



SHELL
EDUCATION

Great
Works

Instructional Guides
for Literature

The GIVER

Lois Lowry



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How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages will make clear how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the novel.

Before students begin reading, have them complete *Pre-Reading Theme Thoughts* ([page 13](#)). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to have students keep their papers for comparison to the *Post-Reading Theme Thoughts* ([page 64](#)). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters of the novel. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before the novel to what the characters discovered during the story.

Vocabulary

Each teacher overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. There are two student vocabulary activity pages in each section. On the first page, students are asked to define the words chosen by the author of this unit. On the second page in most sections, each student will select words that he or she finds interesting or difficult. For each section, choose one of these pages for your students to

complete. With either assignment, you may want to have students get into pairs to discuss the meanings of the words. Allow students to use reference guides to define the words. Monitor students to make sure the definitions they have found are accurate and relate to how the words are used in the text.

On some of the vocabulary student pages, students are asked to answer text-related questions about the vocabulary words. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- How does this word describe _____'s character?
- In what ways does this word relate to the problem in this story?
- How does this word help you understand the setting?
- In what ways is this word related to the story's solution?
- Describe how this word supports the novel's theme of _____.
- What visual images does this word bring to your mind?
- For what reasons might the author have chosen to use this particular word?

At times, more work with the words will help students understand their meanings. The following quick vocabulary activities are a good way to further study the words.

- Have students practice their vocabulary and writing skills by creating sentences and/or paragraphs in which multiple vocabulary words are used correctly and with evidence of understanding.
- Students can play vocabulary concentration. Students make a set of cards with the words and a separate set of cards with the definitions. Then, students lay the cards out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the novel.

Analyzing the Literature

After students have read each section, hold small-group or whole-class discussions. Questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. Level 1 is indicated by a square, while Level 2 is indicated by a triangle.

These questions focus on the various story elements, such as character, setting, and plot. Student pages are provided if you want to assign these questions for individual student work before your group discussion. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the novel with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level, that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and opinion/argument.

Students have a choice between two prompts for each reader response. One response requires students to make connections between the reading and their own lives. The other prompt requires students to determine text-to-text connections or connections within the text.

Close Reading the Literature

Within each section, students are asked to closely reread a short section of text. Since some versions of the novels have different page numbers, the selections are described by chapter and location along with quotations to guide the readers. After each close reading, there are text-dependent questions to be answered by students.

Encourage students to read each question one at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Once students have answered the questions, discuss what they discovered. Suggested answers are provided in the answer key.

These generic, open-ended stems can be used to write your own text-dependent questions if you would like to give students more practice.

- Give evidence from the text to support
- Justify your thinking using text evidence about
- Find evidence to support your conclusions about
- What text evidence helps the reader understand ... ?
- Use the book to tell why _____ happens.
- Based on events in the story,
- Use text evidence to tell why

Making Connections

The activities in this section help students make cross-curricular connections to writing, mathematics, science, social studies, or the fine arts. In some of these lessons, students are asked to use the author as a mentor. The writing in the novel models a skill for them that they can then try to emulate. Students may also be asked to look for examples of language conventions within the novel. Each of these types of activities requires higher-order thinking skills from students.

Creating with the Story Elements

It is important to spend time discussing the common story elements in literature.

Understanding the characters, setting, and plot can increase students' comprehension and appreciation of the story. If teachers discuss these elements daily, students will more likely internalize the concepts and look for the elements in their independent reading. Another important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

Students are given three options for working with the story elements. They are asked to create something related to the characters, setting, or plot of the novel. Students are given choice on this activity so that they can decide to complete the activity that most appeals to them. Different multiple intelligences are used so that the activities are diverse and interesting to all students.

Culminating Activity

This open-ended, cross-curricular activity requires higher-order thinking and allows for a creative product. Students will enjoy getting the chance to share what they have discovered through reading the novel. Be sure to allow them enough time to complete the activity at school or home.

Comprehension Assessment

The questions in this section are modeled after current standardized tests to help students analyze what they've read and prepare for tests they may see in their classrooms. The questions are dependent on the text and require critical-thinking skills to answer.

Response to Literature

The final post-reading activity is an essay based on the text that also requires further research by students. This is a great way to extend this book into other curricular areas. A suggested rubric is provided for teacher reference.

Correlation to the Standards

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all of our products to the academic standards of all 50 United States, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

How To Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at <http://www.shelleducation.com> and follow the on-screen directions. If you require assistance in printing correlation reports, please contact Customer Service at 1-877-777-3450.

Purpose and Intent of Standards

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress. Teachers are required to demonstrate how their lessons meet standards. Standards are used in the development of all of our products, so educators can be assured they meet high academic standards.

Standards Correlation Chart

The lessons in this guide were written to support the Common Core College and Career Readiness Anchor Standards. This chart indicates which sections of this guide address the anchor standards.

Common Core College and Career Readiness Anchor Standard	Section
CCSS.ELA-Literacy.CCRA.R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Analyzing the Literature Sections 1–5; Close Reading the Literature Sections 1–5; Creating with the Story Elements Sections 1, 3–5
CCSS.ELA-Literacy.CCRA.R.2—Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Analyzing the Literature Sections 1–5; Close Reading the Literature Sections 1–5; Making Connections Section 5
CCSS.ELA-Literacy.CCRA.R.3—Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Analyzing the Literature Sections 1–5; Creating with the Story Elements Section 4

<p>CCSS.ELA-Literacy.CCRA.R.4—Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Vocabulary Sections 1–5</p>
<p>CCSS.ELA-Literacy.CCRA.R.10—Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Entire Unit</p>
<p>CCSS.ELA-Literacy.CCRA.W.1—Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>Making Connections Sections 2, 5; Reader Response Sections 1, 3–5; Culminating Activity</p>
<p>CCSS.ELA-Literacy.CCRA.W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Reader Response Sections 1–2, 4; Post-Reading Response to Literature</p>
<p>CCSS.ELA-Literacy.CCRA.W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Reader Response Sections 2–3, 5; Making Connections Section 4; Creating with the Story Elements Section 4; Culminating Activity</p>
<p>CCSS.ELA-Literacy.CCRA.W.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Making Connections Section 4; Reader Response Sections 1–5; Creating with the Story Elements Section 2; Culminating Activity; Post-Reading Response to Literature</p>
<p>CCSS.ELA-Literacy.CCRA.W.7—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Post-Reading Response to Literature</p>
<p>CCSS.ELA-Literacy.CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Making Connections Section 5; Analyzing the Literature Sections 1–5</p>
<p>CCSS.ELA-Literacy.CCRA.L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Reader Response Sections 1–5; Close Reading the Literature Sections 1–5; Making Connections Sections 2, 4–5; Creating</p>

	with the Story Elements Section 2; Culminating Activity
CCSS.ELA-Literacy.CCRA.L.4 —Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Vocabulary Sections 1–5
CCSS.ELA-Literacy.CCRA.L.6 —Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary Sections 1–5

TESOL and WIDA Standards

The lessons in this book promote English language development for English language learners. The following TESOL and WIDA English Language Development Standards are addressed through the activities in this book:

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

About the Author—Lois Lowry

Lois Lowry is a children's author who has been presented with dozens of awards and has twice received the prestigious Newbery Award for her books *Number the Stars* and *The Giver*.

Born Lois Hammersberg on March 20, 1937, to an army-dentist father and homemaker mother, Lowry has lived all over the United States. She even spent her middle school years in Japan. Her older sister was close to her mother and her younger brother was close to her father, so middle-child Lowry was often alone during her childhood. She enjoyed the solitude, however, and filled the time reading books and writing stories and poems.

After marrying and having four children, Lowry finished college, went on to graduate school, and began writing professionally, which fulfilled her childhood dream. *The Giver* was published in 1993 and won the Newberry Award in 1994. During her acceptance speech, Lowry shared in detail about the many events that slowly trickled into the gushing river that would become the award-winning book. In particular, she shared about her family's time in Japan when she was a young girl. Though living in Tokyo, her family lived in an American community, away from the culture and unfamiliarity of Japan. She attended an American school, watched American movies, and spoke only English to the other Americans she encountered. She loved to explore, though, and would often ride her bike beyond the gate and observe the Japanese men, women, and children. As an adult, she asked her mother why they chose to live in the American village. Her mother explained it was familiar and safe. This idea of sameness versus diversity is seen repeatedly in *The Giver*.

Lowry lives in Cambridge, Massachusetts. She enjoys spending time with her grandchildren and, of course, writing.

Check out her website: <http://www.loislowry.com>!

Possible Texts for Text Comparisons

Other books written by Lowry include: *Number the Stars*, *Summer to Die*, *Anastasia Krupnik*, and three companion novels to *The Giver* called *Gathering Blue*, *Messenger*, and *Son*. Though her books vary greatly by genre and topics, she feels all of her books have the important theme of human relationships.

Book Summary of *The Giver*

Imagine a world without pain, without poverty, and without war. Now imagine a world without choice, without love, and without freedom. All of this is the life Jonas lives. For the people in his community, every decision from how they wear their hair to whom they will marry to what their career will be is determined by the governing elders. Everyone is safe, healthy, and under control.

As the Ceremony of Twelve approaches, Jonas is concerned. He, along with all of the other eleven-year-olds, will be given his career assignment. Though Jonas enjoys volunteering in a variety of different jobs, he does not feel a particular interest or passion for any of them. At the ceremony, Jonas and the other citizens are surprised when he is chosen to be the next Receiver of Memory.

Through his training with The Giver, Jonas receives memories of a world he never knew existed. He learns about beautiful things like grandparents, birthdays, and sled rides. But he is also exposed to war, pain, and hunger for the first time. As Jonas gathers more truth and knowledge of the way things were, he begins to ask himself, “Is it better to be free or to be safe?”

Cross-Curricular Connection

This book can be used in a social studies unit on government or a literature study of dystopian societies.

Possible Texts for Text Sets

- Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2010.
- DuPrau, Jeanne. *The City of Ember*. Random House, 2003.
- Haddox, Margaret Peterson. *Among the Hidden*. Simon & Schuster Children’s Publishing, 1998.
- Meyer, Marissa. *Cinder*. Square Fish, 2012.
- Roth, Veronica. *Divergent*. Katherine Tegen Books, 2011.

or

- Bowman, David. *What Would the Founding Fathers Think?* Cedar Fort, Inc., 2012.
- Brown, Corinne. *Declaring Our Independence*. Teacher Created Materials, 2006.
- Sobel, Syl. *How the U.S. Government Works*. Barron’s Educational Series, 1999.

Name _____

Date _____

Pre-Reading Theme Thoughts

Directions: Read each of the statements in the first column. Decide if you agree or disagree with the statements. Record your opinion by marking an *X* in Agree or Disagree for each statement. Explain your choices in the third column. There are no right or wrong answers.

Statement	Agree	Disagree	Explain Your Answer
It is better to be safe than to be free.			
The government should protect the people.			
It is okay to forget painful memories and experiences.			
People will always make the right decisions for themselves.			

Vocabulary Overview

Ten key words from this section are provided below with definitions and sentences about how the words are used in the book. Choose one of the vocabulary activity sheets ([pages 15 or 16](#)) for students to complete as they read this section. Monitor students as they work to ensure the definitions they have found are accurate and relate to the text. Finally, discuss these important vocabulary words with students. If you think these words or other words in the section warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities ([page 5](#)).

Word	Definition	Sentence about Text
intrigued (ch. 1)	interested	The children are intrigued by the planes that bring supplies.
ironic (ch. 1)	strange or funny because it is the opposite of what one might think	The voice says the pilot will be released in an ironic tone.
palpable (ch. 1)	obvious, noticeable	Jonas feels palpable terror when the plane flies overhead.
transgression (ch. 1)	something that is against the rules	If there is a third transgression , the person must be released.
enhance (ch. 2)	to improve	Father hopes calling the newchild by his name will enhance his nurturing.
chastise (ch. 3)	to criticize harshly	Jonas waits for his father to chastise Lily for saying something rude.
petulantly (ch. 3)	angry or annoyed about not getting one's own way ¹	Lily says she would like to be a birthmother in a petulant voice.
conviction (ch. 3)	strong belief or opinion	Jonas has a conviction something has happened to the apple.
bypass (ch. 4)	to avoid something by going around it	The talented student will be allowed to bypass beginning training.
chortled (ch. 4)	laughed; chuckled	The old woman chortles at what Jonas says.

Name _____

Date _____

Understanding Vocabulary Words

Directions: The following words are in this section of the book. Use context clues and reference materials to determine an accurate definition for each word.

Word	Definition
intrigued (ch. 1)	
ironic (ch. 1)	
palpable (ch. 1)	
transgression (ch. 1)	
enhance (ch. 2)	
chastise (ch. 3)	
petulantly (ch. 3)	
conviction (ch. 3)	
bypass (ch. 4)	
chortled (ch. 4)	

Name _____

Date _____

During-Reading Vocabulary Activity

Directions: As you read these chapters, record at least eight important words on the lines below. Try to find interesting, difficult, intriguing, special, or funny words. Your words can be long or short. They can be hard or easy to spell. After each word, use context clues in the text and reference materials to define the word.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Directions: Respond to these questions about the words in this section.

1. Why does the newchild's growth and progress need to be **enhanced**?

2. Why does Jonas think Lily should be **chastised** by their father?

Analyzing the Literature

Provided below are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is given at two levels so you can choose the right question for each group of students. Activity sheets with these questions are provided (pages 18–19) if you want students to write their responses. For each question, a few key discussion points are provided for your reference.

Story Element	■ Level 1	▲ Level 2	Key Discussion Points
Character	Describe Jonas, the main character.	Compare Jonas to his groupmates Fiona, Asher, and Benjamin.	Jonas is obedient, very careful with his language, and unsure of what his assignment will be. While Jonas feels a little lost, his friends and other groupmates seem to have strong passions that give a clue as to what their assignments might be.
Setting	How is the community in the book different from your own?	Does this community seem possible? Why or why not?	Two major differences include that the community assigns spouses and children and that the community assigns different responsibilities at various ages (e.g., twelve-year-olds are given their career assignments). Students may or may not think it is possible but explaining their reasoning is important.
Plot	Why does Jonas take the apple?	What do you predict will happen to the apple Jonas takes?	Jonas takes the apple because it seems to change while playing catch with Asher. Students might be able to predict that Jonas sees its true color because the story notes after the apple changes, its shade looks the same as his tunic again.
Character	Describe how Jonas's parents are different.	Describe how Jonas's parents seem to balance each other in their family unit.	Father is very nurturing, sympathetic, and kind. Mother is intelligent, fair, and a rule follower. The committee chose them as spouses because their differences complement each other.

Name _____

Date _____

Analyzing the Literature

Directions: Think about the section you have just read. Read each question and state your response with textual evidence.

1. Describe Jonas, the main character.

2. How is the community in the book different from your own?

3. Why does Jonas take the apple?

4. Describe how Jonas's parents are different.

Name _____

Date _____

▲ Analyzing the Literature

Directions: Think about the section you have just read. Read each question and state your response with textual evidence.

1. Compare Jonas to his groupmates Fiona, Asher, and Benjamin.

2. Does this community seem possible? Why or why not?

3. What do you predict will happen to the apple Jonas takes?

4. Describe how Jonas's parents seem to balance each other in their family unit.

Name _____

Date _____

Close Reading the Literature

Directions: Closely reread the section in [chapter 1](#) where Father describes the newchild, “He’s a sweet little male” until the family comforts Mother after she shares her feelings, “Lily stood up and went to her mother.” Read each question and then revisit the text to find evidence that supports your answer.

1. For what reasons might someone be released in the community?

2. Use the text to explain why Father wants to bring the newchild, Gabriel, to their home.

3. Give evidence from the text about why Mother feels so upset about her day at the Department of Justice.

4. Based on this scene, what do you think being released means?

Name _____

Date _____

Making Connections—Child Development

The growth and learning of babies is called child development. There are approximate ages by which babies should have learned certain skills. Those skills are divided into four categories:

- **gross motor**—tasks that use large muscle groups like arms, legs, and torso
- **fine motor**—tasks that use the small muscles of the hands
- **language**—verbally or nonverbally communicating with others
- **social**—interacting with others

Directions: The list below includes skills that most one-year-olds are able to do. Create a four-column chart on another sheet of paper. Label the columns with the four categories above. Sort each skill into the correct category in your chart.

scribbles with a crayon	coos/laughs	feeds self with hands
sits up alone	crawls	picks up objects with thumb and finger
imitates sounds	understands “no”	plays games like peek-a-boo
smiles	responds to name	walks around furniture holding on

Name _____

Date _____

Creating with the Story Elements

Directions: Thinking about the story elements of character, setting, and plot in a novel is very important to understanding what is happening and why. Complete **one** of the following activities about what you've read so far. Be creative and have fun!

Characters

Make a Venn diagram comparing and contrasting Jonas to another character from chapters 1–4. Each character should have at least five details about their differences. The overlapping section should have at least three details about what they have in common. Use the novel to write detailed, thoughtful ideas.

Setting

Draw a map of Jonas's community. Use the text for the names of different locations. A few examples are: Jonas's house, school, Childcare Center, Nurturing Center, Hall of Open Records, and House of the Old. Make sure your map is detailed and clearly labeled so others know what it is.

Plot

Create an assignment poster for the community. The poster should have four sections. Choose an assignment for each section and brainstorm at least three characteristics a person should have to be successful at each job. Make sure the poster is colorful and will grab people's attention.

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