THE GIVER

BY: LOIS LOWRY

READING PACKET

NAME: _________________________

PERIOD: _________
Reading - Read Chapters 1 to 5. Please do not read ahead. There are internet based activities for those students who have successfully completed the following work.

A. Vocabulary (You may do the vocabulary before reading the story.) Look up each word in a DICTIONARY or THESAURUS. Write synonyms for each. Then use the vocabulary word in a sentence.

adherence, aptitude, enhance, palpable, wheedle, chastisement, petulantly, tabulated, remorse, bewildered.

B. Questions (You must read the chapters before doing the questions)

1. Why might the arrival of a jet be a terrifying experience for the entire community?

2. What do you think might happen to someone who is released from the community?

3. Name one thing you learned about the community from the discussion during the ritual telling of feelings.

4. What is different about the way children are born and infants are cared for in the community?

5. Why was it so difficult to get rules changed in the community?
6. Why were Gabe’s eyes of such interest to Jonas?

7. How did Lily react to the new word “hippo”? Why did she react this way?

8. Why did Jonas risk the humiliation of public chastisement (being disciplined in front of people) for taking an apple from the recreation area?

9. What effect did the pills have on Jonas and the other people who took them?

10. Why do you think all adults were required to take them?

11. Why do you think Birthmothers, or biological mothers, held such a low status in the community?

12. Do you think the lives of the elderly were better or worse than they are in our society today? Give a good reason for your opinion.

13. What two things did the committee consider when giving children their life assignments?

C. Literary Devices

1. Hook — How does the hook in The Giver draw you into the novel?
2. Cliffhanger — What is the cliffhanger in Chapter Two?

3. Allusion - The name Jonas is a variation of the name Jonah. In the Bible, the prophet Jonah was commissioned by the Lord to proclaim judgment upon a sinful city. Why might Lois Lowry have chosen Jonas as the name of her main character?

In the Bible the angel Gabriel is a divine messenger. What does the choice of this name for the newchild suggest about Gabe’s importance in the novel?

D. Summaries - Make sure you have made summaries for each of the chapters in your novel. Use paragraph form, indent, and either handwritten or typed. The summary should tell what happened, the setting and the characters involved in each chapter.
The Giver
by: Lois Lowry
Chapters 6 to 10

Reading - Read Chapters 6 to 10. Please do not read ahead. There are internet based activities for those students who have successfully completed the following work.

A. Vocabulary (You may do the vocabulary before reading the story.) Antonyms are word with opposite or nearly opposite, meanings. Match the words from column A to its antonym in column B and from column C to its antonym in column D. Then use each of the words in a sentence. Write the sentences in your duotang.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
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<tbody>
<tr>
<td>1. benign</td>
<td>a. carelessly</td>
<td>6. exempted</td>
<td>f. boring</td>
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<td>2. exuberant</td>
<td>b. acquire</td>
<td>7. prohibition</td>
<td>g. increase</td>
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<td>3. apprehensive</td>
<td>c. harmful</td>
<td>8. integral</td>
<td>h. apply</td>
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<td>4. meticulously</td>
<td>d. downcast</td>
<td>9. exhilarating</td>
<td>i. extra</td>
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<tr>
<td>5. relinquish</td>
<td>e. tranquil</td>
<td>10. diminishes</td>
<td>j. allowance</td>
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B. Questions (You must read the chapters before doing the questions)
1. What did the family have to do in order for Gabriel to be allowed a second year of Nurturing?

2. What do you think was the difference between release and loss based on the way the community used these words?

3. Nines were given bicycles. What did that signify for them?

4. Why had Asher been punished for confusing the words “snack” and “smack”?

5. What set the Ceremony of Twelve apart from all other age ceremonies?
6. Why did the community make the distinction between “selection” for Receiver of Memory and “Assignment” for all other occupations?

7. What was unusual about the appearance of the bearded Elder? What was significant about this characteristic?

8. Name four qualifications that Jonas had for being the next Receiver of Memory.

9. What did Asher’s hesitation in congratulating Jonas indicate?

10. Which item in the list of duties and responsibilities frightened Jonas? Why did this frighten him?

11. Why was the concept of pain beyond Jonas’s comprehension?

12. What was unique about the Annex?

13. At first, why did Jonas misinterpret the Receiver’s job of transmitting memories of the past?
C. Literary Devices

1. Science fiction novels are a form of fantasy in which the action takes place on another planet, in the future, or in another dimension. What is the setting for The Giver? Provide evidence from the novel to support your opinion.

2. What is the cliffhanger at the end of Chapter Eight?

3. A “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.

D. Summaries - Make sure you have made summaries for each of the chapters in your novel. Use paragraph form, indent, and either handwrite or type. The summary should tell what happened, the setting and the characters involved in each chapter.
The Giver
by: Lois Lowry
Chapters 11 to 15

Reading - Read Chapters 11 to 15. Please do not read ahead. There are internet based activities for those students who have successfully completed the following work.

A. Vocabulary (You may do the vocabulary before reading the story.) Look up each word in a DICTIONARY or THESAURUS. Write a definition for each. Then use the vocabulary word in a sentence.

admonition, assimilated, phenomenon, skeptically, assuage, vibrance, chaos, assimilated, daub, excruciating

B. Questions (You must read the chapters before doing the questions)

1. Why was the transmittal of the memory of snow so exhausting to the old man? What does this reveal about the community?

2. What two lessons did Jonas learn about the sun?

3. Why did the Giver appear a little sad at the end of the first day of training?

4. What do you think is the most severe pain?

5. How did Jonas’s relationship with his parents and friends change after he received his Life Assignment?
6. How did The Giver explain the visual phenomena that Jonas witnessed? What did this reveal about the community?

7. Why did the community give up the ability to see colour?

8. Why was it important for the community to have a person who could “see beyond”?

9. Why did Jonas refer to Gabe as his little brother?

10. Why was The Giver bitter about the Council of Elders?

11. What do you think the Giver will transmit to Jonas to give him his first real impression of pain?

12. How was Jonas’s second experience with snow unlike the first?

13. According to The Giver, why did Jonas have to receive and store memories of pain?

C. Literary Devices

1. Varying Chapter Length - Reread Chapter 15. Why do you think Lowry put the memory of war in a separate chapter instead of making it part of another chapter?
2. **Simile** - Read the passage below and answer the questions about simile.

He fell with his leg twisted under him, and could hear the crack of bone.... It was as if a hatchet lay lodged in his leg, slicing through each nerve with a hot blade.

What two things are being compared?

What is the effect of this comparison?

**D. Summaries** - Make sure you have made summaries for each of the chapters in your novel. Use paragraph form, indent, and either handwrite or type. The summary should tell what happened, the setting and the characters involved in each chapter.
The Giver
by: Lois Lowry
Chapters 16 to 19

Reading - Read Chapters 16 to 19. Please do not read ahead. There are internet based activities for those students who have successfully completed the following work.

A. Vocabulary - Word analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example: SHALLOW is to DEEP as FRIVOLOUS is to SOLEMN. Both pairs of words are antonyms. Choose the best word from the words below to complete each of the analogies below. Write in your duotang.

fleeting, glum, obsolete, horde, suppress, ecstatic, realm

PRESIDENT is to REPUBLIC as MONARCH is to ________________________.

ECSTATIC is to JOYOUS as MELANCHOLY is to ________________________.

FLOCK is to BIRDS as ________________________ is to INSECTS.

CENSOR is to BOOKS as ________________________ is to SPEECH.

PERMANENT is to BRIEF as ETERNAL is to ________________________.

HUNGRY is to STARVING as HAPPY is to ________________________.

SELFISH is to GIVING as INNOVATIVE is to ________________________.

B. Questions (You must read the chapters before doing the questions)

1. Why did The Giver apologize to Jonas after sharing the memory of war?

2. Why were Jonas and his father worried about Gabriel’s fretfulness at night?
3. How did Jonas try to solve this problem?

4. List one advantage and one disadvantage of the family unit in Jonas’s community as compared to the family as we know it in our society.

5. How did Jonas’s range of emotions differ from those of his family and friends?

6. How did Jonas react to the children’s war game?

7. Why did Jonas feel powerless and alone when Fiona and Asher rode off on their bicycles?

8. Why did the community refer to the former Receiver-in-training as a failure? How did this failure affect the rules that applied to Jonas?

9. What shocked Jonas when he viewed his father “releasing” one of the newborn twins?

10. What did Jonas learn about the community’s rule about lying?

11. What feelings do you think Jonas had about his father and the rules under which the community lived after watching the Ceremony of Release of the newborn twin?
C. Literary Devices - 1. Dramatic Irony - Complete the following exercise on dramatic irony.

Jonas . . . had wondered what lay Elsewhere. Was there someone there, waiting, who would receive the tiny released twin? Would it grow up Elsewhere, not knowing, ever, that in this community lived a being who looked exactly the same? (don’t have to answer these)

*For a moment he felt a tiny, fluttering hope that he knew was quite foolish. He hoped that it would be Larissa, waiting.... Fiona had told him recently that Larissa had been released at a wonderful ceremony.*

What does the reader understand about this statement that Jonas does not? (answer this)

2. Literary Device: Euphemisms

a) What was the euphemism for death in Jonas’s community?

b) Name two euphemisms for death in our society.

c) What are some euphemisms for ...BATHROOM...GARBAGE COLLECTOR

D. Summaries - Make sure you have made summaries for each of the chapters in your novel. Use paragraph form, indent, and either handwrite or type. The summary should tell what happened, the setting and the characters involved in each chapter.
The Giver
by: Lois Lowry
Chapters 20 to 23

Reading - Read Chapters 20 to 23. There are internet based activities for those students who have successfully completed the following work.

A. Vocabulary Use the following words in sentences of your own: mimic, sarcasm, rueful, chaos, solace, augment, fugitives, languid, lethargy, taut.

B. Questions (You must read the chapters before doing the questions)

1. Why would Fiona, a trainee in the care of the old, probably accept the practice of releasing the old?

2. Why was The Giver now ready to make a plan for change?

3. Why would Jonas’s departure from the community lead to possible change?

4. Why did The Giver decide to stay behind to help the community?

5. Why did Jonas and The Giver choose the December Ceremony as the time to implement their plan?

6. How did Father’s sweet, sing-song voice affect Jonas on their last evening together?
7. What would have happened to Jonas and Gabe if the searchers found them?

8. In what way was Jonas handicapped by his early departure?

9. How was Jonas able to use memories to foil the search planes?

10. Name two other ways that memories helped Jonas during the journey?

11. What might have been the source of the music that Jonas thought he heard behind him?

12. Why do you think the author ended the story as Jonas was traveling toward his destination?

13. List two questions that the author left unanswered at the end of the book.

14. Did you approve of the ending?

C. Literary Device: Paradox - Answer the following question based on the example of paradox.

The community did not want change, which is why they created the Receiver of Memory whose job it was to assure Sameness. Yet The Giver said:

“My work will be finished when I have helped the community to change and become whole.”

Explain the paradox in the sentence above.
**Literary Device: Etymologies** - Speakers of English borrow words from other languages, so we have the largest vocabulary of any language in the world. The history of a word from its origin to its present use is called its *etymology*. The **bold** word in this paragraph from the novel has an interesting etymology:

He tried to use the flagging power of his memory to recreate meals, and managed brief, **tantalizing** fragments: banquets with huge roasted meats; birthday parties with thick-frosted cakes...

In Greek mythology **Tantalus** was a wicked king who, as punishment for his crimes, was forced to stand in deep water with grapes growing overhead. The water receded when he was thirsty, and the grapes receded when he was hungry.

- Look up *tantalize* in a dictionary. Write its definition below.
- How does knowing the history of the word enrich the meaning of this paragraph?

**D. Summaries** - Make sure you have made summaries for each of the chapters in your novel. Use paragraph form, indent, and either handwrite or type. The summary should tell what happened, the setting and the characters involved in each chapter.
SYMBOL - An object (concrete noun) that represents an idea or concept (abstract noun). For example, the American Flag stands for democracy.)

Note the difference between symbol and the following literary terms:

**MOTIF** - A recurring literary convention or an element that is repeated within a literary work. (A motif in *The Giver* is a perfect society. Ideas of what would make a society flawless continue to show up in the story.)

**ANALOGY** - A comparison of two things essentially alike. (Drawing parallels between a rake and a comb.)

**SIMILE** - A comparison using “like” or “as”. (He is as fast as a runaway train. Her temper is like fire consuming an old, wooden building.)

**METAPHOR** - An implied comparison of two things which are dissimilar. (Usually one thing is spoken as something else. “death, that long sleep” or “He weaseled his way to the front of the line.”)

**DIRECTIONS**: Think about the chapters that you have read and fill out the chart.

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<tbody>
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<td>SYMBOL</td>
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<tr>
<td>1) Apple</td>
<td>The apple is a symbol for “shame”.</td>
<td>This symbol first appears in Chapter 3. Clues to this meaning are apparent on page 23. Jonas is anonymously reprimanded for “hoarding” the apple.</td>
<td>The explanation for this goes all the way back to the story of Adam and Eve. The author only gives her readers a hint of the biblical allusion. In the Genesis story, Adam and Eve supposedly ate an apple from the tree of infinite wisdom. This displeased God, so He took away their paradise (their perfect world). For the first time, Adam and Eve realized that they were</td>
</tr>
<tr>
<td>2) Headdress/Boys</td>
<td>Hair Ribbons/Girls</td>
<td>3) ______________</td>
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<td>4) ______________</td>
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<td>naked in the Garden of Eden and felt ashamed.</td>
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**HOMEWORK:** Finish the chart. Use the back of the sheet if necessary. Next, create a symbol for yourself, your life, or your motto. Explain it in a well-written composition. Please make note that you will be graded on originality/creativity, effort (shown through your writing and artwork), and quality of writing. Worth 35 points. Project will be due in 5 days on ______________.

**GRADING SCALE:**

- 32-35 A
- 28-31 B
- 25-27 C
SYMBOL CHECKLIST

NAME _______________________________ GRADE__________

PART I – SYMBOL

Standard: Analyze and evaluate the effective use of literary techniques in classic and contemporary literature.

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<th>Criteria</th>
<th>Unsubstantiated</th>
<th>Evidenced</th>
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<tr>
<td>Student has demonstrated original thought. Symbol is not overused. (CREATIVITY)</td>
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<td>Student demonstrates ability to apply key concepts to new situations. (TRANSFER)</td>
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<td>Student has shown effort through neatness of presentation/artwork. (APPEAL)</td>
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<td>Student’s summary statement shows insight and honest self-assessment. (REFLECTION)</td>
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<tr>
<td>Student has included an explanation of symbol. (WRITING)</td>
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TEACHER COMMENTS:  

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