The Giver by Lois Lowry

READING SCHEDULE:

Due Monday, October 29th  Ch. 1-2
Due Monday, November 5th  Ch 3-4
Due Monday, November 12th  Ch. 5-8
Due Monday, November 19th  Ch. 9-12
Due Monday, November 26th  Ch. 13-16
Due Monday, December 3rd  Ch. 17-20
Due Monday, December 10th  Ch. 21-23

Final Exams: December 17-19

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The Giver Pre-Reading Quiz

Directions: Answer TRUE or FALSE to these statements:

__________ 1. An ideal community would not have any hunger or starvation.

__________ 2. An ideal community would not have any jealousy or competition.

__________ 3. An ideal community would not have any unemployment.

__________ 4. All children should have equal possessions and privileges at a certain age, regardless of the status of their families.

__________ 5. Families are much closer when they share their feelings.

__________ 6. Life would be better and easier if we did not carry bad memories in our heads.

__________ 7. Overpopulation is such a problem that families should not be allowed to have more than two children.

__________ 8. There is no real need to learn about world history.

__________ 9. There is no real need to learn about one’s own family’s history.

__________ 10. One’s job or occupation in life should be a careful match of one’s interests, talents, and skills.

Be prepared to explain your answers to the class!
Author Biography - Lois Lowry

Lois Lowry was born in Hawaii on March 20, 1937. She was born the middle child in a family of three children, a blessing which Lowry believes allowed her the freedom to read and revel in her imagination.

Lowry’s father was a career American military officer, and the family moved frequently throughout the author’s childhood. Lowry also lived in New York and Pennsylvania in her youth.

In 1948, at eleven years old, Lowry’s family moved to an Americanized military community in Tokyo, Japan. Even though the family lived in this thriving Asian city, they lived in an American-style house with American neighbors, saw American movies, and attended an American school. In other words, she lived separately from the Japanese, and therefore was very curious about her Japanese neighbors.

In The Giver, Lowry draws upon her memories of secretly exploring the Japanese neighborhoods of Tokyo on her bicycle. This experience partially forms the basis of Elsewhere in the novel.

Lowry returned to New York City for high school and attended Brown University in Rhode Island for college. In 1956, at age nineteen, Lowry left Brown to marry naval officer Donald Lowry. The Lowry family moved frequently and had four children, two daughters and two sons.

The family settled in Maine, and Lowry completed her degree in English Literature at the University of Southern Maine in 1972. The author began working as a freelance journalist and published her first realistic fiction novel, A Summer to Die, in 1977, the same year that she and her husband divorced.

Lowry continued to write and began publishing the Anastasia Krupnik series in 1979. In 1989, Lowry won her first Newbery Medal for the historical fiction novel Number the Stars which tackles the Nazi occupation of Denmark during World War II. In 1993, the author won her second Newbery medal for her fantasy novel The Giver which discusses a futuristic, utopian society that goes terribly wrong. Even though Lowry’s novels vary greatly in time period and genre, they all contain the same basic theme of the importance of nurturing human connections.

Lowry currently divides her time between Cambridge, Massachusetts and an old farmhouse in Maine. She enjoys reading, gardening, knitting, and spending time with her grandchildren.

genre: a type or category of artistic work, separated by similar subject, style, theme, etc.
What do you remember about the author?

Directions: Using the biographical information about Lois Lowry, answer the following questions. Write the letter of the correct answer on the lines provided.

1. What is the author’s purpose in writing this biography of Lois Lowry?
   a. to tell the reader an entertaining story about Lois Lowry
   b. to persuade the reader to read one of Lois Lowry’s books
   c. to provide information about Lois Lowry
   d. to describe Lois Lowry’s childhood

2. Based on the information in the first two paragraphs, the reader can conclude that:
   a. Lois Lowry did not enjoy moving during her childhood.
   b. Lois Lowry had a close relationship with her family.
   c. Lois Lowry enjoyed living in New York.
   d. none of the above

3. Lowry’s time living in Japan is important because:
   a. she learned to speak Japanese
   b. it influenced her writing of The Giver
   c. she enjoyed exploring Tokyo
   d. she made many friends in Japan

4. Where would be the BEST place in the biography to insert information about other books written by the author?
   a. in paragraph six
   b. add an additional paragraph between paragraphs six and seven
   c. in paragraph five
   d. in paragraph four

Directions: Answer the following questions using complete sentences.

5. List the two books for which Lowry was awarded the Newbery Medal. Also, include the year in which she won each award.

6. The term genre is used in this biography. Explain in your own words what a literary genre is. List as many genres as you know.
Dictionary for this novel

Chapter One
· landing field - runway where airplanes land
· needle-nosed single-pilot jet - small, fast airplane with one pilot and no passengers
· hymn - song of praise
· hatchery - place for hatching fish eggs
· salmon - a type of fish which is frequently eaten as food
· tunic - a long shirt
· port - a specific place where a vehicle is parked
· rituals - social customs which are done repeatedly
· learning usages - ways of doing things
· Nurturer - a person assigned to care for infants
· newchild - infant
· gender - male or female sex
· spouses - husbands or wives
· Department of Justice - court and legal systems

Chapter Two
· Elders - an official position of rank and authority
· appeal process - legal proceedings in which a person requests that a decision or ruling be changed
· comfort object - an item, typically a stuffed animal, that a child uses to console himself

Chapter Three
· Birthmother - biological mother
· singsong voice - speaking in a rhythmic, lilting tone
· sphere - three-dimensional circle, like a ball
· dwelling - house
· magnifying glass - handheld object used to make items appear larger

Chapter Four
· bikeports - parking places for bicycles; a bike rack
· groupmates - class of children who are the same age
· community structures - public buildings
· House of the Old - home for elderly people, similar to a nursing home
· attendant - a person who greets visitors; a secretary
· Caretaker - a person assigned to work with the elderly
· family unit - group of people consisting of a mother, father, and one or two children who live together

Chapter Five
· Security Guards - police officers
· Stirrings - feelings of sexual desire

Chapter Six
· Assignment - job which a person is given
· Auditorium - public building for large gatherings of people
· Naming and Placement - ceremony in which a child is given a name and placed in a family
· Inadequate - a child who does not meet the developmental standards for his/her age
· Uncertain - a child whose developmental status is not yet determined
· Ceremony of Loss - funeral service for a person who dies accidentally or prematurely
· Murmur-of-Replacement Ceremony - service in which a name is reintroduced to the community
podium- stand on which a speaker places his/her notes
midday meal- lunch
Sanitation Laborer- person who picks up trash
Matching of Spouses- process of selecting males and females to create a family unit
Committee of Elders- group of authority figures who make decisions about the community

Chapter Seven
\[cdot\] tattletale- informing an authority figure when someone does something wrong
\[cdot\] precision of language- using specific vocabulary words to fit a situation

Chapter Eight
\[cdot\] crescendo- increase in volume of music
\[cdot\] integrity- adhering to moral values
\[cdot\] courage- mental strength to overcome danger and fear
\[cdot\] wisdom- knowledge

Chapter Nine
\[cdot\] carrying containers- box or basket for storage on the back of a bicycle
\[cdot\] Nurturing Center- facility where infants are cared for until they are placed in a family unit
\[cdot\] Not-to-Be-Spoken- name which is not to be used or person who is not to be referred to
\[cdot\] sleepingroom- bedroom
\[cdot\] Twelve- a twelve-year-old child; the age when a person is assigned a job
\[cdot\] Four- a four-year-old child

Chapter Ten
\[cdot\] citizen-in-training- a twelve-year-old child who is learning to do the job which he/she was assigned

Chapter Eleven
\[cdot\] Annex- a separate room attached to a larger building
\[cdot\] Sameness- all persons and items appearing and acting alike, as well as experiencing the same things
\[cdot\] Climate Control- managing the weather so that it is always the same
\[cdot\] transmission- the process of one person giving a memory to another person

Chapter Twelve
\[cdot\] discipline wand- small stick-like instrument used to strike a person who misbehaves
\[cdot\] occupational therapy- exercises which promote recovery or rehabilitation
\[cdot\] seeing beyond- the ability to perceive qualities, such as colors, which are not viewed by others
\[cdot\] one-generation memories- recollections of personal experiences
“work the kinks out”- fix the problems

Chapter Thirteen
\[cdot\] small-muscle control- using the hand muscles to manipulate objects
\[cdot\] geraniums- red flowers with a long stem and round buds
\[cdot\] Hall of Open Records- public building where legal documents are stored
\[cdot\] Landscape Workers- people who plant and care for natural surroundings such as lawns and flowers

Chapter Fourteen
\[cdot\] relief-of-pain- medicine which alleviates bodily discomforts
\[cdot\] anesthetic ointment- numbing medicine which is rubbed on the skin
\[cdot\] spasms- involuntary muscle contractions
\[cdot\] turquoise- bluish-green color

Chapter Fifteen
\[cdot\] whinnying- horse’s neigh
Chapter Sixteen
- “get his bearings”- figure out where one is located
- wholeheartedly- completely

Chapter Seventeen
- ambush- attacking a person or group by surprise
- counter-attack- to fight against a person or group

Chapter Nineteen
- syringe- a device used to inject fluids; a shot
- plunger- a device which forces liquid out of a syringe

Chapter Twenty-One
- frazzled- nervously upset; anxious
- fugitives- persons who are trying to escape from the police

Chapter Twenty-Two
- perils- dangers
- banquets- meals with large displays of items to eat
Essential Questions:
(and possible test questions!)

What makes life truly worth living?

Is a “perfect” society possible?
Is it something we really want?
Is it worth giving up freedom, individuality, and choice for safety, security, and comfort?

How can an individual shape his or her community?

In order to truly live a life worth living, do we have to experience pain and suffering?

What is the importance of memories to an individual and to a society?

How important is individuality and diversity in a society?

Could something intended for the greater good really be bad?
Community “Life Schedule”

BIRTH

Live with other new children in the Nurturing Center
Comfort object given
1

2*
3

4

5*
6*
7

8

9  Receive bicycle

10
11

12

Full Adulthood  Apply for spouse/Matching of spouse
Childless Adult  Go to live with Childless Adults
Old Age

CEREMONY OF RELEASE
The Giver Key Terms

Chapters 1 & 2
At first, this sounds like a perfectly normal world…just a little odd, but peaceful and quiet. But the people use some unusual terms to tip you off that this is not really our world. What do these words really stand for?

Nurturer

Nurturing Center

Naming, Elder

Receiver

Assignment

Comfort Object

Chapters 3 & 4
Newchild

Bike Port

Speaker

Rehabilitation Center

House of the Old

Volunteer Hours

Birthmother

Celebration of Release
The Giver
Vocabulary Chapters 1-4

Place each vocabulary word on the line below the picture.

(p.4) **rituals** (n.): established procedures for a ceremony, especially religious
syn: ceremonies; rites  ant: single spontaneous occurrence

(p.15) **recreation** (n.): activity that is relaxing or fun
syn: amusement; entertainment  ant: work

(p.20) **chastisement** (n.): harsh criticism
syn: punish; rebuke  ant: praise; reward

(p. 27) **dwelling** (n.): a shelter used for long time living
syn: house; home  ant: outside; unfamiliar place

CHAPTER 1

1. Describe Jonas’ community.

2. Describe Jonas’ family. What do his parents do?

3. Who is Asher?
4. What is the word that Jonas feels? Why?

5. What is “release”?

6. What do they discuss in their ritual of feeling sharing?

7. What is this “Ceremony of 12”?

CHAPTER 2

1. What happens every December?

2. What happens when children become Ones? Nines?

3. Who is the Receiver and how are rules changed? (p. 14)

4. Who is Gabriel and why is Jonas’ father worried about him (ch. 1)?

5. Why is the Ceremony of 12 so important?

6. What things do Jonas’ parents share with him about their memories of their assignments and of their friends’ assignments?
CHAPTER 3

1. What did Jonas notice about the apple?

2. How do all evenings end in the community?

3. What else do you learn about the community from this chapter?

4. What about birthmothers?

CHAPTER 4

1. What happens to Eights?

2. Where does Jonas spend his volunteer hours? What does he do? What do you learn?

3. What happens at release?
(p. 34) infraction (n.): an act of breaking a rule or law  
    syn: offense        ant: obey

(p. 46) relinquish (v.): to let go of or give up  
    syn: surrender; release  ant: keep

(p. 54) acquisition (n.): something you have gotten  
    syn: possession  ant: surrendered

(p. 62) transgressions (n.): breaking a rule; committing a crime  
    syn: trespass; sin  ant: comply; go along with

CHAPTER 5

1. What was Jonas’ dream?

2. What are stirrings?

3. What does Jonas have to do now that he has had stirrings?

4. Why do you think he has to do that?
5. After reading through Chapter 5 complete a Venn Diagram (see the example below) illustrating likeness and differences in your and Jonas's communities.

CHAPTER 6

1. What happened to Sevens?

2. What wasn’t Gabriel at the Naming?

3. What was the Ceremony of Loss?

4. What else do you learn about release?

5. What happened for Tens and Elevens?
6. How do people get spouses and children?

CHAPTER 7
1. What is Jonas’ number? How are they assigned numbers?

2. What is Asher’s assignment?


4. Why do you think Jonas was skipped?

CHAPTER 8
1. What is the difference between “assigned” and “selected”?

2. What is Jonas selected to do?

3. What attributes does Jonas have that will help him in his assignment?

4. What is this “capacity to see beyond”? 
The Giver
Vocabulary Chapters 9-12

(p. 69, 70) **excruciating** (adj.): extremely painful or distressing
syn: agonizing ant: pleasant

(p. 74) **conspicuous** (adj.): noticeable; easily seen
syn: obvious ant: hidden; unobtrusive

(p. 84) **obsolete** (adj): Of no consequence or importance; forgotten
syn: useless ant: useful

(p. 88) **fretful** (adj.): irritable; inclined to worry anxiously
syn: fussy; anxious ant: happy; content

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Chapters 9-12: Answer each question using a complete sentence.

CHAPTER 9

1. In this chapter, Jonas receives his rules. What does he think of each rule?

CHAPTER 10

1. How is Jonas treated by the secretary?

2. What is different at the Receiver’s home? (whole chapter)

3. What is the Giver’s job? What must he give Jonas?
4. Page 78, what does this mean: “I am so *weighted* with them.”?

CHAPTER 11

1. What is Jonas’ first memory?

2. What is Jonas’ reaction to the first memory? What about the Giver?

3. What happened to snow?

4. What is Jonas’ second memory?

5. What is Jonas’ third memory?

6. What is Jonas’ title?

CHAPTER 12

1. What is Jonas beginning to see?

2. How does the Giver help him?

3. What happens to color in this community (vs. in memory)?

4. What is Jonas’ opinion of sameness?
The Giver
Vocabulary Chapters 13-16

(p. 97) hueless (adj.): without color
   syn: white; bare  ant: colorful

(p. 108) invigorating (adj.): Powerfully exciting
   syn: fun  ant: boring

(p. 113) ominous (adj.): indicating (or threatening) future unpleasantness; sinister; foreboding
   syn: threatening; foreboding  ant: welcoming

(p. 122) solitude (n.): living or being by oneself
   syn: alone; isolated  ant: with others; not alone

Chapters 13-16: Answer each question using a complete sentence

CHAPTER 13

1. What causes frustration for Jonas?

2. What is Jonas’ first startling and disturbing memory? What is his reaction?

3. Is the Giver married? Explain about his marriage relationship.

4. Why is a Receiver necessary in the community?
5. What does Jonas wonder about when he’s not with the Giver?

6. Why does the Giver sometimes send him away?

CHAPTER 14

1. What is the first painful memory and what is its effect on Jonas?

2. What do he and the Giver have to hold painful memories?

3. Why can’t everyone have memories, to share?

4. What’s wrong with Gabriel?

5. What happens when twins are born?

6. How does Jonas comfort Gabriel? What does he think of this?

CHAPTER 15

1. What is this memory and what is its result on Jonas?

CHAPTER 16

1. What are some good memories?

2. What is the Giver’s favorite memory? Explain.

3. How does Jonas feel about this memory? What are some advantages and disadvantages of this?
4. What happens when Jonas discusses this feeling with his parents?

5. What is Jonas’ relationship to Gabriel now?

6. How does Jonas break the rules at the end of this chapter? What implications will this have?

**The Giver**
**Vocabulary Chapters 17-20**

(p. 131) **permeated** (adj.): penetrated throughout; spread or seeped through
syn: infiltrated; soaked  ant: isolated

(p. 139) **dejected** (adj.): having low spirits; dejected
syn: discouraged; disheartened  ant: thrilled; exuberant

(p. 147) **astonished** (adj.): filled with great surprise or amazement
syn: dumbfounded; stunned  ant: knowing; unimpressed

(p. 160) **vehicle** (n.): a device used to transport people or things
syn: car; transportation  ant: feet (?)

CHAPTER 17

1. How is Jonas changing?

2. What is his reaction to his friends’ game of “war”?
3. What are his feelings?

4. What is Lily’s talent?

CHAPTER 18
1. Explain what happened to Rosemary and its impact on the community.

2. Page 145, what do they contemplate?

CHAPTER 19
1. What is release?

CHAPTER 20
1. What are Jonas’ feelings after obtaining this new knowledge?

2. What are their insights about memory?

3. Which of the senses did the Giver have? What was special to him that he hadn’t yet shared?

4. What is their plan for creating change in the community? (whole chapter)
The Giver
Vocabulary Chapters 21–23

(p. 163) **stealthily** (adv.): done secretly or covertly
syn: sneakily; furtively   ant: brashly; loudly

(p. 171) **subtle** (adj.): difficult to detect or define
syn: elusive; imperceptible   ant: harsh; obvious

(p. 177) **lethargy** (n.): dullness of spirit; a lack of energy with drowsiness
syn: apathy; listlessness   ant: hyper; energetic

____________________________  ________________  ________________

CHAPTER 21

1. Why did the plan change?

2. What rules did he break?

3. What was their travel ritual?
4. How did he know they were looking for him? How did he hide?

5. What happened to his memories?

CHAPTER 22
1. How was the landscape changing?

2. What are new dangers?

CHAPTER 23
1. What was the weather like?

2. What happened to the bicycle?

3. How does this book end? Discuss it.
1. **Short Story**
   Write a short story about the future of the world. Your world of the future can be great or terrible. Your story can be serious, or humorous. Your story needs a title, characters, a beginning, middle, and end. It should be 200-250 words.

2. **Rules**
   Free write on the topic: Rules. Just go ahead and write!
   However...if you need some help coming up with what to write...here are some questions you can answer: Do rules make life easier, or harder? What are the important rules that affect your life the most? Are rules & laws necessary or unnecessary? Why do we have rules, if it is our human right to be free? Think about *The Giver*, too. Are their rules good or not?

3. **Memory Department Story**
   First, imagine there is a Memory Department Store—a place where you can buy (and sell? and trade? and repair?) memories. For your journal, design an advertisement for this memory store. Use a piece of unlined paper. The advertisement should have words and pictures—you can design this on a computer or you can draw it. I am looking for creativity and imagination.

4. **Memories**
   Describe 4 memories you have. Pick 2 memories you think of as happy, and 2 memories you think of as sad. Describe each memory, describe why it is happy or sad, and then try to imagine what your life would be like without that memory. (That is a hard thing to do, but try.) The description of each memory should be at least 50 words.

5. **Sameness**
   Write about Sameness as it really does exist at ESIS. Write about the dress and behaviors of different groups you know of. Think of popular clothing, haircuts, ways of talking, etc. It sometimes seems like people go through ceremonies and have to get the same styles. Are people afraid to be different?

6. **New Ideas**
   Describe something (or things) new you learned or thought about while reading *The Giver* or working during this unit.

7. **Utopia vs. dystopia**
   "Utopia" is a perfect world or society while a "Dystopia" is a world that is supposed to be perfect but turns horribly wrong. Describe or draw your perfect utopia. Describe or draw your most horrible dystopia.
The Giver
Creative Projects
(Choose one project. Due upon finishing the book)
Extra projects can be done for extra credit

Directions: Read over the descriptions of the projects below and select one. Notice that different projects involve different amounts of people. You can have no more or less than each project requires.

1) TALK SHOW (2 - 3 people) (Be ready to be filmed!)
   - Guests should be characters from The Giver.
   - NO Jerry Springer type shows. It should be more like Maury or Oprah, where actual questions are asked or answered.
   - Be creative in how you present your talk show. (Wear a costume, get into character, change your voice, change characters, etc.)
   - Specific issues should be discussed that were important to our study of The Giver.
   - The talk show must be at least 5 minutes and no longer than 15 minutes.
   - You must come to some sort of resolution at the end of the talk show. Some point of understanding should be made.

2) BOARD GAME (1 person)
   - Design a board game to be played based on The Giver and Jonas' journey through the novel.
   - The object of the game is to get Jonas and Gabe safely out of the Community to Elsewhere.
   - Be sure to include directions for the game and all playing pieces necessary to play.

3) THE COMMUNITY CHRONICLE (1 person)
   - Write an article for The Community Chronicle. An illustration (photo, graphic or drawing) should accompany your story.
   - The newspaper should contain the characters, setting, and plot of the novel.
   - Write as a reporter would - including the who, what, why, when, where, and how. Include some “man on the street” interviews and get the public’s reaction to the event.
   - It should be at least two pages, typed, double-spaced.

5) TRAVEL BROCHURE (1 person)
   - Create a travel brochure for “Elsewhere” with the goal being to convince others from Jonas' community to leave for your Elsewhere.
   - Your brochure must demonstrate a strong knowledge of Jonas' community and a comparison to another real or imagined community.
You must include descriptions of each of the following and address why Elsewhere is better than The Community.

A. Economy
B. Family
C. Transportation
D. Law and Order
E. Environment
F. Education
G. Recreation

Your brochure must be neat, colorful, and creative.

6) COMIC BOOK (1 person)
- Must focus on at least two significant scenes from *The Giver*.
- The comic should look like a comic book (with cover and panels). Also, please color the pictures.
- You must introduce the comic and explain why you have chosen to illustrate the given section of text.

Final project
"Giving Back"

Let’s return back to our essential question:

“How can an individual shape his or her community?”

Jonas, the protagonist in *The Giver*, lives in what seems to be a perfect world. Everything is under control. There is no war or fear or pain or emotion. There is no past. There are no choices. Everyone is assigned a role in the Community.

Upon turning 12, Jonas is chosen to receive special training from The Giver. Only The Giver holds the memories of the true history, pains, and pleasures of life. Now Jonas knows the truth about the Community and has decided to take action.

**Now it’s your turn to take action as well!** This is your chance to be an agent for change just as Jonas was in *The Giver*. How could you “give back” to your community?