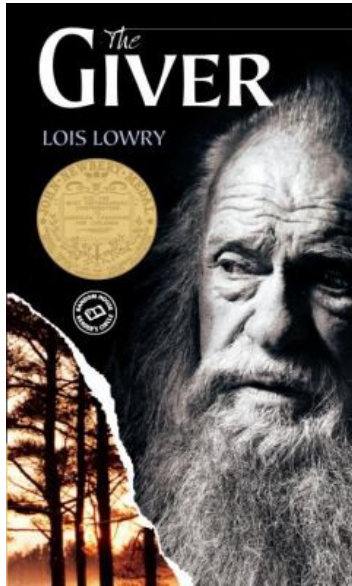


The Giver



By

Lois Lowry

A Novel Study
by Joel Michel Reed

The Giver

By Lois Lowry

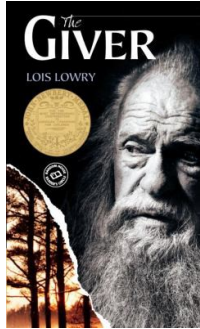


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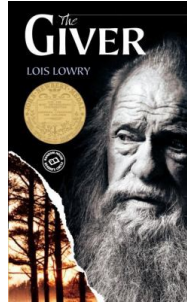
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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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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

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) 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.

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List of Skills

Vocabulary Development

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

Setting Activities

1. Summarize the details of a setting

Plot Activities

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

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

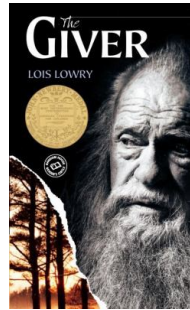
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Write a short story

Art Activities

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

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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

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.

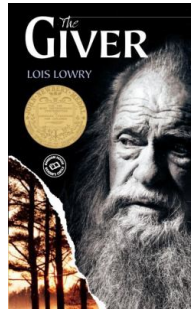


As an author, Lowry is known for writing about difficult subject matters within her works for children. She has explored such complex issues as racism, terminal illness, murder, and the Holocaust among other challenging topics. She has also explored the very controversial issues of questioning authority 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

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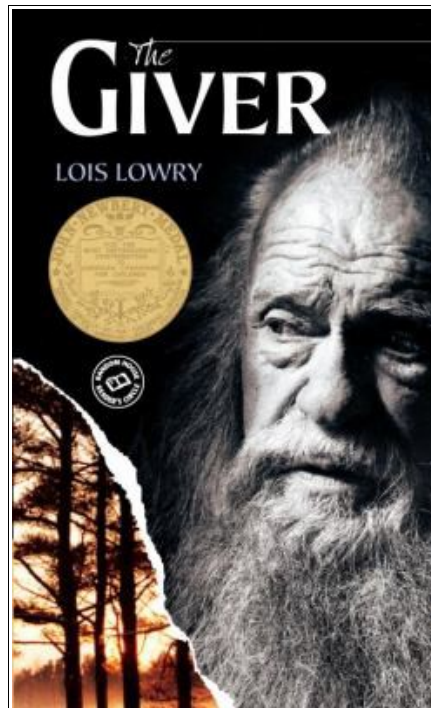


Student Checklist

Student Name: _____

Assignment	Grade/Level	Comments

The Giver

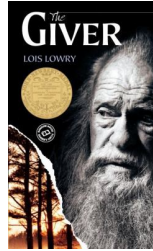


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Name: _____

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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.



Vocabulary:

Choose a word from the list to complete each sentence.

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.

2. What frightened Jonas at the beginning of Chapter One?

3. What do you think it means to be 'released from the community'?

4. 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.

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



Language Activity

A. 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**rouching, **g**rouching, **g**rumbling, **g**ripping 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.	

B. 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:

a) A child riding his/her bike down the street.

--

b) A street performer juggling dinner plates.

--

C. Find ten interesting words found in Chapters 1-2 that begin 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.

Words	Alphabetical Order

D. Copy out any three sentences from these chapters and underline the **nouns** and circle the **pronouns**.
