



GRADE 7 TERM 1 2017

## The Giver

### Writing Activities

Character table  
Dialogue  
Point of view  
Announcement  
Final task  
Spelling and vocabulary

### Aspects of literature

Questions to answer  
Themes  
Motifs  
Symbols  
Quotes pack a powerful punch

## ***The Giver* by Lois Lowry**

"My books have varied in content and style. Yet it seems that all of them deal, essentially, with the same general theme: **the importance of human connections**... *The Giver* - and *Gathering Blue*, more recently published...speak to the same concern: the vital need of people to be aware of their interdependence, not only with each other, but with the world and its environment...I try, through writing, to convey my passionate awareness that we live intertwined on this planet and that **our future depends upon our caring more, and doing more, for one another.**"

-- Lois Lowry

Before Reading:

Read the front and back covers of the book. List two things you have learned about this book from the covers. List two questions you have about the book after reading the covers.

### **Part 1 – Chapters 1 to 8:**

1. What does it mean to be released? How do the characters feel about this?
2. What is different about Jonas' assignment? How does he feel about it?
3. What were the five essential attributes required for Jonas' new position?
4. What happened when Jonas looked out at the audience?

Did you think about what you were reading? (Each answer should be at least 5-6 sentences! Good, thoughtful paragraphs!)

5. So far, what do you see as the positive aspects of the Community where Jonas lives in?
6. So far, what do you see as the negative aspects of the Community where Jonas lives in?
7. Why do you think members of this society must do volunteer work while they are young? Do you think this is a good or idea or a bad idea? Defend your answer.
8. Look again at Chapters 1 and 2. Mostly, the things in the chapter are perfectly normal and like our world. But not quite. Make a list of all the things that are mentioned, or terms that are used, that identify the setting as different from our world

**Part 2 - Chapters 9 to 12**

Did you read the chapters? (These questions are comprehension questions; you should be able to find the information in the text)

9. Other than receiving the same assignment, what did Jonas and the Receiver have in common? Do you think this is a coincidence or a specific character trait?
10. What lined the walls of the Receiver's room? Why was this so unique?
11. What is the first memory that Jonas receives? How does Jonas feel about his new position after this memory?
12. Draw an image that stood out in your mind while you were reading chapters 9 and 10. What was it about this image that made it stand out? Don't worry; you will not be marked on your artistic ability!
13. Who says the following; "Our people made the choice. . . We gained control of many things. But we had to let go of others." What is this quote talking about?
14. What memory is Jonas receiving at the end of chapter 12? What is Jonas's reaction to the memory? Why do you think he is having this reaction?

Did you think about what you were reading? (Each answer should be at least 5-6 sentences! Good, thoughtful paragraphs!)

15. Agree or disagree, and say why: People should learn history, and learn about the past.

16. Agree or disagree, and say why: It is possible to have a world where everyone is equal, but everyone is not the same.

17. Agree or disagree, and say why: A world without any pain would be a bad thing.

**Part 3 - Chapter 13 to 23**

Did you read the chapters? (These questions are comprehension questions; you should be able to find the information in the text)

18. At the beginning of chapter 13 Jonas and The Giver have a discussion about choice. What do we learn about the community from this conversation?
19. At the start of chapter 14 we see Jonas receiving painful memories. Why is it important for Jonas to receive these painful memories?
20. Why do you think Jonas' understanding of the river that ran through the community had changed?
21. How does Jonas describe the change in his feelings at the start of chapter 17?
22. What has Jonas learned about the previous Receiver of Memories? What affect does this information have on Jonas?
23. Jonas experienced feelings of loss, what did he feel he was losing or had lost?
24. Why does the community release one of set of twins? How does this fit with what we have learned about the community? What are your feelings about the community at this point in the book?
25. We have already learned that Jonas has the ability to see-beyond. What is meant by the ability to hear-beyond?
26. What is the plan that Jonas and The Giver develop during chapter 20? What goes wrong with the plan?
27. What happens in the last two chapters, and how does the novel end?

Think about what you've read. Write at least five sentences for each one!

28. Somehow, you come upon Jonas's Community...a group of people living peacefully, with no poverty, no suffering, no pain, and no war. Should you tell them about pain and war and all those bad things, or not? List the arguments for telling them, and then list the arguments for not telling them. Then decide whether you'd tell them or not.
29. EXCEPT for the "Release" of babies and others, describe what you think are the worst parts of the society described in this book.
30. Describe the best parts of the society described in this book.
31. Re-read the last two pages of the book. First, decide...Do Jonas and Gabriel reach Elsewhere? Another Community? Is he hallucinating? Do they just die together in the snow? To you, when you read it, what exactly happens? DEFEND your answer by quoting from and referring to the book. To you, is the ending of this book a happy one or a sad one?

## **Writing Activities**

### **Chapters 1-8**

As you meet the major characters, create the following chart to explore Lowry's character development. Draw this chart in your classwork book.

<b>Character Name</b>	<b>Characterisation:</b> Looks, Acts, Personality, Others' Perceptions	<b>Important Quotes</b>

### **Chapters 9-14**

Write a dialogue between The Giver and Jonas regarding the importance of personal memories, good and bad. Use proper script form including actor directions. (One page)

Reference: English Handbook p 79, 80

### **Chapters 15-19**

Retell an episode from this section of the novel from The Giver's point of view. Identify its location as an introduction. (One page)

Reference: Reachateacha: Point of view

### **Chapters 20-23**

Write an announcement that the community speaker might give telling the community what has happened concerning Jonas and Gabriel. In your announcement, reflect the attitude that the adults might have about this "disaster." Record it using the Voki app and have it ready to play in class.

Reference: Reachateacha: Emotive language

## Themes

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Themes are the fundamental and often universal ideas explored in a literary work.

### The Importance of Memory

**One of the most important themes in *The Giver* is the significance of memory to human life.** Lowry was inspired to write *The Giver* after a visit to her aging father, who had lost most of his long-term memory. She realized that without memory, there is no pain—if you cannot remember physical pain, you might as well not have experienced it, and you cannot be plagued by regret or grief if you cannot remember the events that hurt you. At some point in the past the community in *The Giver* decided to eliminate all pain from their lives. To do so, they had to give up the memories of their society's collective experiences. This allowed them to forget all of the pain that had been suffered throughout human history. But as Jonas undergoes his training, he learns that just as there is no pain without memory, there is also no true happiness.

**Related to the theme of memory is the idea that there can be no pleasure without pain and no pain without pleasure.** No matter how delightful an experience is, you cannot value the pleasure it gives you unless you have some memory of a time when you have suffered. The members of Jonas's community cannot appreciate the joys in their lives because they have never felt pain: their lives are totally monotonous, devoid of emotional variation. Similarly, they do not feel pain or grief because they do not appreciate the true wonder of life: death is not tragic to them because life is not precious. When Jonas receives memories from the Giver, the memories of pain open him to the idea of love and comfort as much as the memories of pleasure do.

1. Can real love exist without pain? Think. This is a hard question. Explain your answer using examples.
  
  
  
  
  
  
  
  
  
  
2. Where in the story did we see that death is not tragic?



## The Importance of the Individual

How does the Ceremony of Twelve relate to this theme?

## Family and Parental Relationships

In *The Giver*, each family has two parents, a son, and a daughter. The relationships are not biological, but are developed through observation and a careful handling of personality. In our own society, the makeup of family is under discussion. How are families defined? Are families the unchanging foundations of a society, or are they continually open for new definitions?

# Motifs

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**Motifs** are recurring structures, contrasts or literary devices that can help to develop and inform us about the text's major themes... Think of a motif this way: it is a thread that is woven throughout the novel. You see it again and again, but it does not carry a message – it is not a theme.

What have you learnt about each motif? Try to think beyond the obvious.

## Vision

## Release

## Euthanasia

# Symbols

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**Symbols** are objects, characters, figures, or colours used to represent abstract ideas or concepts.

**The Newchild Gabriel represents...**

**The Sled represents...**

Why did Lois Lowry make the sled a symbol of pleasure AND pain?

**The River represents**

**What other symbols do you find in the novel?**

## **Quotes Pack a Powerful Punch**

**When studying literature, it is extremely valuable to recognise portions of the text that make powerful statements or move you to think as a reader.** Find quotes in the novel and use Post It notes to identify quotes to keep track of them. These quotes should ultimately tell the story of *The Giver*.

Your goal will be to do the activity on the next page entitled, "Top Ten Quotes."

Let's start with some examples.

1. "For a contributing citizen to be released from the community was a final decision, a terrible punishment, an overwhelming statement of failure." Chapter 1, p 13
2. "After Twelve, age isn't important. Most of us even lose track of how old we are as timepasses, though information is in the Hall of Open Records...What's important is the preparation for adult life, and the training you'll receive in your Assignment." Ch. 2, p 31
1. "No one mentioned such things, it was not a rule but was considered rude to call attention to things that were unsettling or different about individuals." Ch. 3, p 35

The above quotes from the novel are powerful truths about Jonas's world in *The Giver*.

Now you need to read the novel with IMPORTANT QUOTES IN MIND. Draw a table similar to this in your book to track the content. You do not need to copy out the whole quote.

Page # and Paragraph	Start of the quote	Quote's Importance
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## Grade 7 Literature study

Lois Lowry has filled her novel with interesting and stimulating language. This assignment asks that you **RETELL THE NOVEL** in ten quotations which you will take directly from the context of the novel.

Please include Chapter and page #.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## Grade 7 Literature study

### **The Giver: Retelling the Novel in Ten Quotes-Rubric**

Description of numerical response:

- 4 Accurate Example of Important Issue
- 3 Thoughtful Examples
- 2 Fails to be Relevant Evidence

Purpose, Goal Clear	4	3	2	1
Quotes of Significance	4	3	2	1
Frame of Reference; Novel is fairly represented	4	3	2	1
Completion/General Quality	4	3	2	1

## Grade 7 Literature study

### **The Giver: Final Assignment**

As a conclusion to our study of the novel *The Giver*, you will complete TWO of the assignments listed below. Be prepared to share at least one of your assignments with the class (this will be one of your oral marks this term).

**New Book Cover** - Create a new cover for the book; be sure to include all the important information that must be found on a cover.

Front Cover – The title of the book, the author’s name, your name, a creative illustration (this should be eye-catching and reflect an important part of the book. Your illustrations needs to be hand drawn and can be in coloured pencils or markers.)

Book Spine – Include the title of the book and the author’s name, write the name of the publisher at the bottom of the panel (include creative lettering to design the spine of the book cover).

Back Cover – The title and author, barcode and publishing company, a 2 – 3 paragraph summary of the book that highlights the beginning middle and end of the book (the summary is to be the facts and not your thoughts about the book – you can include quotes from the book to make it more interesting). Also, include quotes that someone might have said about the book (you are trying to sell the book; you might what the quote to be by someone famous).

Inside Front Flap – A brief description of the book’s main characters. This should be at least 3-5 sentences; think about why the characters are important to the book. Also include a picture of the character your wrote about (use coloured pencils or markers)

Inside Rear Cover Flap – Include a picture of the author and 1-2 paragraphs about the author (things you might consider: education, where she lives, family, other books, awards won, and interest/hobbies).

**Poetry**- Create a poetry book of several (more than 5) poems. In your poetry book, you may want to use some of the vocabulary words that you learned as you read, or you may want to create more freely. See whether you can capture the spirit of the book in your poems. Remember that poems do not have to rhyme.

**Character Diary** – Choose several important days at strategic points throughout the book. Write diary entries (more the 2) that Jonas might have written if he had kept a diary.

**Diorama** – Create a diorama for an important scene in the book. This is a miniature scene, using dried plants, stones, dirt, small figures, and background pictures, etc., to create a three-dimensional effect. Include a one page summary of the scene and why you think it is significant to the book. If this is the project you choose to present, be ready to discuss orally why you choose the scene you did.

**Collage**- Browse through magazines, looking for illustrations that remind you of characters or scenes from the book. Then cut them out and arrange them in interesting patterns on a poster. Include a one page explanation of the connections the pictures have to the book. If this is the project you choose to present, be ready to discuss orally why you choose the images you did.

## Grade 7 Literature study

**Book in a Bag-** Select five to ten objects that have significance to the story. Place the objects in a bag or box. As you deliver your oral presentation, pull out an object one at a time and explain why it belongs. When you hand in your project don't forget to include a description of the significance of each of the objects.

**Professional Review** – Pretend you are a professional critic and write a review of *The Giver*. Start with a summary of the book (but don't give too much away), then write a recommendation (who do you think will like/hate the book). Some tips to writing a professional review include: writing in the third person point of view, using present tense, anticipating and addressing the concerns of the reader, and supporting your opinion with evidence and examples from the book.

**Comic Strip** – Make a comic strip about an event from the story. Make very neat and clear illustrations that are easy to understand. Remember to keep the pictures simple and not too detailed so that it is easy to see what is happening. You are retelling a part of the book in comic form; the reader of the comic should be able to understand the section of the book without having read *The Giver*.

**Illustrations** – Illustrate 10 pictures of characters or scenes from the story. On the back of each page, write a short paragraph explaining what the picture is and why you chose to include it.

**Picture Book** - Create a picture book version of *The Giver* that you will share with the class. Your picture book should have a picture for each chapter along with a sentence or two that describes what happens in that scene. Your picture book should have a decorated cover, color illustrations, as well as page numbers.

**Playlist** - Examine how the author uses words to create different moods in the book. Music also creates moods. Select music to represent five different events and moods in the story. Create a cd or PowerPoint (with at least six songs) that you will share this with the class. For each song, write a paragraph describing the scene and how the music relates to that scene (justification for using that song). Design and create a cd cover for this soundtrack for *The Giver*.

**Board Game** - Create a game using places, characters, problems, and details from the novel *The Giver*. You should have a paragraph summary of the book, a detailed explanation of how to play the game, and rules for it.

## Spelling and Vocabulary

### Chapters One-Two

1. ironic (2)
2. palpable (3)
3. wheedle (5)
4. disposition (7)
5. transgression (9)
6. awed (12)
7. technically (13)
8. aptitude (15)

### Chapters Three-Four

1. chastise (20)
2. petulantly (22)
3. remorse (23)
4. conviction (24)
5. hasten (27)
6. tabulated (28)
7. nuisance (30)
8. chortled (33)

### Chapters Five-Six

1. disquieting (34)
2. emblem (41)
3. reprieve (42)
4. relinquish (42)
5. exuberant (44)
6. infringed (46)
7. meticulously (48)
8. scrupulously (48)

### Chapters Seven-Eight

1. profound (51)
2. prestige (53)
3. retroactive (54)
4. avert (57)
5. benign (59)
6. indolence (61)
7. unanimous (61)
8. spontaneously (64)

### Chapters Nine-Ten

1. throng (65)
2. dismounting (66)
3. relish (68)
4. integral (70)
5. origin (73)
6. alcove (74)
7. successor (76)
8. apprehensively (79)

### Chapters Eleven-Twelve

1. torrent (81)
2. glee (82)
3. obsolete (84)
4. wincing (86)
5. commerce (89)
6. admonition (89)
7. dumbfounded (93)
8. wryly (95)

### Chapters Thirteen-Fourteen

1. irrationally (99)
2. sinuous (100)
3. assimilated (104)
4. embedded (106)
5. agony (109)
6. assuage (110)
7. ominous (113)
8. placidly (114)

### Chapters Fifteen-Seventeen

1. anguish (118)
2. ecstatic (122)
3. wisp (125)
4. permeated (131)
5. injustice (132)
6. expertise (134)
7. trudged (135)
8. glum (136)

### Chapters Eighteen-Twenty

1. dejected (139)
2. excruciating (140)
3. inflict (142)
4. afterthought (146)
5. wretched (151)
6. empowered (153)
7. acquire (156)
8. solace (161)

### Chapters Twenty-One-Twenty-Three

1. churning (163)
2. rueful (164)
3. languid (166)
4. augmented (168)
5. vigilant (169)
6. tantalizing (172)
7. impeded (176)
8. leaden (177)

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