

The Giver

Lois Lowry



Memory is imperfect, messy, and hard to control. We all have memories that are sad as well as happy, painful as well as healing. We all edit and alter our memories to some extent, choosing to forget the bad and trying to remember the good. But the sum total of our memories—of our childhood, family and cultural history, and society's past—are an integral part of what make each of us unique and special.

Receiver of this packet and Giver of information contained within:

Anticipation Guide

For *The Giver*

Directions: Before reading the novel, read the following statements and decide how much you agree or disagree with each. There are no right or wrong answers, so don't worry! When reading, think about how the story deals with the themes presented in these questions.

1) Rules exist to help us live our lives properly.

Disagree

Agree

2) It is alright to upset some people as long as you're doing what's best for society.

Disagree

Agree

3) The government knows what is best for its citizens.

Disagree

Agree

4) It's sometimes okay to lie.

Disagree

Agree

5) The individual is more important than the community.

Disagree

Agree

6) Individuals must make sacrifices to maintain the community's well-being.

Disagree

Agree

7) The leading members of society should decide what jobs people should perform.

Disagree

Agree

8) People's professions should be determined for them based on their natural skills, even if it's something they don't want to do.

Disagree

Agree

9) It is better to be ignorant and happy rather than fully aware and upset.

Disagree

Agree

What is Science Fiction?

1. Science fiction is a form of fiction which deals principally with the effect of actual or possible science upon society or individuals. In this world of rapidly changing technology, ethical questions raised by developments in biology and medicine and by increasingly sophisticated mass communication, serious science fiction may be better equipped than any other kind of literature to contemplate the predicament such changes present. Bennet, Steve. "Science Fiction Genre Definition." 2008. 9 Nov. 2008 <www.findmeanauthor.com>.

2. Science fiction is a form of literary fantasy or romance that often draws upon earlier kinds of utopian and apocalyptic writing. The term itself was first given general currency by Hugo Gernsback, editor of the American magazine *Amazing Stories* from 1926 onwards, and it is usually abbreviated to *SF* (the alternative form 'sci-fi' is frowned upon by devotees); before this, such works were called 'scientific romances' by H. G. Wells and others. Several early precedents have been claimed for the genre—notably Mary Shelley's *Frankenstein* (1818)—but true modern science fiction begins with Jules Verne's *Voyage au centre de la terre* (1864) and H. G. Wells's *The Time Machine* (1895). Once uniformly dismissed as pulp trash, SF gained greater respect during the 1950s, as writers like Isaac Asimov, Ray Bradbury, and Arthur C. Clarke.

Summary

Science fiction allows us to understand and experience our past, present, and future in terms of **an imagined future**. --Kathryn Cramer, *The Ascent of Wonder* (1994)

Science fiction is a genre that explores the question "what if?" and deals with:

time travel	space travel	aliens
military powers	social problems	technology
computers	morality (agreed-upon rules)	disease
robots	cloning	climate
alternative worlds	alternative life forms	ethics (right and wrong)

This genre began in the mid-to-late 1800s and has grown in popularity. Some popular science fiction novelists: Nancy Farmer, Ray Bradbury, George Orwell, H.G. Wells, and Ayn Rand.

Name _____

Period _____

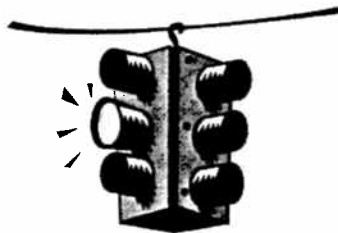
Directions: After brainstorming with the class about the activities in which we participate daily, choose at least 15 events and place them under the appropriate category. Feel free to add others that were not included in our class list. Answer the questions on the back when you are finished.

My Daily Life and the Choices I Make

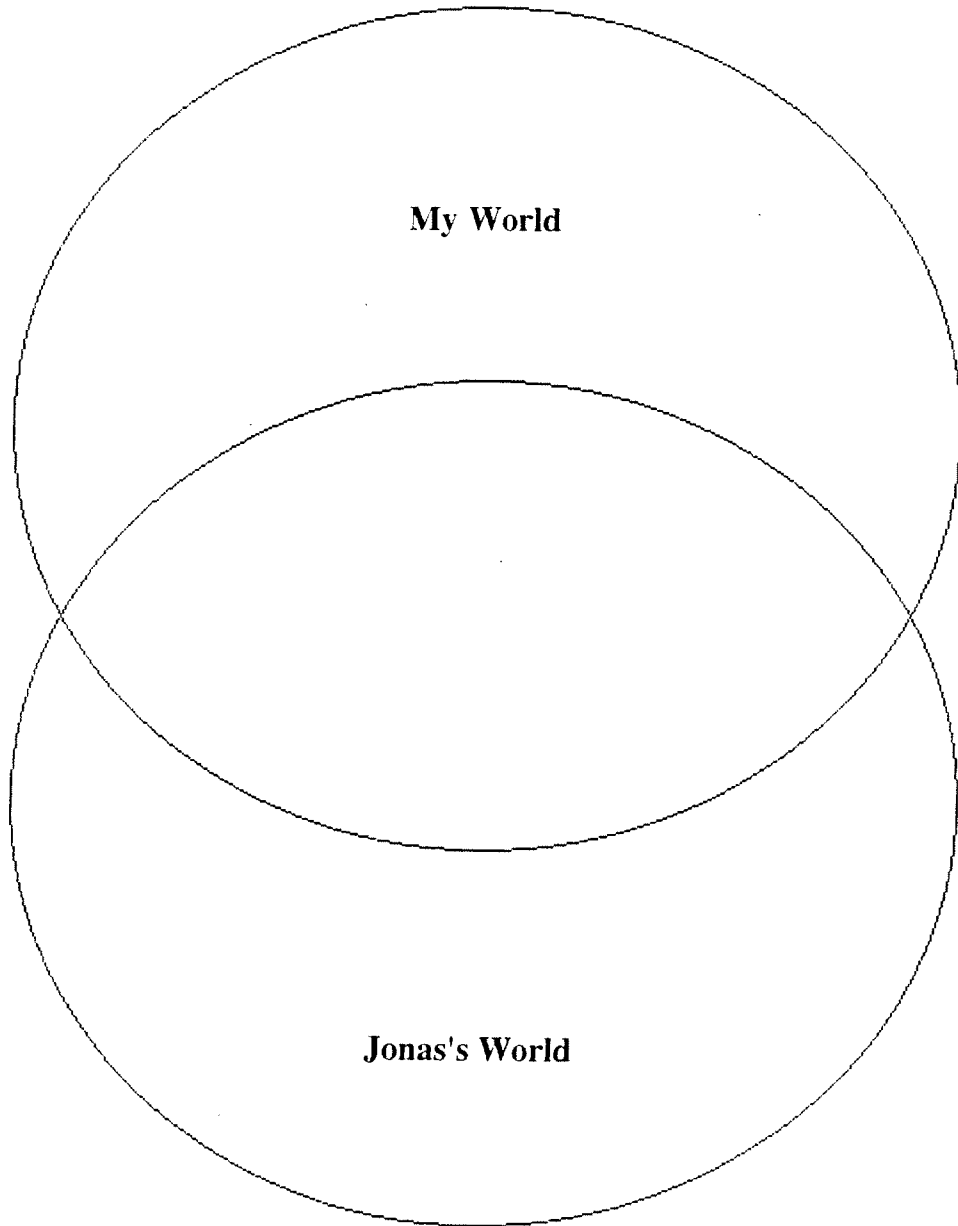
Events or actions in which I have NO choice.	Events or actions in which I have SOME choice.	Events or actions in which I have TOTAL choice.

1. **In which category do most of your activities/events/actions fall? Why do you think this is?**
2. **What do you notice about the types of activities/events/actions that fall under each category? How are they alike? How are they different?**
3. **What would happen if the activities/events/actions in which you have some or total choice were taken away entirely? What would happen to your life? Your attitude?**
4. **Name an activity that you would miss if it were taken away. Why would you miss this activity?**

EVENT	DETAILS	KEY PEOPLE



Adolescence



Mark Ups

Mark ups are something we will use to discuss The Giver in both small and large groups. They are useful ways to get us thinking about the literature we are reading and those things we found interesting or significant while we were furiously reading.

Mark-ups can be three different things:

- A. Passages that tell us something about a character's personality.
- B. Passages that reveal something incredible about the story line. Perhaps a powerful question is finally answered or we realize the importance of a symbol or a character's decision, or
- C. Examples of the author's writing. Perhaps she worded something so beautifully that you just had to stop and take notice. Perhaps the style of writing swept you away, etc.

For each mark-up you choose, you'll need to:

- A. Record the page number.
- B. Copy the quote EXACTLY, and
- C. Explain why you chose the particular quote or passage, why you found it significant or important.

Chapters 1-5

Chapters 6-10

Chapters 11-15

Chapters 16-20

Chapters 21-23

Page # _____

Quote: _____

Chapters 1-5

Chapters 6-10

Chapters 11-15

Chapters 16-20

Chapters 21-23

Name _____

Period _____

Create Your Own Life Schedule

After reading about Jonas and his community's life schedule, I want you to think about your life schedule. What events do we all experience in one way or another at a particular point in time? Think about the major events you've experienced so far, and then predict which events will most likely occur in your future. Also, consider the ages at which these experiences took place, or will take place.

Your first task is to come up with at least 15 events and the ages when they occur. Here are some ideas to get you started. Feel free to come up with other events/experiences that are unique to you and that may involve your own personal interests/hobbies/extracurricular activities.

Starting kindergarten
Starting confirmation classes
Getting baptized
Having children
Going to college
Moving away from home

Potty training
Driver's license
Starting high school
Voting
Getting a part time job
Buying a house

Getting married
Starting middle school
Dating
Getting braces/glasses
Getting a "real" job
Staying home alone

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age _____ Event:

Age_____ Event:

Age_____ Event:

Age_____ Event:

Age_____ Event:

Your second task is to answer questions about your life schedule and compare your life schedule to the Community Life Schedule from The Giver.

1. Which events in each schedule seem to be most important?
2. What events in your life map were/may be controlled by other people? Which events in the Community's Schedule are controlled?
3. List other differences you see between your life map and the Community's Life Schedule.
4. Look at the important items and actions for each child until the age of 12 in the Community's Schedule. Why do you think the children are given so much attention? Why are the adults not as important?
5. How much importance do children in our society receive? Do children receive the same amount of attention compared to Jonas' community? Why? Is this a good thing or a bad thing?

BIRTH

Live with other newchildren in the Nurturing Center
Comfort object given

- 1 Naming & Placement
Given to chosen parents
- 2
- 3 Instructed in correct language
Dream-telling begins
- 4 Jacket fastens on the back (to encourage cooperation)
- 5
- 6
- 7 Begin wearing front-button jacket (sign of dependence)
- 8 Smaller buttons on jacket, get pockets
Comfort object taken away
Start volunteer hours
- 9 Receive bicycle
Girls lose hair ribbons
- 10 Boys get their hair cut; girls lose their braids
- 11 Boys get longer trousers; girls receive new undergarments
Issued calculators for school
Complete all volunteer hours
- 12 Receive Assignments
Begin adulthood
Start training, as school continues

} Stirrings begin;
start taking pills

- Full Adulthood Apply for Spouse
 Matching of Spouses
 Apply for Child (1 or 2)
- Childless Adult Go to live with Childless Adults
- Old Age Go to live in the House of the Old

CEREMONY OF RELEASE

The Community Assignments

Write your answers neatly, using precise language, after each question below.

- 1. What is your favorite subject in school and why?*
- 2. What do you feel your strengths in school are?*
- 3. What is an area you would like to improve?*
- 4. What are three things you enjoy doing during your free time?*
- 5. What type of job (specific or general) would you enjoy doing?*
- 6. What skills do you have that would help you do this job?*
- 7. List two alternate jobs that you would enjoy.*

THE GIVER

Your Job Assignment



Jonas and his peers are assigned jobs at the Ceremony of Twelve. For this assignment, we will pretend we have just attended the Ceremony. You will be given an index card with a particular job on it. This is what you must train to be; you have NO choice. Answer the following about your "assignment":

What is your job?

How do you feel about your "assignment"?

Do you think you would be capable of doing this job? Why or why not?

What would be the worst thing about having this job?

What would be the best thing about having this job?

On the back of this sheet of paper: How do you feel about having your job chosen for you? How do you think Jonas and his friends felt about having their jobs chosen for them?

Name _____

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Cause and Effect Chart

At the beginning of Chapter 16, Jonas does not want to go back to The Giver because of the pain he is enduring in the training process. He goes back because he thinks, "the choice was not his." (page 121) By the end of this section, Jonas has made several choices, going against the rules of the community and the authority of his parents. This is a turning point in his life and in the novel.

In order to understand the impact of the experiences Jonas has had, create a chart listing the joyful and painful memories Jonas is given. Write his personal feelings and reactions to the experiences. Then extend your chart to show how Jonas develops certain character traits or changes as a result of the experiences.

Memory of Experience	Emotional Reaction	Character Trait or Character Change
War	Overwhelmed by pain	Can't play good guys/bad guys game
Birthday party	Happiness, joy	Awareness of being unique, special
Museum visit		
Horseback riding		
Walk in woods		
Oceans, mountains, lakes	Knows there is somewhere else	
Dreams after he stops taking stirring pills		Realizes a new depth of feeling for others
Sees tape of his father releasing the smaller baby twin		

Part I: Jonas and His World
Study Guide Questions for Chapters 1-5
Pages 1-39

1. What do we know about Jonas so far? How would you describe him?

2. How is Jonas like or unlike the following characters in the book:

Character	Similar	Different
Lily		
Asher		

3. Name four rules of the society that Jonas lives in. How does Jonas feel about the rules?

4. When and why does "release" happen?

5. What are "Stirrings"? Why was it necessary for Jonas to take a pill as soon as he experienced them?

6. Why do you think it's important to be precise about language in this society?

Part II: Rites and Rituals
Study Guide Questions for Chapters 6-10
Pages 40-71

1. What changes are associated with each ritual or milestone?

2. How do rituals and milestones foster a sense of belonging in Jonas's society?

3. Why does everyone have the same birthday? Why does everyone have a number? How does this make people feel?

4. Do you think all the Assignments are equal and respected? Why or why not?

5. As more is revealed about the society, how do your feelings about the society change? Why?

6. What qualities does the Chief Elder describe as being essential to the position of the Receiver of Memory?

7. How do you think you would feel if you received Jonas's Assignment?

**Part III: Memories and Feelings
Study Guide for Chapters 11-15
Pages 80-120**

- 1. Why have memories been eliminated for everyone else?**
- 2. Why do you think Jonas must experience the memories rather than just hear about them?**
- 3. Why is The Giver allowed to have many books while the other citizens are only allowed three? How are books and memory related?**
- 4. Why has color been eliminated in this society? How has the absence of color helped this society? How has it harmed it?**
- 5. Why does Jonas suggest that Gabe start sleeping in his room?**
- 6. How do you think Jonas feels NOW about the society he lives in? How have YOUR feelings about it changed?**
- 7. Why does The Giver ask for forgiveness when he transmits the memory of war and thirst?**

**Part IV: Questions and Decisions
Study Guide for Chapters 16-19
Pages 121-151**

- 1. What are the benefits of living in this society? What are the costs?**
- 2. What does Jonas realize about the way his society sets old people apart from young people?**
- 3. Do you consider Jonas's world "advanced"? Why or why not?**
- 4. How does Jonas's accumulation of memories and knowledge make him feel?**
- 5. Philosopher and statesman Francis Bacon said, "Knowledge is pain." Do you agree? Why or why not?**

Would Jonas? Why or why not?
- 6. Why and how does the society shield its citizens from the true meaning of "Release"? What might happen if everyone knew what Release really meant?**

**Part V: Escape to Freedom
Study Guide for Chapters 20-23
Pages 152-180**

- 1. Why doesn't the Giver leave?**
- 2. What happens when Jonas leaves? Where does he go? What does he find?**
- 3. Why does Jonas take Gabe with him?**
- 4. Do you think Jonas regrets leaving? Why or why not?**
- 5. Why do you think the book begins and ends in December?**
- 6. What did Jonas give up for freedom? What did he gain?**
- 7. How do you think Jonas's escape and its aftermath will affect the society he left behind? What do you think will happen to The Giver?**

Name _____

Period _____

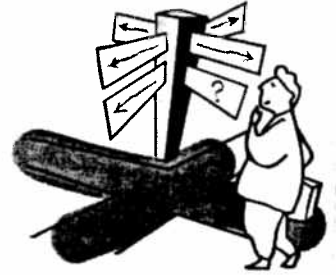


ROAD MAP BOOK REPORT



For this book report you will create a time line in the shape of a road map. The road map will show important events from the book and those events will be in chronological order.

Check off each requirement after you've completed it.



REQUIREMENTS

Part I: Graphic Organizer 1
✓ Include major events that took place, important dates, pertinent people, and details.

Part II: Graphic Organizer 2
✓ On graphic organizer 2, narrow your list from graphic organizer 1 from 14 events to the 10 most important events. Think of these 10 events as mile markers on the map. Put the events into sequential order

✓ Write two complete sentences for each event, using your information from graphic organizer 1.

Part III: Designing Your Road Map

Designing the Road:
✓ Use a piece of white construction paper.
✓ Design a road on this paper that has a beginning and an end.
✓ Consider what the setting of the book is when you design your road. This road could be winding country road, a busy downtown street, a superhighway, or a design of your choice.
✓ Use pencil when designing your road in case you need to make changes.



Designing the Stops:

Once you have designed your road, add ten "stops" along the way. These stops will coincide with your ten events. These stops can be:

Traffic stops	Exit ramps
Stop signs	Detours
Yield signs	Toll booths
Street names	Road hazards
Bridges	Stores and buildings
Other landmarks mentioned in the book	

Adding the information:

✓ At each stop (starting with stop 1) write the title of event 1 from graphic organizer 2.

✓ Under the title write the two complete sentences that accompany that particular event.

✓ Continue along your stops, adding events in sequential order as you move along the road.

✓ Make sure you have clearly marked a beginning and an end to your road map.

✓ Add small icons (pictures) next to each stop that relates to that event.

Finishing Touches:

✓ Create a title for your road map. Use creative lettering.

✓ Add landscaping to your design to fill up empty spaces.

✓ Color all pictures, roads, landscaping, and your title.

✓ Use a fine pen/marker to trace over all writing.

✓ Erase all pencil lines.



GRAPHIC ORGANIZER 2



Choose ten major events from graphic organizer 1 to fill out the information below. List the events in sequential order.

MAJOR EVENT	ICON	TWO COMPLETE SENTENCES
NUMBER 1		
NUMBER 2		
NUMBER 3		
NUMBER 4		
NUMBER 5		

MAJOR EVENT	ICON	TWO COMPLETE SENTENCES
NUMBER 6		
NUMBER 7		
NUMBER 8		
NUMBER 9		
NUMBER 10		



Name _____

Period _____

ROAD MAP BOOK REPORT RUBRIC

1. Graphic organizers 1 and 2 are completely filled out according to the directions given.

10 9 8 7 6 5 4 3 2 1

2. The ten events are important to the theme of the book and are in sequential order.

10 9 8 7 6 5 4 3 2 1

3. The ten events are the most important events in the book.

10 9 8 7 6 5 4 3 2 1

4. Two complete, detailed sentences describe each event.

10 9 8 7 6 5 4 3 2 1

5. The information describing each event is important.

10 9 8 7 6 5 4 3 2 1

6. The information describing each event is accurate.

10 9 8 7 6 5 4 3 2 1

7. Spelling, punctuation, and grammar are correct.

10 9 8 7 6 5 4 3 2 1

8. The icons (pictures) relate to each event and are creatively illustrated.

10 9 8 7 6 5 4 3 2 1

9. Visual presentation is creative and neat (writing, title, use of all the space given)

10 9 8 7 6 5 4 3 2 1

10. The design of your road map is unique and well planned. The stops are creatively displayed.

10 9 8 7 6 5 4 3 2 1

