | outraged |

* 1. At first, he had been only fascinated. He had never seen aircraft so close, for it was against the rules for pilots to fly over the .
  2. He had been frightened then. The sense of his own community silent, waiting, had made his churn. He had trembled.
  3. “I apologize for inconveniencing my community.”
  4. Jonas, nearing his home now, smiled at the .
  5. “Maybe we could keep him,” Lily sweetly, trying to look innocent.
  6. Jonas nodded. He could remember the back to when he had become, well, probably a four. The earlier ones were lost to him.
  7. “Did you find it?” Jonas asked. He was .
  8. “I always participated, of course, because as children we must all those things. And I studied hard in school, as you do, Jonas.”

### Questions

* + 1. Describe the **setting** of the story as Chapter One begins.

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* + 1. What frightened Jonas at the beginning of Chapter One?
    2. What do you think it means to be 'released from the community'?

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* + 1. Do you think it's a good idea or a bad idea for a government (or a society) to choose your career path for you? Defend your answer.

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b. What career do you feel would best suit your own interests and talents, and why?

### Language Activity

1. The author seems to enjoy using **alliteration –** a literary device where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “. . . **g**rousing, **g**rouching, **g**rumbling, **g**riping about something or other."

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

|  |  |
| --- | --- |
| The sound of a duck quacking. |  |
| The sound of a police car, firetruck or ambulance. |  |
| A choir singing a song. |  |

1. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is “. . . *It was one of the rituals, the evening telling of feelings. Sometimes Jonas and his sister, Lily, argued over turns, over who would get to go first. Their parents, of course, were part of the ritual; they, too, told their feelings each evening. But like parents – all adults – they didn't fight and wheedle for their turn.*"

What two things are being compared in this example?

Invent your own **similes** comparing the following items with something from your own imagination:

* 1. A child riding his/her bike down the street.
  2. A street performer juggling dinner plates.

1. Find ten interesting words found in Chapters 1-2 that being with the letter 'C' and

have no less than seven characters. Once you have completed your list, arrange them in alphabetical order on the right hand side.

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| **Words** | **Alphabetical Order** |
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1. Copy out any three sentences from these chapters and underline the **nouns** and circle the **pronouns**.

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# The Giver

## By Lois Lowry

#### Chapters 3-5

 **Before you read the chapter**:

In the previous chapter we learn that the family shares their feelings with each other every day during mealtimes. Share a similar tradition that your own family keeps or celebrates.

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**Vocabulary:**

Most of the words in this Crossword Puzzle are taken from the last three chapters. Use the words in the box to complete the puzzle.

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| **ACROSS** | **DOWN** |
| 3. A person who teaches something.   1. A thought, image, or sensation occurring in a person’s mind during sleep. 2. An institution for educating children.   10. A person who treats people who are ill.   1. A person who offers their services for free. 2. An activity requiring physical effort, carried out to improve health and fitness. 3. The people of a district or country considered collectively. 4. A form of competitive activity or sport. 5. A person of greater age or wisdom. 6. A drug used to treat or prevent illness. 7. To say you're sorry about something. 8. The act of soaking yourself in water. 9. A person who operates an aircraft | 1. A person who designs, builds, or maintains engines, machines, or structures. 2. A round sweet fruit, commonly red. 3. A long strip of fabric used for decoration. 4. a leather or plastic rectangular container with a handle for carrying books/documents. 5. We're all one big happy .   9. A formal religious or public occasion.   1. A person's mother and father. 2. Beth is head of the yearbook . 3. Companion, comrade, associate, peer ... 4. The process of being restored to health.   17. A porous, absorbent item used for cleaning.   1. A public building where an audience sits. 2. The largest living land animal. 3. A person who delivers a speech/lecture. 4. An airborne object with wings. 5. A self-propelled vehicle with two wheels.   27. A religious or solemn ceremony. |

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| \* ONLY USE ANSWERS IF YOU ARE UNABLE TO PROCEED WITH THE CROSSWORD. | | | | |
| FRIEND | DREAM | COMMUNITY | GAME | BATH |
| VOLUNTEER | EXERCISE | CEREMONY | PARENTS | BRIEFCASE |
| FAMILY | SCHOOL | INSTRUCTOR | SPEAKER | ELEPHANT |
| DOCTOR | RIBBON | BICYCLE | ELDER | AUDITIORIUM |
| APOLOGIZE | APPLE | MEDICATION | PLANE | SPONGE |
| ENGINEER | PILOT | RITUAL | COMMITTEE | REHABILITATION |

### Questions

1. Briefly describe the incident involving Jonas and the apple.

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1. What was the task that Jonas had to perform as a volunteer?
2. In Chapter Five Jonas shared a rather strange dream with his family. Describe a time in your own life when you had a peculiar dream or nightmare.

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1. Do some research in your school library or the Internet on ***the purpose of dreaming***

and give a brief summary of your findings in the space below.

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1. Do you believe it's important for every individual to have the freedom to make his/her own important life decisions? (i.e. How many children you can have, or which career you wish to choose.) Defend your answer.

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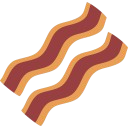
### Language Activities

1. ***PERSONIFICATION*** is giving human qualities to something that is not human. The following is an example of a personification: ". . . *The eagle soared through the air, screaming loudly at it's prey, almost seeming to taunt the helpless creature.*'

Why do you think personification is a popular literary device used by many authors?

Create your own example of personification.

1. Choose ten words from these chapters with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example**: **some / time**.

### Extension Activity

**Storyboard**

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the Chapter 3-5 of

***The Giver***. You may wish to practice your drawings on a separate piece of paper.

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| 1 | 2 |
| 3 | 4 |
| 5 | 6 |

# The Giver

## By Lois Lowry

### Chapters 6-8 Before you read the chapter:

Using your school library or the Internet, list at least five different novels (including the author) where the setting takes place in a '***Dystopian Society***'.

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### Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

* 1. Assignment A. Allow someone to enjoy something desired.
  2. Interdependence B. Something that is enjoyable or fun.
  3. Indulge C. A person's inherent qualities.
  4. Inadequate D. To depend or rely on one's self.
  5. Relinquish E. Intensely irritated or infuriated.
  6. Independence F. A task or piece of work allocated to someone.
  7. Merriment G. To voluntarily give something up.
  8. Invariably H. To depend or rely on others.
  9. Disposition I. In every case, or on every occasion.
  10. Exasperated J. Lacking the quality or quantity required.

### Questions

1. Why was Jonas so worried about Fritz getting his bicycle?

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1. According to Asher, if you feel that you do not fit into the community and decide to apply elsewhere, you would be transferred without a problem.

True or False

1. What did the chief of the community do during the ceremony that caused Jonas and the rest of the members of the community so much grief?

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1. What was the career that Jonas was given during the ceremony?

b. Name at least three of the five characteristics that were needed for Jonas's career.

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### Language Activities

1. Chapter 8 contained an important literary devices called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter 5? Why do you think the author ended the chapter this way?

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### Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **PATS** can also form the word **SPAT**. Follow these directions to form the anagrams:

1. read the clue in the right-hand column.
2. Using the word in the left-hand column move the letters around in any order, but you must use all the letters.

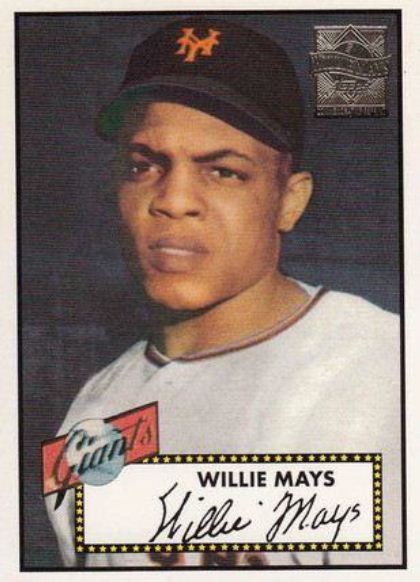
|  |  |  |
| --- | --- | --- |
| **Word** | **Anagram** | **Clue** |
| Solemn |  | A sour tasting fruit. |
| Signed |  | To create, fashion, execute or construct. |
| Altered |  | Being connected by the same family. |
| Auctioned |  | You attend school to gain this. |
| Terrain |  | A coach or fitness instructor. |
| Present |  | This creature has been known to 'tempt'. |
| Mitres |  | List two out of four possible words. |

### Write a Short Story

Your task is to write a one page story on any topic you choose. Your story must include one protagonist (hero), and one antagonist (villain). The formatting for the story should be as follows: There needs to be at least four paragraphs in total. One paragraph to introduce your characters and plot, two paragraphs to serve as the main body, and one final paragraph for the conclusion of your story.

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### Pick A Career, Any Career!

There is a countless variety of careers found across the world. Here's a list of several common career choices; doctor, nurse engineer, police officer, fire-fighter, accountant, teacher, writer, receptionist, carpenter, plumber, electrician, sales clerk, dentist, pilot, computer programmer, maintenance, and even acting is considered to be a potential career choice!

Your task is to create an information card featuring the career of your own choosing. The card should closely resemble a sports card (i.e. baseball, hockey...) The front of the card will feature an appropriate picture and the back will include at least four fascinating facts about your career choice, which you can research from your school library or the Internet.

1. Find three examples of the following parts of speech from these chapters.

|  |  |
| --- | --- |
| **Nouns** |  |
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| **Verbs** |  |
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| **Adjectives** |  |
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# The Giver

## By Lois Lowry

### Chapters 9-11 Before you read the chapters:

Describe the one scene or event in the novel which you have enjoyed the most thus far.

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### Vocabulary:

Write a list of five different synonyms for each of the following words.

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| **Pleased** | **Listen** | **Strange** |
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##### Cloze Call

**Questions**

Complete the following exercise filling in the correct words from the **Word Box**.

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| surprise | uncomfortably | concentration | furnished |
| unimportant | glancing | discomfort | presence |
| Attendant | contained | studying | dwelling |
| unlocked | friendly | respectfully | community |

The lobby was very small and only a desk at which a female sat working on some papers. She looked up when he entered; then, to his , she stood. It was a small thing, the standing; but no one had ever stood automatically to acknowledge Jonas's before.

“Welcome, Receiver of Memory,” she said . “Oh, please,” he replied . “Call me Jonas.”

She smiled, pushed a button, and he heard a click that the door to her left. “You may go right on in,” she told him.

Then she seemed to notice his and to realize its origin. No doors in the

were locked, ever. None that Jonas knew of, anyway.

“The locks are simply to insure The Receiver's privacy because he needs

,” she explained. “It would be difficult if citizens wandered in, looking for the Department of Bicycle Repair, or something.”

Jonas laughed, relaxing a little. The woman seemed very , and it was true - in fact it was a joke throughout the community – that the Department of Bicycle Repair, an little office, was relocated so often that no one ever knew where it was.

“There is nothing dangerous here,” she told him.

“But,” she added, at the wall clock, “he doesn't like to be kept waiting.”

Jonas hurried through the door and found himself in a comfortably living area. It was not unlike his own family unit's . Furniture was standard throughout the community: practical, sturdy, the function of each piece clearly defined. A bed for sleeping. A table for eating. A desk for .

### Language Activities

1. Write the plural of the following nouns from the last few chapters. Careful – you may wish to consult a dictionary for some of these words.

|  |  |
| --- | --- |
| **Singular Noun** | **Plural Noun** |
| Thief |  |
| Tornado |  |
| Quiz |  |
| Waltz |  |
| Thesis |  |
| Story |  |
| Curriculum |  |
| Emphasis |  |
| Moose |  |
| Abyss |  |

1. Rewrite the following sentences putting in the **correct capitalization** and

###### punctuation.

asher and jonas responded with congratulations to their groupmates

the annex was very ordinary its door unremarkable

the old man still beside the bed was watching him

### KWS Chart

Choose a topic which is featured in ***The Giver*** (i.e. bicycles, families, communities, memories, dreaming, dystopian societies, or even the topic of writing). In each of the columns below add helpful details which would assist someone who is researching your chosen topic.

**Topic**

|  |  |  |
| --- | --- | --- |
| **What I Know** | **What I Want To Learn** | **Possible Sources** |
|  |  |  |

1. The word “**watch**” can be used as a **noun** or a **verb**, depending on the sentence. Use your imagination and write sentences to illustrate how this word can be used as both a noun and a verb.

WATCH

Noun

Verb

### Extension Activity

**Collage**

Make a collage from magazine pictures illustrating a scene from the novel, or events and characters from the entire novel.

# The Giver

## By Lois Lowry

### Chapters 12-14 Before you read the chapters:

In the previous chapters Jonas had been selected to be the new 'Receiver of Memory', but Jonas

was rather nervous about the idea of being on his own. Describe a time in your own life when you were nervous about something you had to do. Why do you think you were so nervous in these circumstances?

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### Vocabulary:

Choose a word from the list that means the same or nearly the same as the underlined word(s).

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| --- | --- | --- | --- |
| smirking | securely | selected | appeared |
| response | permitted | detested | furiously |
| detected | musically | warning | alerted |

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| --- | --- | --- |
| **1** | Jonas had not heard the new child during the night because as always, he had slept soundly. But it was not true that he had no dreams. |  |
| **2** | He was very aware of his own admonition not to discuss his training. |  |
| **3** | “But something about her changed for a second. Her hair looked different; but not in its shape, not in its length. I can't quite -” Jonas paused, frustrated by his inability to grasp and describe exactly what had occurred. |  |
| **4** | “When I was observing you, before the selection, I perceived that you probably had the capacity, and what you describe confirms that.” |  |
| **5** | “Definitely not safe,” Jonas said with certainty. “What if they were allowed to choose their own mate? And chose wrong?” |  |
| **6** | The Giver had chosen a startling and disturbing memory that day. |  |
| **7** | He screamed. There was no answer. |  |
| **8** | “When did they decide that?” Jonas asked angrily. |  |

### Questions

* 1. Once The Giver gives Jonas a memory, The Giver can no longer remember it.

True or False

* 1. What did Jonas see during his experience with the apple, the audience, and the sled?
  2. Why were the residents in the community not able to see colour?

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* 1. Jonas was upset about the fact that the community was not able to make their own decisions (i.e. getting dressed, or choosing their own careers). Why do you think it's important for an individual to make their own life decisions?

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* 1. Briefly describe the second dream that Jonas was given involving the sled.

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### Language Activities

1. **Foreshadowing** is a literary device used by authors to provide clues for the reader so they are able to predict what might occur *later* in the story. How might the following statement be considered an example of this literary device: *"He wondered, though, if he should confess to The Giver that he had given a memory away. He was not yet qualified to be a giver himself; nor had Gabriel been selected to be a receiver."*

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1. As these chapters conclude Jonas is going through one of the most exciting and unusual times of his life. Describe a similar emotional experience in your own life.

What happened and how did you feel?

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1. Copy out any three sentences from these chapters and underline the **verbs** and circle the **adverbs**.

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### Extension Activity

**A Comic Strip**

This activity is especially for students with an artistic flair or who love comic books! It can be done for any event up to this point in the story. The first step is to decide on the length of your comic strip (6 to 9 frames is suggested); next consider what events you will include from ***The Giver***. You may wish to highlight a brief incident, or include the highlights of the novel to this point. You may even want to provide an alternate ending to your scene! A quick sketch of the comic strip can first be accomplished in a **storyboard format** before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.

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**The Giver**

*By Lois Lowry*

**Chapters 15-17**

 **Before you read the chapters**:

In the previous chapters, Jonas gave away one of his memories to Gabriel in order to help him sleep. Predict what you think might happen as a result of Jonas giving Gabriel a memory.

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### Vocabulary:

Solve the following word search puzzle using the words from the **Word Box**. Remember – the words can be horizontal, vertical or diagonal. They may be forward or even backward!

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| --- | --- | --- | --- | --- |
| GIVER | CEREMONY | ASHER | SPEAKER | COMMUNITY |
| MEMORY | JONAH | FIONA | RECEIVER | CHILDCARE |
| ELDER | GABRIEL | TWELVE | PILOT | LILY |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| F | G | A | V | R | Y | B | D | R | A | E | H | T | T | N |
| K | T | S | A | P | E | T | G | M | E | N | B | S | W | R |
| R | E | C | E | I | V | E | R | V | C | H | S | X | C | V |
| F | L | T | E | L | W | S | B | H | H | T | S | E | S | F |
| D | D | H | C | O | M | M | U | N | I | T | Y | A | I | V |
| G | E | Z | E | T | A | E | U | P | L | H | E | O | S | V |
| A | R | S | R | A | F | B | E | B | D | Y | N | E | G | E |
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| T | Y | U | L | M | H | H | A | Q | E | T | G | D | S | R |

### Questions

* 1. Briefly describe the memory that was tormenting The Giver in Chapter 13.

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b. Describe a memory from your own life that you believe has a special significance.

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* 1. Jonas expressed his desire to the Giver that he wanted to be loved by others. Why do you think love is a particularly important feeling for Jonas?

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* 1. Why did Jonas ask Asher to never play 'Good Guys and Bad Guys' again.

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* 1. What do you think Jonas meant by the following statement: “*Jonas trudged to the bench beside the Storehouse and sat down, overwhelmed with feelings of loss. His childhood, his friendships, his carefree sense of security – all of these things seemed to be slipping away.”* Explain your answer.

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### Language Activities

1. **Homonyms**

Homonyms are words which sound the same but have different meanings. An example is ***alter*** and ***altar***. These chapters feature words which are examples of homonyms. In the chart below, write the definition for each of the following sets of homonyms.

###### Example 1

|  |  |
| --- | --- |
| **Homonyms** | **Sentence** |
| 1. Close |  |
| 2. Clothes |  |

**Example 2**

|  |  |
| --- | --- |
| **Homonyms** | **Sentence** |
| 1. Elude |  |
| 2. Illude |  |

1. Try to reassemble the word parts listed below into ten compound words found in the last few chapters of ***The Giver***.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| else | fear | house | ships | grand |
| story | bed | stand | where | home |
| some | window | parents | work | under |
| store | teller | room | panes | friend |

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| --- | --- | --- | --- |
| 1 |  | 6 |  |
| 2 |  | 7 |  |
| 3 |  | 8 |  |
| 4 |  | 9 |  |
| 5 |  | 10 |  |

### Talk Show

With two or three other students prepare to participate in a television talk show featuring characters from this novel. Choose an interesting character from the book, and prepare about a half-dozen questions to ask and possible answers for each question.

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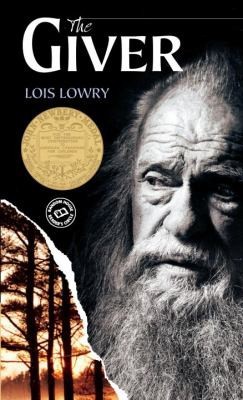
### The Five W’s Chart

Choose an event from the novel, then complete the following chart with the important details.

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| --- |
| **What Happened?** |
| **Who Was There?** |
| **Why Did It Happen?** |
| **When Did It Happen?** |
| **Where Did It Happen?** |

# The Giver

## By Lois Lowry



### Chapters 18-20

#### Before you read the chapters:

In the previous chapter we learned that twins were once thought to be separated into different communities, and grow up never knowing they have a twin brother or sister. Do some research on the Internet and find a real life story where twins have been separated at birth, but ended up meeting their twin later in their lives under 'miraculous' circumstances.

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#### Vocabulary:

Write a **sentence** using the following homonyms. Make sure that the meaning of the word is clear in your sentence.

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| --- | --- |
| Missed |  |
|  |
| Mist |  |
|  |
| Soared |  |
|  |
| Sword |  |
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### Questions

* 1. What happened to the previous Receiver of Memory? What was her name?

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* 1. What would happen to all of the memories if the receiver is suddenly lost?
  2. Why did Jonas decide to escape to elsewhere?

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* 1. What was the plan that Jonas and The Giver devised in order to escape to elsewhere?

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b. If you were Jonas, what plan would you come up with in order to escape?

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### Language Activities

1. **Interview**

Interview at least two of your colleagues for their views of this novel. (Try to get both positive and negative comments.) Write a brief **report** putting these views together.

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### Observation Chart

***The Giver*** is a novel filled with strange sights and sounds. Look back over the novel and get as many examples of the five senses, listing them in the chart below with a description about where each is found. You may wish to choose your examples from one particular scene, or include a number of different scenes.

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| --- | --- | --- | --- | --- |
| **Sight** | **Sound** | **Touch** | **Taste** | **Smell** |
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### Fascinating Facts

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| ***The Giver*** features a number of controversial topics in the story-line, including *euthanasia* and *infanticide*. One of the most notorious political leaders to adopt such heinous policies was Adolf Hitler during his reign as Chancellor of Germany and leader of the Nazi party. It is said that Hitler was strongly influenced by his religious beliefs in the theory of *evolution*. The moral and social implications of this particular belief were clearly witnessed during the horrific events which led to the holocaust. |  |  |
| There are a number of ideas found in Charles Darwin's book ***The Descent of Man*** that helped form Hitler's discriminatory beliefs***.*** In ***The Descent of Man****,* Darwin asserted the following: “*At some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate and replace throughout the world the savage races. At the same time the anthropomorphous apes...will no doubt be exterminated. The break between man and his nearest Allies will then be wider, for it will intervene between man in a more civilized state, as we may hope, even than the Caucasian, and some ape as low as the baboon, instead of as now between the Negro or Australian and the gorilla" (1874, p. 178).* | | |



**Extension Activities**

**A Book Cover**

Create a book cover for ***The Giver***. Be sure to include the title, author, and a picture that will make other students want to read the novel.

# The Giver

## By Lois Lowry

#### Chapters 21-23 Before you read the chapters:

Briefly predict how you think the novel will end.

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**Vocabulary:**

Chapters 21-23 contain a number of compound words (a word made up of two or more smaller words): afternoon, somebody, doorway…

Find five examples of compound words from these chapters and write the definition for each.

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### Questions

1. The climax of a story usually occurs at the most exciting or important point of the plot. Where do you think the climax of ***The Giver*** occurs?

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1. Were you satisfied with the conclusion of the novel? Why or why not?

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1. How did Jonas and Gabriel avoid being spotted by the plane's heat-seeking abilities?

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1. Using your imagination, briefly describe an alternate ending to the novel.

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1. Which character in the novel was your favorite, and why?

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### Language Activities

1. **A News Report**

Imagine you are a newspaper reporter at the time and place of ***The Giver***. You are asked by your editor to write a short summary of Jonas's adventures for your interested readers.

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### A Book Review

Write a review of ***The Giver*,** describing in no more than one paragraph an outline of the plot, and then in another paragraph how you enjoyed the novel (or didn’t) and why. (Please don’t give away the ending!) This review can be posted to a website like [www.amazon.com](http://www.amazon.com/).

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### Conflict

We have already read about a number of important conflicts in this novel. **Conflict** is an important element in a novel. There are generally three types of conflict: **person against person**; **person against self**; and **person against nature**. Find at least three examples of conflict in the novel, and tell which type of conflict each is.

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| **Type of Conflict:** |
| **Description:** |
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| **Type of Conflict:** |
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| **Type of Conflict:** |
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### Sequence Chart

List the main events of ***The Giver*** in the order which they occurred.

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| **The Giver** |
| **First** |
| **Next** |
| **Next** |
| **Next** |
| **Next** |
| **Next** |
| **Next** |
| **Next** |
| **Last** |

### Extension Activities

**Did You Catch the Flick?**



***The Giver*** was made into a full-length feature film in 2014 staring Jeff Bridges, Meryl Streep, Brenton Thwaites, Katie Holmes, Alexander Skarsgard, and a host of other talented actors. This film remained faithful in most respects to the characters and plot of the novel. However, it did take a few “liberties” as well.

If you get a chance to view the film version, use the following framework to make a comparison between the book and movie.

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| **Similarities** | |
| **The Novel** | **The Movie** |
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| **Differences** | |
| **The Novel** | **The Movie** |
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###### Chapters 1-2 Vocabulary:

**Answer Key**

1 – Community 2 – Stomach 3 – Learning 4 – Recollection

5 – Suggested 6 – Decembers 7 – Fascinated 8 – Experience

###### Questions:

1 – Answers will vary. (Jonas is biking through town when he sees a fighter aircraft flying overhead. Suddenly, he hears a voice through an intercom telling the people to find shelter) 2 – He knew that fighter jets don't normally fly over towns.

3 – Answers will vary. (A punishment that means expulsion from society, or possibly death) 4 – Answers will vary.

b – Answers will vary.

###### Language Activity

**C.** Ceremonies, Citizens, Classroom, Committee, Community, Conclusion, Confessed, Confused, Contributing, Conversation.

###### Chapters 3-5 Vocabulary:

|  |  |
| --- | --- |
| **ACROSS** | **DOWN** |
| 3. INSTRUCTOR   1. DREAM 2. SCHOOL   10. DOCTOR   1. VOLUNTEER 2. EXERCISE 3. COMMUNITY 4. GAME 5. ELDER 6. MEDICATION 7. APOLOGIZE 8. BATH 9. PILOT | 1. ENGINEER 2. APPLE 3. RIBBON 4. BRIEFCASE 5. FAMILY   9. CEREMONY   1. PARENTS 2. COMMITTEE 3. FRIEND 4. REHABILITATION   17. SPONGE   1. AUDITORIUM 2. ELEPHANT 3. SPEAKER 4. PLANE 5. BICYCLE   27. RITUAL |

**Questions:**

1. – Jonas and Asher were playing catch with an apple, when Jonas realized that the apple was changing into something different when it was in the air. He decided to take it home, which was against the rules and he had to apologize to certain members of the community.
2. – He had to bathe the elderly. 3 – Answers will vary.

4 – Answers will vary. 5 – Answers will vary.

###### Chapters 6-8 Before You Read:

1984 (George Orwell), Fahrenheit 451 (Ray Bradbury), Animal Farm (George Orwell), Hunger Games (Suzanne Collins), Brave New World (Aldous Huxley), Atlas Shrugged (Ayn Rand), etc.

###### Vocabulary:

1-F 2-H 3-A 4-J 5-G 6-D 7-B 8-I 9-C 10-E

###### Questions:

1. – Fritz had a history of being chastised for minor indiscretions, and he knew that the bicycle would be a problem that might tarnish the reputation of Fritz and his parents.
2. – False (You would be 'released' from the community)
3. – The chief of the community skipped Jonas's number, causing them to believe that Jonas was not assigned a career and required further training.
4. – Jonas would be the new 'Receiver of Memory'.

b – Intelligence, Integrity, Courage, Wisdom and 'The Capacity To See Beyond.'

###### Language Activities

B. Lemons, Design, Related, Education, Trainer, Serpent, Merits/Mister/Remits/Timers

###### Chapters 9-11

**Vocabulary:** *Answers will vary.*

###### Questions:

The lobby was very small and contained only a desk at which a female Attendant sat working on some papers. She looked up when he entered; then, to his surprise, she stood. It was a small thing, the standing; but no one had ever stood automatically to acknowledge Jonas's presence before.

“Welcome, Receiver of Memory,” she said respectfully. “Oh, please,” he replied uncomfortably. “Call me Jonas.”

She smiled, pushed a button, and he heard a click that unlocked the door to her left. “You may go right on in,” she told him.

Then she seemed to notice his discomfort and to realize its origin. No doors in the community were locked, ever. None that Jonas knew of, anyway.

“The locks are simply to insure The Receiver's privacy because he needs concentration,” she explained. “It would be difficult if citizens wandered in, looking for the Department of Bicycle Repair, or something.”

Jonas laughed, relaxing a little. The woman seemed very friendly, and it was true - in fact it was a joke throughout the community – that the Department of Bicycle Repair, an unimportant little office, was relocated so often that no one ever knew where it was.

“There is nothing dangerous here,” she told him.

“But,” she added, glancing at the wall clock, “he doesn't like to be kept waiting.”

Jonas hurried through the door and found himself in a comfortably furnished living area. It was not unlike his own family unit's dwelling. Furniture was standard throughout the community: practical, sturdy, the function of each piece clearly defined. A bed for sleeping. A table for eating. A desk for studying.

###### Language Activity

1. Thieves, Tornadoes, Quizzes, Waltzes, Theses, Stories, Curricula, Emphases, Moose, Abysses.
2. Asher and Jonas responded with congratulations to their groupmates. The Annex was very ordinary, its door unremarkable.

The old man, still beside the bed, was watching him.

**C-D.** Answers will vary.

###### Chapters 12-14 Vocabulary:

1 – Securely 2 – Warning 3 – Appeared 4 – Detected 5 – Permitted

6 – Selected 7 – Response 8 – Furiously

###### Questions:

1. – True
2. – He was beginning to see colours, specifically the colour red.
3. – They decided to get rid of all colours when they first established 'sameness'. 4 – Answers will vary.

5 – When Jonas descended down the hill he realized that the ground was slick with ice. He tried to gain control of the sled, but he was going much too fast. He hit a bump on the trail, which sent him tumbling down the hill, breaking his leg. He also vomiting on the ground shortly after.

###### Chapters 15-17 Vocabulary:

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| R | E | C | E | I | V | E | R |  | C | H |  |  |  |  |
|  | L |  |  | L |  |  |  |  | H |  | S |  |  | F |
|  | D |  | C | O | M | M | U | N | I | T | Y | A | I |  |
| G | E |  | E | T |  |  |  |  | L |  |  | O |  |  |
| A | R |  | R |  |  |  |  |  | D |  | N |  | G | E |
| B |  |  | E |  |  |  |  |  | C | A |  |  | I | V |
| R |  | J | M | E | M | O | R | Y | A |  |  |  | V | L |
| I |  |  | O |  |  |  |  |  | R |  |  |  | E | E |
| E |  |  | N | N |  |  | S | P | E | A | K | E | R | W |
| L | I | L | Y |  | A |  |  |  |  |  |  |  |  | T |
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**Questions:**

1 – There was a battle that was being fought, and on the ground there lay a boy covered in blood, crying out for water. Once Jonas gave the boy some water, he heard the cannons firing.

b – Answers will vary. 2 – Answers will vary.

1. – Jonas had experienced war in one of his memories, and realized that the game 'Good Guys and Bad Guys' was nothing more than a child’s war game.
2. – Answers will vary. (He realized that his training was changing the way he viewed life)

###### Language Activities

**A –** 1 **-** Close: To shut or confine. 2 – Clothes: Items worn to cover the body. 1 – Elude: Escape from or avoid. 2 – Illude: To trick or delude/deceive.

**B –** Elsewhere - Fearsome - Bedroom - Grandparents - Storehouse - Understand - Storyteller

- Windowpanes - Homework - Friendships

**Chapters 18-20 Vocabulary:** *Answers will vary.*

###### Questions:

1 – Rosemary could not endure the memories given to her by the receiver, and asked for release. 2 – The memories would be released into the whole community.

1. – He witnessed the 'release' of one of the twin babies, and realized that he could no longer live in a community where they kill off those who are deemed to be inferior.
2. – The Giver would put aside some of his food for Jonas, and give him as many memories of courage and strength as possible. Jonas would secretly leave his dwelling the night before the ceremony and leave a note for his parents. The following morning his parents would find the note, and assume he will make it to the ceremony while Jonas made his escape to elsewhere. 5 – Answers will vary.

**Chapters 21-22 Vocabulary:** *Answers will vary.* **Questions:**

1. Answers will vary (Jonas's escape from the community).
2. Answers will vary.
3. Jonas used memories of snow in order to become cold.
4. Answers will vary.
5. Answers will vary.