

## A Novel Study in Society

# Anticipation Activity

Survey

Presentation



# Utopian Poetry

"Imagine"   Lyrics

VS. "What a Wonderful World"   Lyrics

**Utopia** is a place where everything is perfect.

Utopia comes from the Greek **ou = no** and **topos = place**. *Utopia* means "no place."





# Write a Short Paragraph

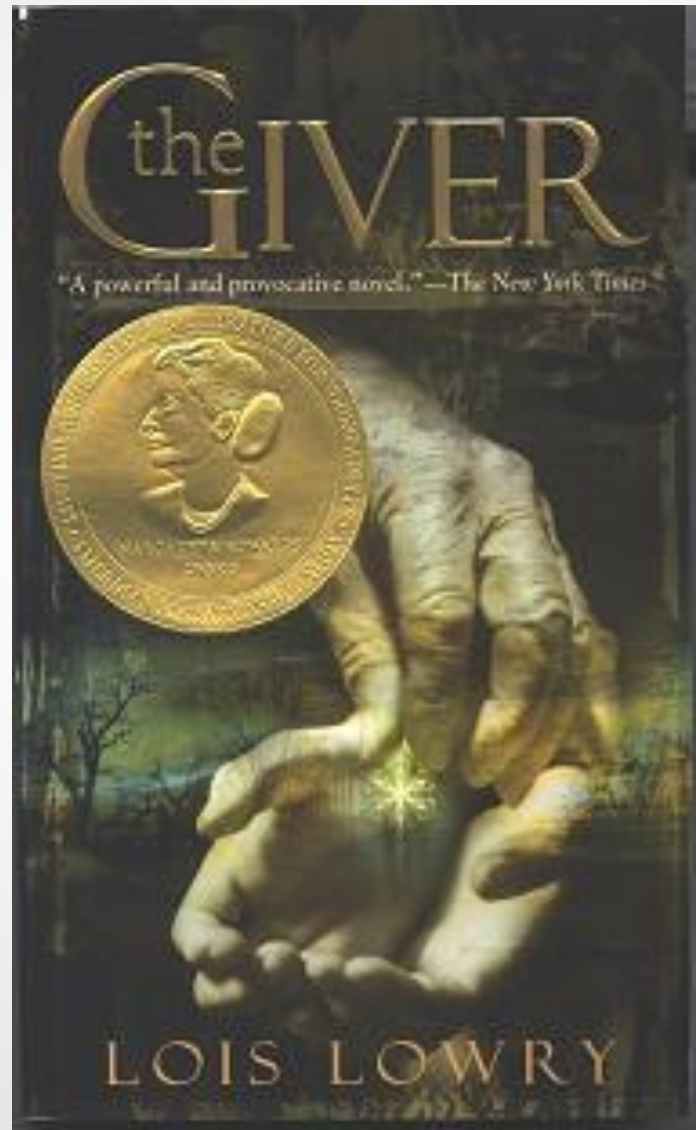
What's the ideal society?

What makes societies “work” or function?

**Support** your answer with specific examples.



# Book Cover Introduction



# *The Giver* Book Trailer

- What do you think the book is going to be about?
- How does the title connect to the story?
- Knowing that it is a science-fiction story, what predictions can you make?
- Lois Lowry talks in [this video](#) at the top of this post about how “The Giver” came to be, and she talks in [this brief interview](#) about all the ways young-adult fiction has changed since she published *The Giver* two decades ago.

# Week 1 Discussion Questions (CH 1-3)

1. What is the society's reaction to eye colour? Based upon their reaction, what can we infer about what this society values or deems to be important?
1. Why had the apple intrigued Jonas? What prediction can you make based on this information?
1. List 2 positives and 2 negatives to *The Giver's* Society.
4. Review what you think a “perfect” society is and compare your ideas with *The Giver's* Society

# Before CH 7

Offering choice allows for freedom but does it allow for failure?

Imagine living in the Giver Society and you have been given your assignments....



# Reading Comprehension After CH 7

## Describing Ages

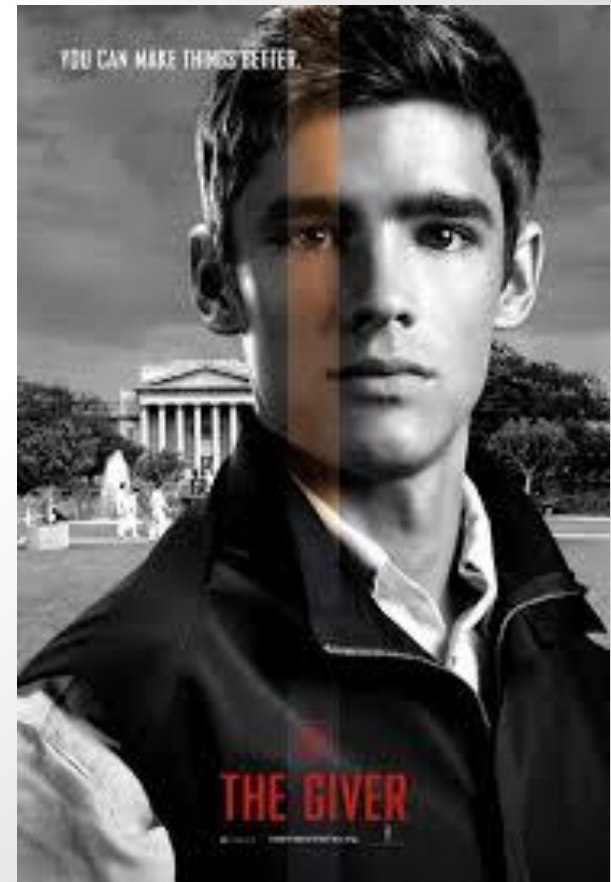
Helpful Resource for  
Describing Ages



# Characterization

Use the following [characterization web](#) to make predictions about the story.

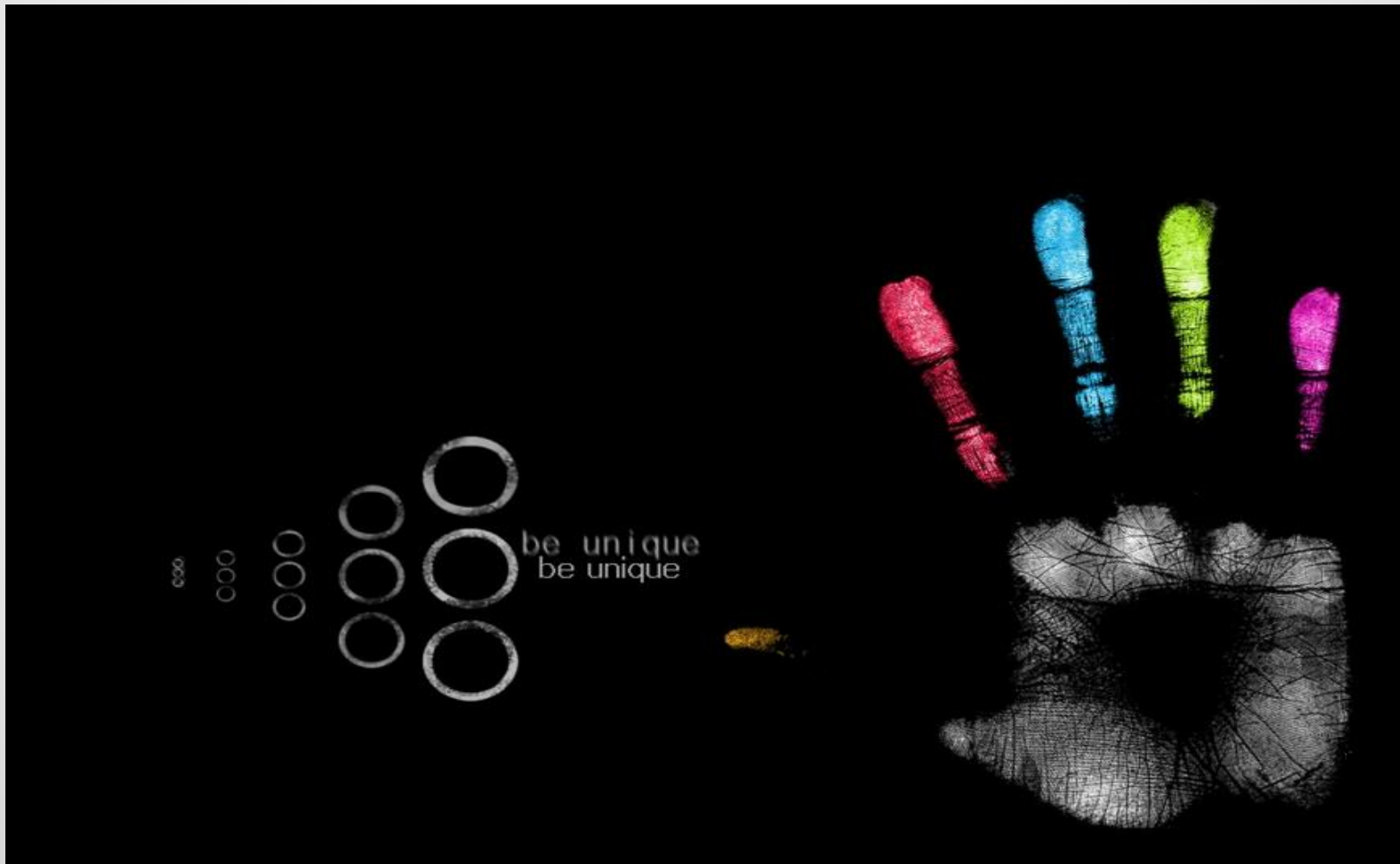
## Characterization Group Activity



# Giver Writing

## Celebration of Unique Identities

### Personification & *The Book of Qualities* Mini-lesson



# Giver Argumentative Writing

## Freedom vs. Security Socratic Seminar



"Those who desire to give up freedom in order to gain security will not have, nor do they deserve, either one." - Benjamin Franklin



# Black & White Thinking

## The Giver's Society PMI





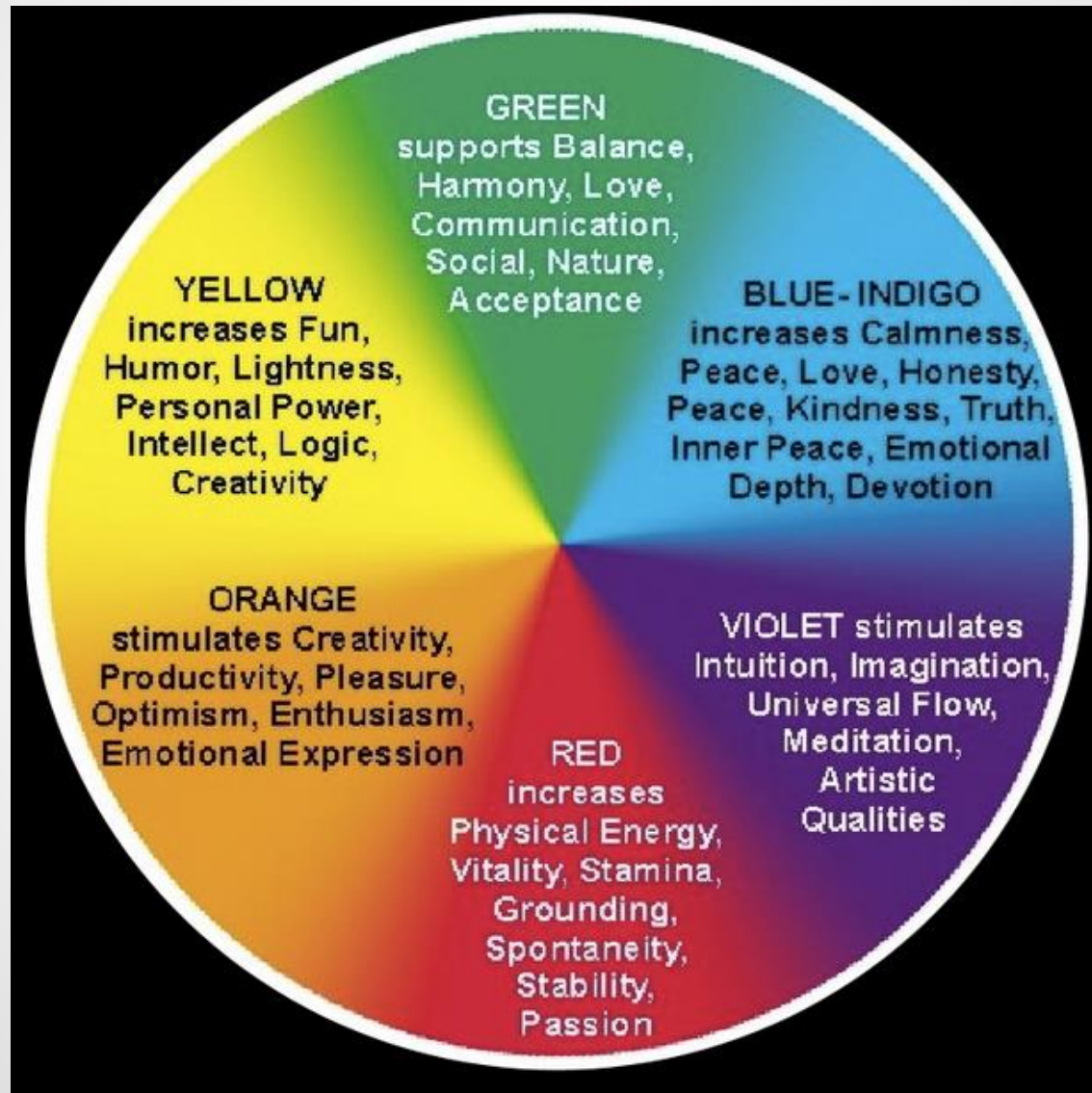
# Thematic Study

## Does colour shape our life?

### Colour Activity

1. As a group pick a colour.
2. Discuss with your group the following associations you have with that colour. Think about what comes to your mind right away!
  - Emotion or mood
  - Object
  - Symbol
  - Music
  - Environment
3. Synthesise your ideas to complete [this](#) writing reflection.

# Now watch the video explaining colour and how it affects us.



# Ted Talks Listening



Listen and analyse [this](#)  
‘Ted Talks’ to assess  
various types of  
leadership.

What does leadership look like in *The Giver*? Is it effective?

# Ch 11

**In 3 steps:** Explain how training of the Receiver of Memories proceed.

**Record 2 ways** that Jonas has changed as a character in chapter 11 (*think: acts like, thinks like*).

**Make 1 prediction** about Jonas' training. What in the novel made you think that?

# Non-Fiction

## Memory and Memory Receivers

1. **Read:** [“The Memory Lady’s Daughter Tries to Fill the Gaps,”](#) in which Beth Thompson writes about her role in helping her elderly mother — a wonderful storyteller — remember her past.

2. **Reflect:** on the end of the essay when she says:

I care for the generations before and after me. I live the lives of both, and my head is full of names. I don’t expect my children will memorize every detail of my life and guard and conserve my memories for me. That is why I prepare myself now. I try to imagine losing my memory, my starkest talent, my most characteristic feature. I try to imagine who I will be without it. I try to imagine myself as my mother, alone without her partner who shared her memory, trying to sweep everything up before it blows away.

3. **Write** a list following prompts: What role does memory play for you? In your family? In any of the communities you are a part of? How much of your parents’ stories do you know? What would be lost (think thematically) if, as in “The Giver,” those memories were gone?



# Text to Self Connections Memory Book



# After CH 17



## How Important is History?

# CH 17

## 3-2-1

**In 3** vivid words describe the interactions of Jonas' family.

**Find 2** new or challenging vocabulary terms.  
Write the definition based upon the context clues.

**Make 1** prediction about the twin's release.

# Non-Fiction

## An Ending for “The Giver”

**When Lois Lowry first wrote “The Giver,” she never intended the story to continue. In [this interview](#), she explains why she went on to write a series:**

When you wrote “The Giver,” you did not plan any sequels. So why did you eventually decide to write three more?

I was somewhat surprised to find that readers — more kids than adults, I think — were distressed by the ambiguity of the ending. I didn’t think I needed to think about it anymore, but letters continued to come reminding me that I did.

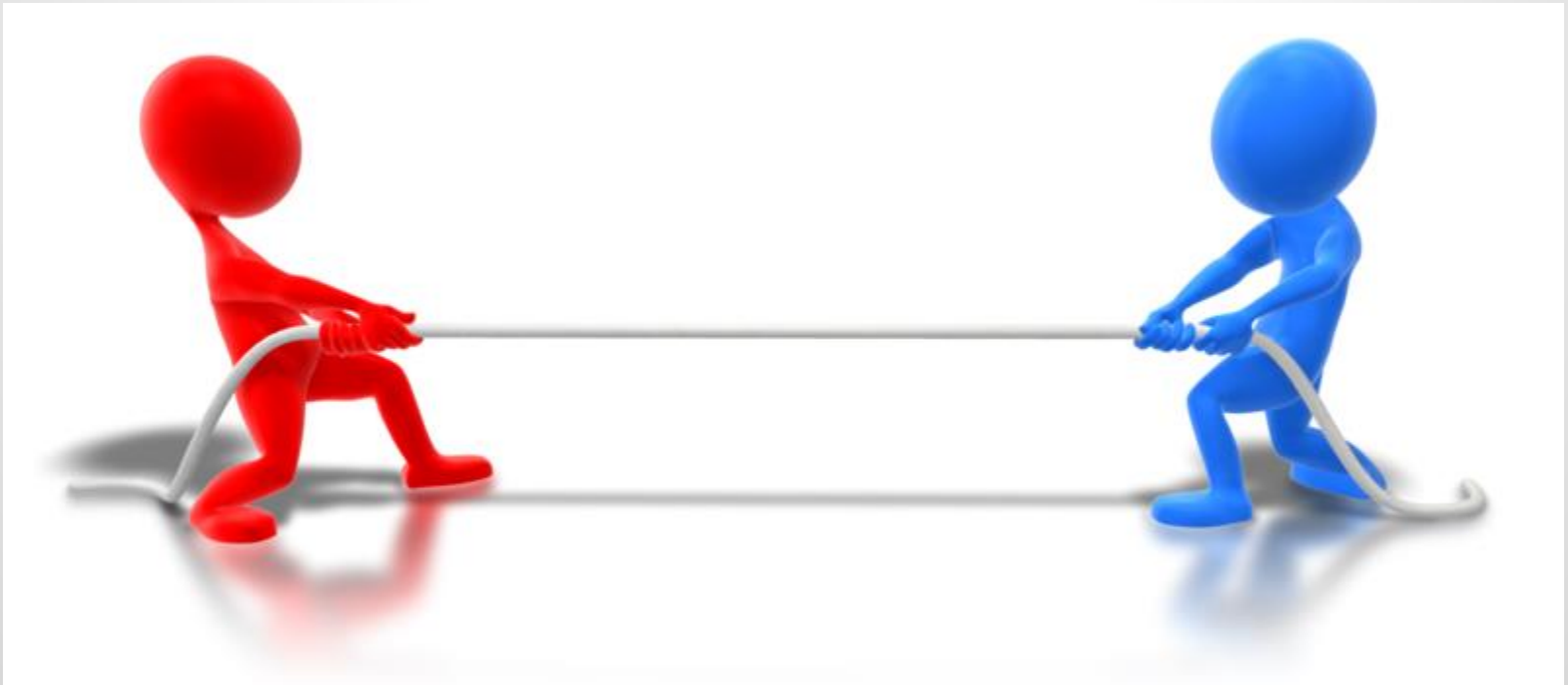
Nowadays it seems as though people sit down to write what they know is going to be a trilogy. I don’t know how they know, but it never occurred to me back when I wrote that first book.

**Does the ambiguity of the ending bother you? Are you glad she continued the story, or do you wish she’d never written the sequels? When you first finished the book, what did you think might happen to Jonas and Gabriel? Why?**

# Literary Analysis

Conflict

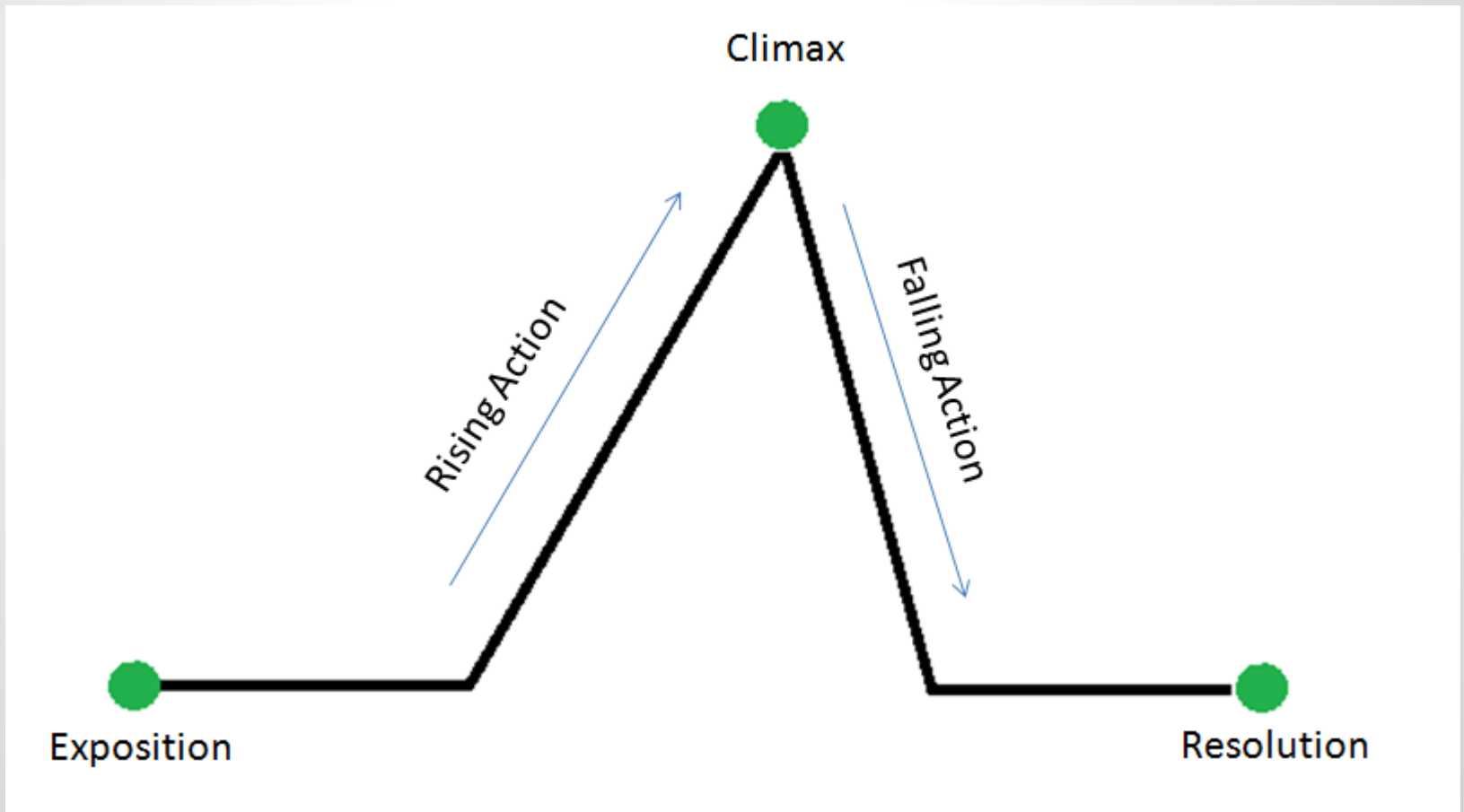
Think, Pair,  
Share





# Plot Mapping

Complete the [plot map](#) on The Giver.



# Genre Study

## Non-Fiction Connections

### Article #1

- Read [Why is dystopia so appealing to young adults?](#)
- Then answer the questions [here](#).

### Article #2

[NY Times Text to Text](#)

# Thematic Connections

## Power of Words

Compare [these two poems](#) to discover the power of words through connotation.

Words can inspire.  
And words can  
destroy. Choose  
yours well.

Robin Sharma

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# Text to World Connections

Think about how our society looks at sameness and differences. Complete the following [activity](#) with your group.



# Presentation

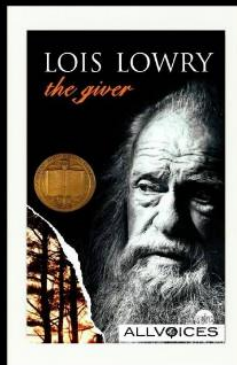
Concepts and ideas discussed in the novel.

## The Giver

by Lois Lowry



Conformity  
Equality  
Community



"If everything's the same, then there aren't any choices! I want to wake up in the morning and decide things!"



"I liked the feelings of love..."





# Genre Study

## Short Story Connections

Read the following short story and complete a venn diagram that compares & contrasts it to *The Giver*.

["Harrison Bergeron"](#)

[Venn Diagram Worksheet](#)



# Cinematic Analysis

Compare and contrast the film to the novel.



# Essential Questions

1. What's the ideal society?
2. What makes societies “work” or function?
3. What defines a society?
4. What impacts society?

## Related Resources

- [Learning Network Resource | Ripped From the Headlines and Applied to the Classics: Ideas for Pairing Fiction and Nonfiction](#)
- [Learning Network Classic Lit Collection](#)
- [Houghton Mifflin Harcourt | Discussion Guide for Lois Lowry's "The Giver"](#)
- [Learning Network Lesson | Teaching Orwell and '1984' With The Times](#)
- [Learning Network Lesson | The Odds Ever in Your Favor: Ideas and Resources for Teaching 'The Hunger Games'](#)