

The Giver

Grades 7-8

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by Lois Lowry



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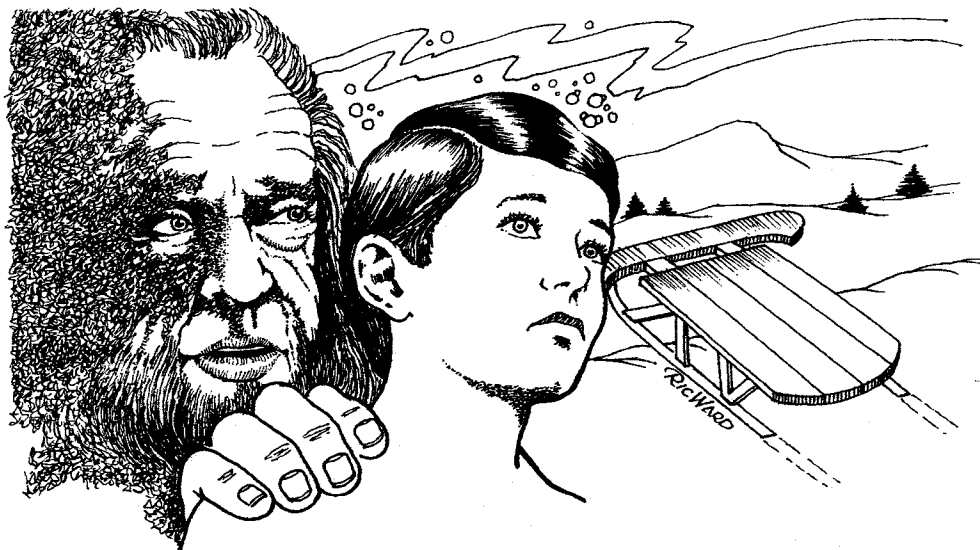
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Introductory Activity: Brainstorming

Give small groups of students a large sheet of paper and some colored markers. Each member of the group should write a word, draw a picture or create a symbol to answer the following questions about the title of Lois Lowry's novel – The Giver.

What is worth giving to one another?

What is worth sharing with our families, friends, classmates, and other members of our society?

Sharing Ideas:

1. Have the small groups rotate to each of the other groups' sheets of paper. Students should read what is already on the paper and then record their word, picture or symbol.

or

2. Have small groups of students share by explaining their words, pictures or symbols to the whole group.

or

3. Give each person a number in the original group. Once the groups are finished recording on the original sheet, they can gather with similarly numbered students. In the new groupings, each student can place their symbol from the original sheet onto a new sheet. (These new groupings should generate a lot of discussion and curiosity).





Introductory Activity: Creative Writing

Before reading the first few chapters of the novel The Giver use the following words or phrases in a short creative story. The words may be incorporated into your story in any order. Underline the words as they are used. The words or phrases have been taken from chapter one.

or

With a partner create a short story using the following words or phrases taken from chapter one.

or

Cut out the following words or phrases and have a small group of students put together a short oral passage.

Proofread your work and pay special attention to the verb tenses, spelling, sentence structure, paragraph structure, and voice.

1. Frightened meant that deep, sickening feeling of something terrible about to happen.
2. ...all citizens had been ordered to go into the nearest building...
3. Jonas was careful about language.
4. ...smiled at the recollection...
5. I felt so angry at him.
6. visitors
7. ...he felt strange and stupid...
8. sympathetically
9. ...look innocent...
10. The ritual continued.
11. future
12. ...this talk will be a private one...



Response Journal and Discussion Circles

A **Response Journal** is an effective method for students to interact on a personal level with a novel. Students may use one of the three methods to complete a response journal. The purpose of the **response journal** is for students to write about their inner thoughts, feelings, reactions, questions, and to encourage students to make connections with the characters, setting, and plot.

Response journals may be shared with a partner, small discussion group or an entire class.

First Strategy – Open Ended:

Students may summarize one or more chapters in their own words. After each summary the student is responsible for creating a reflection or response about the assigned chapter(s). A set of guideline questions may be used to encourage varied responses (see sample).

Second Strategy:

Students may use the reflection sheet entitled, "Reflection on Societal Differences and Similarities" (p. 16) to make comments about the differences between Jonas' society and their own while reading the novel. Encourage students to reflect about "why" this society has opted for this new value system. Students should be able to depict feelings about these ideas such as, the elimination of choices, e.g., your career, spouse and family are selected for you.

Third Strategy – General Response Sheet:

Students may complete the sheet "Reading Response Journal" (p. 15) for one or more chapters in their own words.

Discussion circles are a time when responses are shared in small groups. People in a discussion circle are invited to ask one another questions or to make positive comments about the shared responses. Following "discussion circle" students may be invited to comment further or to pose questions about their own response or that of another student. Discussion circles should promote reflective inquiry on the part of the learner.



Ideas for Open Ended Response Journals

Character:

1. Name the characters in the chapter(s).
2. Identify what you liked or disliked about the character(s). Explain.
3. Describe the physical and emotional attributes of the character.
4. How did the character(s) interact with others? Describe any interpersonal conflict.
5. List questions you would like to pose to the character(s).
6. Can you empathize with the character(s) in any of the situations from this chapter(s)? Explain.
7. Explain how the character is changing?
8. Is the character believable? Why or why not?

Setting:

1. Describe the setting (time and place) in this chapter(s).
2. How is the setting important to this chapter(s)?
3. Draw a diagram to explain a particular setting from this chapter(s).

Conflict, Theme and Mood:

1. What did the author want you to feel or understand during this chapter(s)?
2. What is the theme of this chapter(s)?
3. Describe the conflict experienced in this chapter(s).
4. Explain the general mood of the chapter(s).
5. How do you feel about this chapter(s)? Explain.
6. What is the climax of this chapter(s)?

Writing Style:

1. Create a name for the chapter(s) and explain why you selected it.
2. Make a prediction about upcoming events.
3. Did the author use effective verbs and adjectives in this chapter(s)? Identify some examples.
4. Can you identify figurative language used in the chapter such as, similes?
5. Describe the pace of this chapter(s).