

Contemporary Classics

THE GIVER
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Contemporary Classics

PERFECTION LEARNING CORPORATION • LOGAN, IOWA 51546

Masterprose
■
Contemporary Classics

C O N T E N T S

**Left Pocket:
Teacher Resources**

Q-Note

- Biographical information
- Plot synopsis
- Stylistic analysis
- Author picture

Guidon

- Glossary of helpful literary terms
- Chapter-by-chapter or scene-by-scene study questions and responses
- Comprehensive discussion questions and responses
- Enrichment activities
- Word Study and responses
- Essay, Objective, and Final Test questions and responses
- Response Key
 - Answers to the Chrono Log, Word Study, Objective Test, and Final Test

Generic Video Guide

- Questions and activities for previewing, during viewing, and postviewing

**Right Pocket:
Reproducible Tests and Activities**

Transume

- Analysis of character or plot evolution

Chrono Log

- Activity tracing plot developments

Study and Discussion Questions

- Reproducible questions from the Guidon with space for students to respond

Enrichment Activities

Word Study

Essay Tests

- Questions at the Literal and Interpretive levels

Objective Test

Final Test

Name _____

Contemporary Classics
Study Questions

Reproducible

THE GIVER

Chapters 1–4

1. What is significant about the airplane incident in the opening pages of the story?
2. Why is Jonas apprehensive about the upcoming Ceremony?
3. How are Assignments determined in the community?
4. Why does the community value “precision of speech”?
5. What are the different ways the community views “release”?
6. Explain the role of Birthmother in Jonas’s community.

Reproducible

THE GIVER**I. Research**

1. Research one of the many utopian communities that have been established in the United States in the last 200 years. Compare the community to the one in the book. Make a generalization about why such communities may not last.
2. Choose one of the following current social issues and compare today's attitudes with the attitudes of Jonas's community.
 - day care
 - capital punishment
 - volunteerism
 - surrogate mothers
 - euthanasia
 - mothers working
3. Research the process of memory. What enables humans to have long-term memory? Why do some people have better memories than others do? How is memory lost?

II. Reaction

1. How much do you think the individual should have to "lose" of him- or herself for the good of society? Are there societies today that demand too much of an individual? Is American society one of them?
2. Lois Lowry once commented that she gauges her success as a writer by her ability to "help adolescents answer their own questions about life, identity, and human relationships." What questions did the book raise for you? To what conclusions did you come?
3. Select an interesting passage from the book and read it aloud—for example, Chapter 19 in which Jonas witnesses the release of the identical twin.
4. What might be the advantages of a daily "sharing of feelings" or "telling of dreams" session? Do you think it would work with families today? Why or why not?
5. The Giver was awarded the 1994 Newbery Medal given for "the most distinguished American children's book published" that year. In your opinion, what makes this book "distinguished"? How does it differ from others you have read?

III. Imagination

1. Decide how you think The Giver ended, and then write an additional page or two that clearly explains your ending. Try to imitate the style of the author. Then decide what the book would gain or lose by including such an addendum. Does it make sense that this particular book would have an ambiguous ending? Why or why not?

Name _____

Chrono  Log

Reproducible

THE GIVER

1. As the story opens, Jonas is apprehensive about _____.
2. Father brings home a newchild because the child _____.
3. Jonas remembers that while playing catch with Asher, the apple they were throwing _____
_____.
4. As a result of his dream about Fiona, Jonas begins taking _____.
5. At the December Ceremony, the Chief Elder announces that Jonas is to become the new
_____.
6. While reading his Assignment rules, Jonas is stunned to find out that he is now allowed to
_____.
7. At his first training session, Jonas learns of some of the things that existed before the
community went to _____.
8. When Jonas questions The Giver about his unusual vision, The Giver tells him he has the rare
ability to _____.
9. Once Jonas realizes how painful some of the memories are, he _____.
10. To balance the pain, The Giver gives Jonas his favorite memory of _____.
11. Jonas finally realizes just how false life in the community is when he sees a tape of his father
_____.
12. Jonas and The Giver sit up late into the night forming a plan for _____.
13. When Jonas returns home the next day, he learns that Gabriel _____.
14. Instead of carrying out the plan he and The Giver have formulated, Jonas steals his father's
bicycle and _____.
15. On their journey, Jonas attempts to keep Gabriel comfortable by _____
_____.
16. When bad weather sets in and Jonas realizes he may not be able to save Gabriel, he uses a
final burst of strength to climb a hill where he finds _____.
17. At the end of the story, Jonas and Gabriel are heading down the hill toward _____
_____.

- ____ 39. Women in the community
- a. are usually assigned traditional women's roles.
 - b. become Birthmothers, for the most part.
 - c. are treated on an equal basis with men.
 - d. are the only ones allowed to be leaders.

- ____ 40. Jonas finds The Giver to be
- a. distant and cold.
 - b. bitter and mean.
 - c. cheerful and optimistic.
 - d. warm and understanding.

Select the one false answer from the choices given.

- ____ 41. Jonas's community assures conformity by
- a. releasing anyone who repeatedly breaks the rules.
 - b. using the discipline wand on children and the elderly.
 - c. pointing out people's individual differences.
 - d. issuing special clothing to different age groups.

- ____ 42. The Giver's job is to
- a. contain pleasant memories.
 - b. advise the Committee of Elders.
 - c. contain unpleasant memories.
 - d. make suggestions for change in the community.

- ____ 43. When the community went to Sameness, it lost
- a. modern transportation of all forms.
 - b. climate.
 - c. color.
 - d. the luxury of choice.

- ____ 44. At the December Ceremony
- a. outstanding achievements by community members are recognized.
 - b. the Twelves receive their Assignments.
 - c. the Nines receive the bicycles.
 - d. the newchildren are named.

- ____ 45. Jonas's community discourages individual privacy by
- a. forbidding locked doors.
 - b. installing cameras throughout the community.
 - c. equipping each household with a speaker.
 - d. requiring Stirrings to be reported.

- ____ 46. An Assignment can be based on
- a. talents of the individual.
 - b. the Committee's observations.
 - c. preference of the individual.
 - d. interests of the individual.

- ____ 47. Jonas's community reduces conflict within the community by
- a. enforcing strict rules that require polite behavior.
 - b. allowing opponents to present their problems to the Committee of Elders.
 - c. requiring families to have telling of feelings sessions.
 - d. enforcing strict standards of conformity.

- ____ 48. After Jonas receives his Assignment, he
- a. drifts away from his friends.
 - b. loses interest in school.
 - c. feels removed from the rest of the community.
 - d. no longer dreams.

- ____ 49. Jonas's training with The Giver causes him to
- a. gain a greater respect for Sameness.
 - b. experience true suffering and joy.
 - c. question the way things are in the community.
 - d. long for the way things were in the past.

- ____ 50. The actual purposes of "release" are to
- a. punish those who don't conform.
 - b. allow people to go to another community to live if they aren't happy.
 - c. eliminate those who don't meet the community's standards.
 - d. eliminate the elderly when they reach a certain age or health condition.

Reproducible

THE GIVER

Choose the letter of the word or phrase that comes closest to the meaning of the main word.

Chapters 1–4

1. **palpable**
 - a. real
 - b. frightening
 - c. temporary
 - d. pleasurable
2. **apprehensive**
 - a. responsible
 - b. alone
 - c. fearful
 - d. incapable
3. **pondered**
 - a. considered
 - b. carried
 - c. robbed
 - d. stumbled
4. **transgression**
 - a. betrayal
 - b. falsehood
 - c. wrongdoing
 - d. annoyance
5. **chastisement**
 - a. praise
 - b. announcement
 - c. opportunity
 - d. scolding
6. **petulantly**
 - a. irritably
 - b. stubbornly
 - c. tearfully
 - d. cleverly
7. **hoarded**
 - a. forced
 - b. collected
 - c. lifted
 - d. offered

8. **nondescript**
 - a. adorned
 - b. ruined
 - c. plain
 - d. poverty-stricken
9. **gravitating**
 - a. leaning away
 - b. wandering around
 - c. forcing away
 - d. being drawn
10. **chortled**
 - a. plunged
 - b. croaked
 - c. flung
 - d. chuckled

Chapters 5–8

11. **interdependence**
 - a. mutual agreement
 - b. mutual interest
 - c. mutual reliance
 - d. mutual cooperation
12. **reprieve**
 - a. dismissal
 - b. postponement
 - c. relaxation
 - d. alternative
13. **relinquish**
 - a. enjoy
 - b. deny
 - c. divide
 - d. surrender

14. **congregated**
 - a. rushed
 - b. gathered
 - c. attached
 - d. assured
15. **meticulously**
 - a. precisely
 - b. clearly
 - c. eagerly
 - d. suspiciously
16. **profound**
 - a. unworthy
 - b. fortunate
 - c. extreme
 - d. dangerous
17. **retroactive**
 - a. applying to all
 - b. applying to a prior period
 - c. applying to a few
 - d. applying to the future
18. **crescendo**
 - a. steep drop
 - b. trying experience
 - c. gradual increase
 - d. severe incline
19. **benign**
 - a. overdue
 - b. mature
 - c. deadly
 - d. kind

20. **indolence**
 - a. laziness
 - b. rudeness
 - c. determination
 - d. courage

Chapters 9–12

21. **requisitioned**
 - a. questioned
 - b. requested
 - c. required
 - d. pleaded
22. **intricate**
 - a. flimsy
 - b. bright
 - c. detailed
 - d. soft
23. **conspicuous**
 - a. obvious
 - b. troubling
 - c. astonishing
 - d. difficult
24. **diminish**
 - a. resemble
 - b. offend
 - c. protect
 - d. fade
25. **successor**
 - a. follower
 - b. victor
 - c. leader
 - d. relative
26. **exhilarating**
 - a. tiring
 - b. far-reaching
 - c. enlivening
 - d. risky



THE GIVER

A SHORT GLOSSARY OF LITERARY TERMS

Some of the terms listed here may be useful in discussion of this literary work.

Characterization is the creation of believable fictitious personalities. The basic methods of characterization include:

- an explicit statement by the author
- the character's appearance
- the aspects of setting which reflect influence of the character
- the character's actions, including mannerisms
- reactions of and to the character
- the character's thoughts
- what the character says
- what others say about the character

Conflict results from the struggle of two opposing forces. One of the forces is usually a person. That person usually confronts one or more of five basic kinds of opposition. Opposition includes other people, forces of nature, society, fate, and internal elements battling for control.

Foreshadowing is the literary technique of presenting hints or suggestions of upcoming events in the plot.

Imagery is the use of vivid, descriptive language to create meaningful "word pictures" in a literary work.

Pathos, from the Greek root word for suffering or deep feeling, occurs when the audience experiences the emotions of pity, tenderness, or sorrow. Pathos is marked by acquiescence or helplessness, without the catharsis of tragedy.

Plot is the progression of events in a literary work. Each part of the plot is so essential that if one part were removed, the whole structure would be disturbed.

Point of View is the particular vantage point the author provides for the reader to observe the events of a story.

Setting is the time and place of a narrative. The physical aspects of setting include time of day or other particulars of the environment, such as location, topography, and the placement of objects. The intangibles of setting include lifestyle and the predominant emotional or moral atmosphere.

Symbolism is the use of one thing to suggest something else; specifically, symbols are used to represent abstract ideas in concrete ways.

Theme is a main idea, either stated or unstated, of a literary work. A theme is seldom presented word for word, but is more often an abstract idea, inferred from characters' actions and dialogue and the use of literary devices such as symbols and recurring images.

STUDY QUESTIONS

Chapters 1–4

1. *What is significant about the airplane incident in the opening pages of the story?*

The incident could be significant in one of two ways. If the Pilot was a member of the community, as the Speaker claimed, the incident points out how strict the community's standards are and how easily people are released. In this case, the Pilot was released for making a simple "wrong turn." If the Pilot was not a member of the community, the incident shows how distrustful of others and how protective of itself the community is.

2. *Why is Jonas apprehensive about the upcoming Ceremony?*

Because Jonas turns 12 this year, he will receive his Assignment at the Ceremony. Jonas knows that the Assignment will define his role within the community for the rest of his life. He is apprehensive because he has no idea what the Assignment will be and is afraid that he might be disappointed in it. Also, the Ceremony marks the end of childhood and the beginning of adulthood for 12-year-olds, and Jonas is naturally nervous about reaching this milestone.

3. *How are Assignments determined in the community?*

Children are carefully observed during their formative years by the Committee of Elders. The Committee notes each child's interests, talents, strengths, and weaknesses, and also meets with child's teachers. The Committee then assigns each 12-year-old his or her role in the community based on these observations and consultations.

4. *Why does the community value "precision of speech"?*

Daily life in the community is, essentially, exclusive of emotion. Requiring members to use words that convey exact meaning reinforces that kind of existence since emotions can be confusing and, as such, are often expressed imprecisely. Precision of speech leaves no room for interpretation of feelings.

5. *What are the different ways the community views "release"?*

Release for the very young who do not meet the standards of the community is accepted but is viewed with sadness because the newchildren are innocent of any wrongdoing. Release of the elderly is viewed with honor and as a celebration of their lives. Release of one who offends the community by breaking the rules or making mistakes is viewed as an unspeakable disgrace.

6. *Explain the role of Birthmother in Jonas's community.*

As Jonas's mother says, the role of Birthmother has very little honor. While Birthmothers are pampered during their reproductive years, they are never allowed to see the children they give birth to and, ironically, never become part of a family unit. Instead, after three births, they become Laborers in the community. The children they give birth to are raised for the first year by Nurturers in the Nurturing Center and are then assigned to "appropriate" family units. The children have no idea who their biological mothers are and have no contact with them.

7. *How is conformity encouraged in the community?*

Offenders of minor rules can be chastised via the public announcement system. While no names are mentioned, everyone is aware of who the offender is, and the humiliation serves to correct the offensive behavior. Offenders might also be required to offer the standard apology to those they have offended or inconvenienced. Major offenders are given two chances to reform. After that, they are automatically released from the community. Conformity is further encouraged through dress. All community members dress alike according to their ages and all wear identification badges.

8. *What is the purpose of the telling of feelings session?*

The telling of feelings session encourages community members to look at everything from an analytical point of view rather than an emotional one. After the evening meal, everyone is required to express any strong feelings they experienced that day. The rest of the family unit then attempts to help him or her analyze the feelings by finding the source of them and offers suggestions as to what can be done to avoid such feelings in the future.