The Giver

Lois Lowry

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:
- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:
- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:
- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:
- write and complete analogies (Analogies)
- find similarities and differences through ideas (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Getting the "Lay of the Land"

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

   _____

2. What does the title suggest to you about the novel?

   _____

   _____

   _____

   _____

3. When was the novel first copyrighted?

   _____

4. How many pages are there in the novel?

   _____

5. Thumb through the novel. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the novel?

   _____

   _____

   _____

   _____

   _____

6. What does the cover suggest to you about the novel?

   _____

   _____

   _____

   _____

   _____

Name _____

Chapters 20–23

1. Why does The Giver tell Jonas's family that Jonas will remain at the Annex overnight for additional training?

2. What must Jonas do to help the community change?

3. Why must The Giver remain in the community after Jonas escapes?

4. What did The Giver "hear-beyond" when he was young?

5. On what night do The Giver and Jonas plan Jonas's escape?

6. Who was The Giver's daughter?

7. Why does Jonas leave the community earlier than planned?

8. What are three of the community's rules Jonas breaks while escaping?

9. How does Jonas escape the heat sensors from planes?

10. What does Gabriel begin to mistake for planes?

11. How does Jonas warm himself and Gabriel?

12. How does Jonas make it down the hill to Elsewhere?

Name _____

Characterization

Directions: In the ovals surrounding Jonas's name, write adjectives that describe his personality. Then, fill in each dotted rectangle with a detail about Jonas that illustrates that part of his personality.
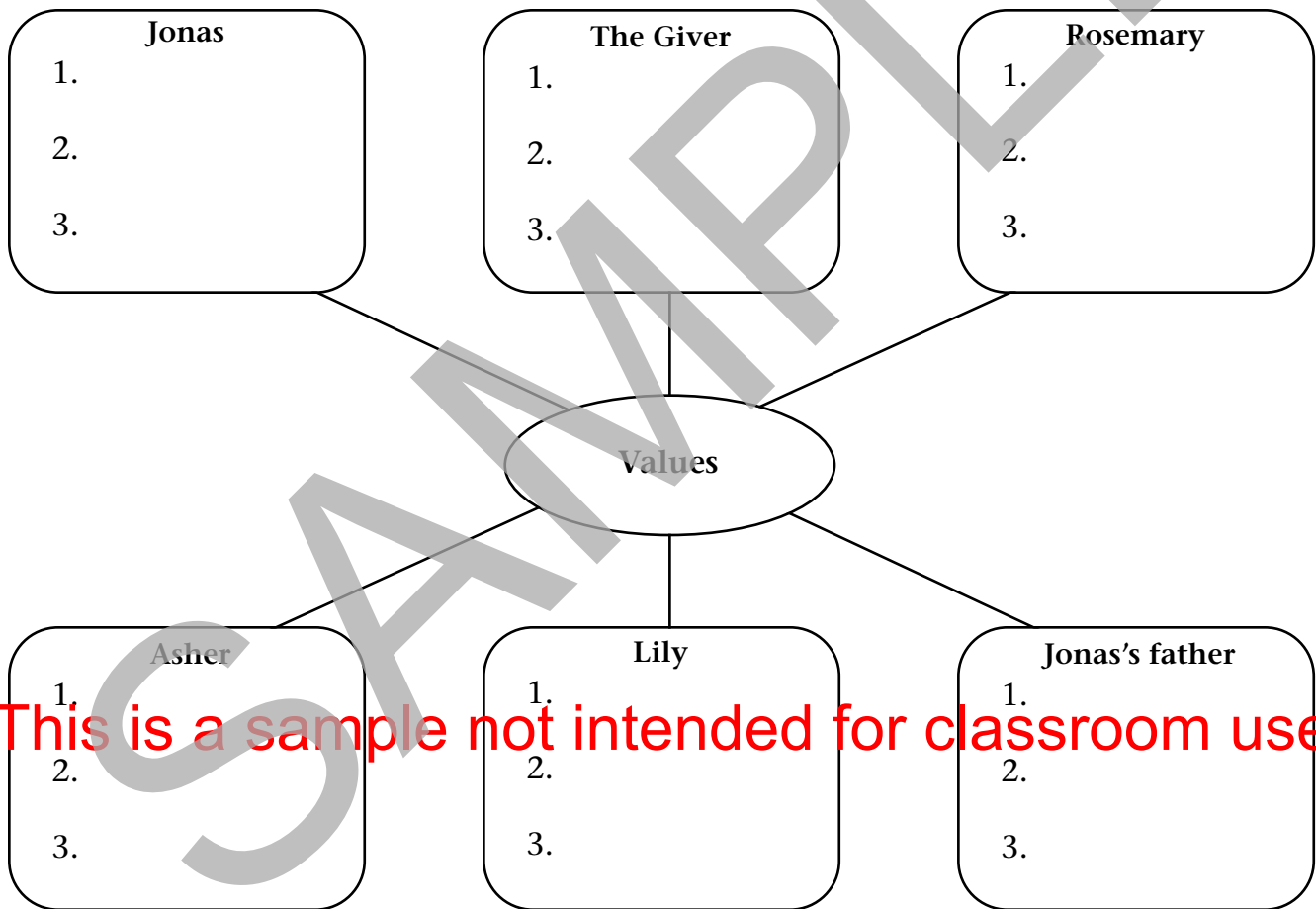
Jonas

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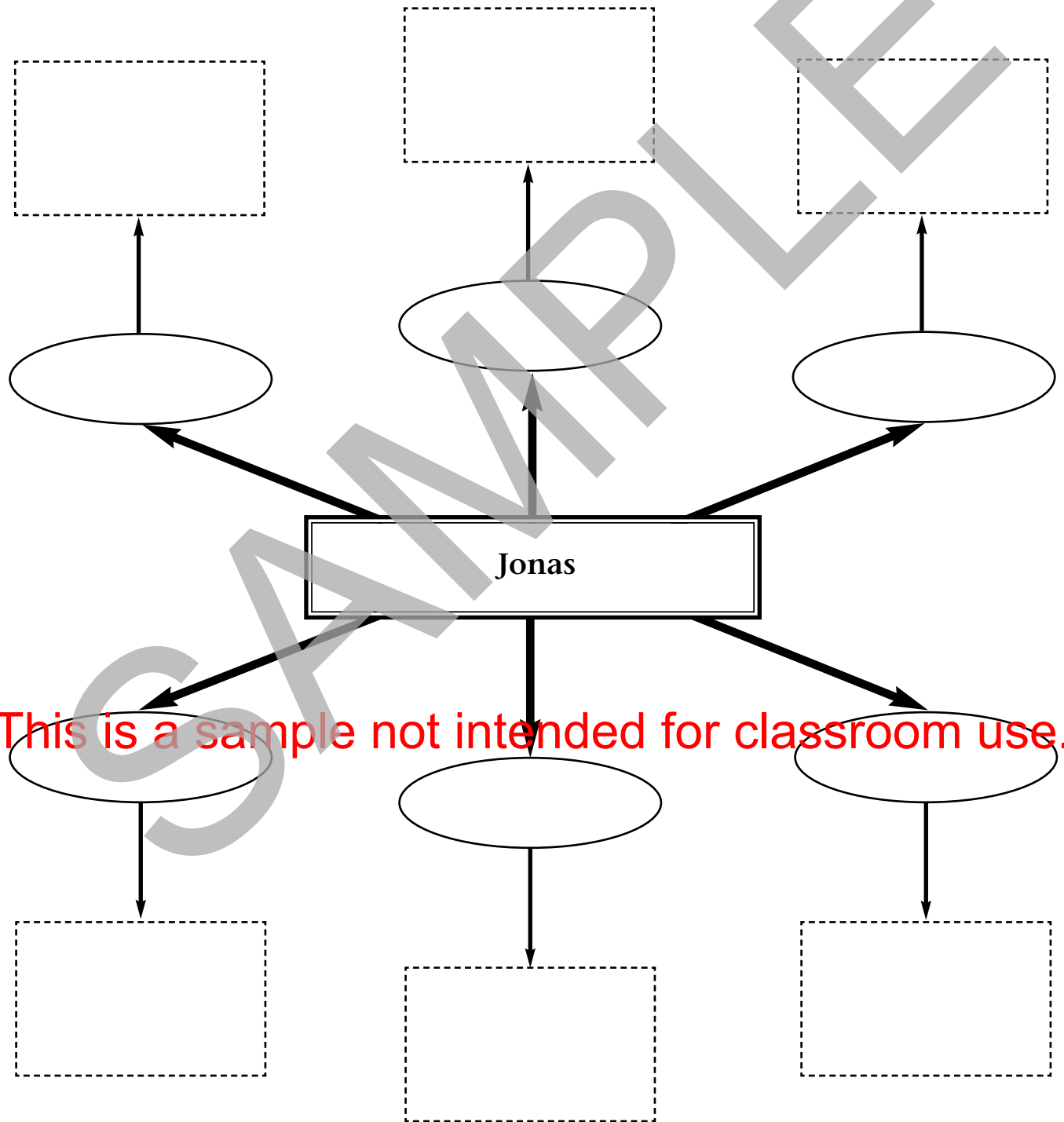
Name _____

Understanding Values

Values represent people's beliefs about what is important, good, or worthwhile. For example, most families value spending time together.

Directions: Think about the following characters from the novel and the values they exhibit. What do they value? What beliefs do they have about what is important, good, or worthwhile? On the chart below, list each character's three most important values, from most important to least. Be prepared to share your lists during a class discussion.

Jonas
1.
2.
3.

The Giver
1.
2.
3.

Rosemary
1.
2.
3.

Values

Asher
1.
2.
3.

Lily
1.
2.
3.

Jonas's father
1.
2.
3.

This is a sample not intended for classroom use.

After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.

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