



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Giver

based on the book by

Lois Lowry

Written by

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A FEW NOTES ABOUT THE AUTHOR

LOWRY, LOIS (1937-). Lois Lowry is the author of over twenty juvenile novels, and has contributed stories, articles, and photographs to many leading periodicals. Her literary awards are numerous and extensive. She once said that she gauges her success as a writer by her ability to "help adolescents answer their own questions about life, identity, and human relationships."

Lois Lowry was born on March 20, 1937, in Honolulu, Hawaii. At the time of her birth, Lowry's father, Robert, a career army dentist and officer, was stationed near Pearl Harbor. The family separated with the onset of World War II, and Lowry spent the duration of the war with her mother's family in the Amish country of Pennsylvania. Much later, Lowry's wartime experience inspired her fourth novel, *Autumn Street*. As an author, she has often translated her life into fiction for the purpose of helping others who may have suffered under similar circumstances.

Memories of her childhood, as well as her experiences as a parent, have led Lowry to her most popular character, Anastasia Krupnik, the spunky, rebellious, and irreverent adolescent who stars in a series of books that began in 1979. The broad audience appeal of the first Anastasia book prompted Lowry to write another novel featuring her heroine, "I have the feeling she's going to go on forever--or until I get sick of her, which hasn't happened yet." Subsequent Anastasia titles number nine at the current time.

In 1990- Lowry received her highest honors. She was awarded the Newbery Medal, National Jewish Book Award, and Sidney Taylor Award from the National Jewish Libraries, all for her World War II tale of Nazi-occupied Denmark, *Number the Stars*. In this novel she created suspense and tension without wavering from the viewpoint of Annemarie, a child who shows the true meaning of courage. Based on a factual account, the inspiration for this novel came from the stories told to Lowry by a friend who was herself a child in Copenhagen during the long years of the German occupation. In 1994, she was again awarded the Newbery Medal for *The Giver*.

With so many accomplishments in the field of children's literature to her credit, Lowry reflects on her career in the following manner: "When I write, I draw a great deal from my own past. There is a satisfying sense of continuity, for me, in the realization that my own experiences, fictionalized, touch young readers in subtle and very personal ways." Ms. Lowry divides her time between Boston and New Hampshire.

THE NEWBERY MEDAL

The Newbery Medal is named in honor of John Newbery (1713-1767), a British publisher and bookseller in the 1700s. Newbery is known as the father of children's literature because he was the first to propose publishing books specifically for children. The award is presented each year by the American Library Association to the "author of the most distinguished contribution to American literature for children" published during the preceding year. The award was first given in 1922 and is awarded annually. The winning book receives the Newbery Medal and one or more runners-up are also recognized as honor books.

YEAR	TITLE	AUTHOR
1997	<i>The View From Saturday</i>	Elaine L. Konigsburg
1996	<i>The Midwife's Apprentice</i>	Karen Cushman
1995	<i>Walk Two Moons</i>	Sharon Creech
1994	<i>The Giver</i>	Lois Lowry
1993	<i>Missing May</i>	Cynthia Rylant
1992	<i>Shiloh</i>	Phyllis Reynolds Naylor
1991	<i>Maniac Magee</i>	Jerry Spinelli
1990	<i>Number the Stars</i>	Lois Lowry
1989	<i>Joyful Noise: Poems for Two Voices</i>	Paul Fleischman
1988	<i>Lincoln: A Photobiography</i>	Russell Freeman
1987	<i>The Whipping Boy</i>	Sid Fleischman
1986	<i>Sarah, Plain and Tall</i>	Patricia MacLachlan
1985	<i>The Hero and the Crown</i>	Robin McKinley
1984	<i>Dear Mr. Henshaw</i>	Beverly Cleary
1983	<i>Dacey's Song</i>	Cynthia Voigt
1982	<i>A Visit To William Blake's Inn</i>	Nancy Willard
1981	<i>Jacob Have I Loved</i>	Katherine Ann Patterson
1980	<i>A Gathering of Days</i>	Joan W. Blos
1970	<i>Souder</i>	William H. Armstrong
1960	<i>Onion John</i>	Joseph Krumgold
1950	<i>The Door in the Wall</i>	Marguerite di Angeli
1940	<i>Daniel Boone</i>	James Daugherty
1930	<i>Hitty, Her First Hundred Years</i>	Rachel Field
1922	<i>The Story of Mankind</i>	Hendrik Willhem

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *The Giver* by Lois Lowry. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a group discussion of different types of communities. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete) and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the whole class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**: students compile a job resume. The second assignment is to **persuade**: students persuade a potential employer to hire them. The third assignment is to express a personal **opinion**: students take a position on whether or not the Community should have all of the memories.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Giver*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit resource** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *The Giver*

1. Through reading *The Giver*, students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Giver*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - c. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE - *The Giver*

1	2	3	4	5
Introduction	PVR 1-2 Study ?s 1-2 Nonfiction Assignment	PVR 3-5 Oral Reading Evaluations	Mini-Lesson: Setting/Mood Study?s 3-5 PVR 6-7	Study ?s 6-7 Writing Assignment #1
6	7	8	9	10
Mini-Lesson: Plot PVR 8-10	Study ?s RA3 PVR 11-14 Quiz 1-10	Study ?s 11-13 Writing Assignment #2	Writing Conference PVR 14-16	Study ?s 14-16 PVR 17-19
11	12	13	14	15
Study ?s 17-19 PVR 20-23	Study ?s 20-23 Mini-Lesson: Character Traits	Writing Assignment #3	Plot Diagram Extra Discussion ?s	Projects
16	17	18	19	20
Vocabulary Review	Unit Review	Unit Test	Nonfiction Assignment	Project Utopia Presentations

Key: P = Preview Study Questions V = Vocabulary Worksheets R = Read

READING ASSIGNMENT SHEET - *The Giver*

Date to be Assigned

Chapters

Completion Date
(Prior to Class on This Date)

	Chapters 1-2	
	Chapters 3-5	
	Chapters 6-7	
	Chapters 9-10	
	Chapters 11-13	
	Chapters 14-16	
	Chapters 17-19	
	Chapters 20-23	

LESSON ONE

Objectives

1. To preview *The Giver*
2. To distribute books and other related materials
3. To relate prior knowledge to the new material
4. To discuss different types of communities
5. To become acquainted with Project Utopia

Activity #1

Prior to class, gather a supply of magazines with pictures of different types of communities and groups. When class starts, distribute the magazines and have the students look for pictures of communities and groups of people. Ask students to describe their pictures to the class and to describe what they think life in the Community is like. Invite students to discuss their communities, including lifestyle, rules and regulations, family structures, and education. Tell them they will be reading a story about a young boy who lives in a community that is very different from theirs.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *The Giver*

PROMPT

You are applying for a job. The first thing you need to do is write a resume. A resume is a brief summary of your qualifications and work experiences. If you have never seen a resume, ask someone who has one to show it to you. There are books in the library that have sample resumes. A sample resume is also provided here for you. NOTE: The information on the sample resume is only provided as an outline for the kind of information you should include. It is purely a work of fiction. It does not reflect the actual experiences that are necessary to becoming a lifeguard.

PRE-WRITING

The resume should have several parts. In the first part, list your personal information (name, address, telephone number). Next, write a one or two sentence summary about the job you desire. In the next section, list your educational experiences. You may want to include your grade point average, but it is not required. Next briefly describe your three or four best skills or talents. Then list any work experience that you have had. Include volunteer experiences. Tell a little bit about the kinds of responsibilities you had and what your achievements were. Next list any clubs or organizations to which you belong. You may include a section describing your interests and hobbies, especially if they are related to the job you want. You may include church or other community related activities. You do not have to mention your religion if you don't want to. Before you start writing, you need to gather all of the necessary information. Make sure that the names, addresses, and other information are correct.

DRAFTING

A resume is different from an expository paper. You will not write in paragraphs but rather in a modified list form.

When you list your education and work experiences, start with your most recent ones and work backwards. Your earliest school and first job should be the last ones in those sections.

In almost all cases, the resume should be no more than one page long.

PEER CONFERENCING/REVISING

When you finish the rough draft of your resume, ask another student to look at it. After reading your rough draft, he/she will tell you what he/she liked best about your work, which parts were not clear, and ways in which your work could be improved. Reread your resume considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your resume, double-checking your grammar, spelling, organization, and the clarity of your ideas.

FINAL DRAFT

Follow your teacher's guidelines for the final draft of your resume.