

Standards Focus: Author Biography

Lois Lowry

Lois Lowry was born in Hawaii on March 20, 1937. She was born the middle child in a family of three children, a blessing which Lowry believes allowed her the freedom to read and revel in her imagination.

Lowry's father was a career American military officer, and the family moved frequently throughout the author's childhood. Lowry also lived in New York and Pennsylvania in her youth.

In 1948, at eleven years old, Lowry's family moved to an Americanized military community in Tokyo, Japan. Even though the family lived in the midst of a thriving Asian city, they resided in an American-style house with American neighbors, saw American movies, and attended an American school. Even though the author lived in an insular American community, she was very curious about her Japanese neighbors. In *The Giver*, Lowry draws upon her memories of clandestinely exploring the Japanese neighborhoods of Tokyo on her bicycle. This experience partially forms the basis of *Elsewhere* in the novel.

Lowry returned to New York City for high school and attended Brown University in Rhode Island for college. In 1956, at age nineteen, Lowry left Brown to marry naval officer Donald Lowry. The Lowry family moved frequently and had four children, two daughters and two sons.

The family settled in Maine, and Lowry completed her degree in English Literature at the University of Southern Maine in 1972. The author began working as a freelance journalist and published her first realistic fiction novel, *A Summer to Die*, in 1977, the same year that she and her husband divorced.

Lowry continued to write and began publishing the *Anastasia Krupnik* series in 1979. In 1989, Lowry won her first Newbery Medal for the historical fiction novel *Number the Stars* which tackles the Nazi occupation of Denmark during World War II. In 1993, the author won her second Newbery medal for her fantasy novel *The Giver* which discusses a futuristic, utopian society that goes terribly wrong. Even though Lowry's novels vary greatly in time period and **genre**, they all contain the same basic theme of the importance of nurturing human connections.

Lowry currently divides her time between Cambridge, Massachusetts and an old farmhouse in Maine. She enjoys reading, gardening, knitting, and spending time with her grandchildren.



genre: a type or category of artistic work, separated by similar subject, style, theme, etc.

Standards Focus: Exploring Expository Writing—Author Biography

Directions: Using the biographical information about Lois Lowry, answer the following questions. Write the letter of the correct answer on the lines provided.

1. _____ What is the author’s purpose in writing this biography of Lois Lowry?
 - a. to tell the reader an entertaining story about Lois Lowry
 - b. to persuade the reader to read one of Lois Lowry’s books
 - c. to provide information about Lois Lowry
 - d. to describe Lois Lowry’s childhood

2. _____ Based on the information in the first two paragraphs, the reader can conclude that:
 - a. Lois Lowry did not enjoy moving during her childhood.
 - b. Lois Lowry had a close relationship with her family.
 - c. Lois Lowry enjoyed living in New York.
 - d. none of the above

3. _____ Lowry’s time living in Japan is important because:
 - a. she learned to speak Japanese
 - b. it influenced her writing of *The Giver*
 - c. she enjoyed exploring Tokyo
 - d. she made many friends in Japan

4. _____ Where would be the BEST place in the biography to insert information about other books written by the author?
 - a. in paragraph six
 - b. add an additional paragraph between paragraphs six and seven
 - c. in paragraph five
 - d. in paragraph four

Directions: Answer the following questions using complete sentences.

5. List the two books for which Lowry was awarded the Newbery Medal. Also, include the year in which she won each award. _____

6. The term *genre* is used in this biography. Explain in your own words what a literary genre is. Use the Internet or other source to find out about the different genres in which Lois Lowry wrote and list three of them here. _____

Standards Focus: Genre Fantasy, Science Fiction, and Dystopia

Lois Lowry's *The Giver* occurs in an other-worldly society which exists only in the author's imagination. The novel contains elements of traditional fantasy and science fiction to create the author's fictional community.

Fantasy novels take place in a world that does not and cannot exist on earth. They frequently incorporate magic or supernatural forces into the plot, theme, and setting. Fairy tales and myths often draw on magical themes, but modern fantasy literature really began with George MacDonald's *The Princess and the Goblin* and *Phantastes*. In the 20th century, authors created "lost" worlds, an aspect that Lowry incorporates in *The Giver*, in classic children's fantasies such as Baum's *Wizard of Oz* and Barrie's *Peter Pan*. Most fantasy novels were classified as children's literature until Lewis's *Chronicles of Narnia* and Tolkien's *The Lord of the Rings* series gained attention by all ages. This trend continues today with J.K. Rowling's *Harry Potter* series.

Science fiction, a subgenre of fantasy, has grown in popularity through the years. While science fiction also occurs in an imaginary world, its plot and characters deal with the impact of science and technology on humans and their daily existence. The genre of science fiction began in 1818 with Shelley's *Frankenstein* and grew in popularity through Jules Verne's *Journey to the Center of the Earth* in 1870 and H.G. Wells's *The War of the Worlds* in 1898. While science fiction novels frequently involve aliens and outer space themes, they can also take place in a futuristic society on earth, as evidenced in Lowry's *The Giver* and Orwell's *1984*.

In addition to occurring in a futuristic, fantastical society, Lowry's *The Giver* invokes a dystopian world view. The term **dystopia** was first used in 1868 to mean the opposite of More's *Utopia* where everything was perfect and everyone was personally fulfilled. Dystopian societies in literature are often created as ideal societies, but evolve into a dangerous place when the community's structure and rules are taken too far. As in many dystopian novels, the community in *The Giver* places strict restrictions on the characters' lives and does not tolerate individual thoughts or actions. The novel's conflict, as in many dystopian novels, revolves around the main character's feelings that something is wrong in his community, and how he reconciles his feelings living within such a structured society. By incorporating a dystopian society into *The Giver*, Lowry draws on the literary traditions of Huxley's *Brave New World* and Bradbury's *Fahrenheit 451*.

By the use of technology in a fantasy world gone wrong, Lois Lowry firmly places *The Giver* in the dystopian tradition of classic science fiction and fantasy novels.

Standards Focus: Exploring Expository Writing—Genre

Directions: After reading the article about genres on page 11, answer the following questions. Write the letter of the correct answer on the line.

1. _____ What aspect of traditional fantasy novels does Lowry utilize in *The Giver*?
 - a. a recognizable setting
 - b. a plot centered on science and technology
 - c. setting the novel in a “lost world”
 - d. basing the plot on historical events

2. _____ Which of the following novels is not an example of science fiction?
 - a. *Journey to the Center of the Earth*
 - b. *Wizard of Oz*
 - c. *Frankenstein*
 - d. *War of the Worlds*

3. _____ Which of the following is NOT a characteristic of a dystopian novel?
 - a. It occurs in a supposedly perfect society which has gone too far.
 - b. The main character must try to reconcile his/her individuality to the structure of the society in which he/she lives.
 - c. The novel occurs in a realistic setting.
 - d. The characters’ lives and individuality are restricted.

4. _____ Which of the following most closely describes the opinion of the author of the article on page 11 regarding science fiction?
 - a. The author does not enjoy reading science fiction.
 - b. Science fiction is the author’s favorite genre to read.
 - c. The author believes that science fiction helps assess the role that technology plays in our lives.
 - d. The author does not state his/her opinion of science fiction.

5. Explain the difference between a utopian and a dystopian society. _____

6. How are the genres of fantasy and science fiction related? Explain the differences and similarities between them. _____

Anticipation/Reaction Guide

Directions: For the following statements and questions, compose a well-written sentence giving your reaction or answer to each. Do you agree? Disagree? Why?

1. *Euthanasia* is the practice of medically ending a person's life when he/she has become hopelessly sick or injured without any chance of recovery.
 - a. People should be euthanized when they are very sick, elderly, or no longer useful to society. _____

 - b. If human euthanasia was common, who should decide when a person is euthanized? Why? _____

 - c. Do you think it should be all right for a person to request to be euthanized? Why or why not? _____

 - d. In our society, sick pets are commonly euthanized. Why is it viewed as acceptable to euthanize a sick pet, but not an ill person? _____

2. In America, we are constitutionally given *freedom of choice*. However, there are laws that limit these choices, i.e. we do not have the freedom to choose to kill someone (without punishment), and until the age of 18, you do not legally have the right to make your own choices; your parents have this right for you.
 - a. It would be better to have complete freedom of choice, even if people sometimes made poor choices. _____

 - b. In what situations might it be best for someone to make your choices for you? Why? _____

Name _____ Period _____

c. What choices should you have the option to make on your own? (i.e. choice of spouse, having children, choice of career, whether or not to attend college) _____

3. By definition, a *utopia* is an ideal and perfect society in which everyone lives in harmony and everything is done for the good of its citizens.

a. Describe what a “perfect” society means to you. _____

b. I would rather live in a “perfect” society than in a flawed one. _____

c. Who should be in charge of the “perfect” society? _____

d. Name some aspects of our society which are flawed and could be improved. (i.e. more affordable health care, crime rate) _____

4. An *ordered* society is one with rules and consequences for breaking those rules. A *chaotic* society is freer, without order or law, and without consequences.

a. Would you categorize our society as ordered or chaotic? Why? _____

b. What would be an advantage/disadvantage of living in an ordered society without family and loving relationships? _____

c. What would be an advantage/disadvantage of living in a chaotic society with family and loving relationships?

Chapters One—Two

Standards Focus: Foreshadowing

An author frequently includes subtle details or clues which hint at, or **foreshadow**, upcoming events in a novel. Foreshadowing allows an author to build a novel while laying the groundwork for upcoming character and plot development. To utilize foreshadowing, an author must plan the entire scope of a novel before he/she begins to write. Detailed planning allows the author to include foreshadowing throughout the novel.

Directions: *Below are some examples of foreshadowing in The Giver. For each example, write a **specific prediction** about the character or plot development that you believe is being foreshadowed. After you finish reading the novel, reread your predictions to see how accurate they were. An example has been done for you.*

Ex. Frightened meant that deep, sickening feeling of something terrible about to happen. Frightened was the way he had felt a year ago when an unidentified aircraft had overflown the community twice. . . . He had never seen aircraft so close, for it was against the rules for Pilots to fly over the community. (pg. 1)

Prediction: Planes flying over the community will frighten Jonas in the future. They may be war planes about to attack the community.

1. Father was listening with interest. "I'm thinking, Lily," he said, "about the boy who didn't obey the rules today. Do you think it's possible that he felt strange and stupid, being in a new place with rules that he didn't know about?"
Lily pondered that. "Yes," she said, finally.
"I feel a little sorry for him," Jonas said, "even though I don't even know him. I feel sorry for anyone who is in a place where he feels strange and stupid." (pg. 6)

Prediction: _____

2. Jonas and Lily nodded sympathetically as well. Release of newchildren was always sad, because they hadn't had a chance to enjoy life within the community yet. And they hadn't done anything wrong.
There were only two occasions of release which were not punishment. Release of the elderly, which was a time of celebration for a life well and fully lived; and release of a newchild, which always brought a sense of what-could-we-have-done. This was especially troubling for the Nurturers, like Father, who felt they had failed somehow. But it happened very rarely. (pgs. 7-8)

Name _____ Period _____

Prediction: _____

3. Jonas shivered. He knew it happened. There was even a boy in his group of Elevens whose father had been released years before. No one ever mentioned it; the disgrace was unspeakable. (pg. 9)

Prediction: _____

4. His father nodded. "His name—if he makes it to the Naming without being released, of course—is to be Gabriel. So I whisper that to him when I feed him every four hours, and during exercise and playtime." (pg. 12)

Prediction: _____

5. The Receiver was the most important Elder. Jonas had never even seen him, that he knew of; someone in a position of such importance lived and worked alone. (pg. 14)

Prediction: _____

6. "But it means," his mother went on, "that you'll move into a new group. And each of your friends will. You'll no longer be spending your time with your group of Elevens. After the Ceremony of Twelve, you'll be with your Assignment group, with those in training. No more volunteer hours. No more recreation hours. So your friends will no longer be as close." (pgs. 17-18)

Prediction: _____

7. Though he had been reassured by the talk with his parents, he hadn't the slightest idea what Assignment the Elders would be selecting for his future, or how he might feel about it when the day came. (pg. 19)

Prediction: _____

Chapters One—Two
Assessment Preparation: Punctuation, Capitalization, Spelling,
and Grammar

Directions: Find the errors in punctuation, capitalization, spelling, and grammar for each of the following sentences. Rewrite the sentences, correcting the errors you find. There is more than one error for each sentence. An example has been done for you.

Ex. I'd been teaching her to ride mine even though technically I weren't supposed to.

I'd been teaching her to ride mine, even though technically I wasn't supposed to.

1. There was a ironic tone to that final mesage, as if the Speaker found it amusing and jonas had smiled a little, though he knew what a grim statement it has been.

2. now, thinking about the feeling of fear as he pedaled home along the river path, he remembers that moment of palpable stomach-sinking terror when the aircraft had streked above.

3. "Mail, father said. Hes a sweet little mail with a lovely disposition."

4. "i feel frightened, to, for him" she confessed. "You know that there's not no third chance. The rules say that if there's a third transgression, he simply has to be released.

Name _____ Period _____

5. It didn't seem a terrible important rule, but the fact that his father had broke a rule at all awed him

6. "All the things I do with my friends" jonas pointed out, and his mother nodded in agreement.

7. For a contributing citizen to be released from the community was a final decision, a terrible punishment, an overwhelming statement of failure

8. I apologize for inconveniencing my learning community." asher ran through the standard apology phrase rapidly, still catching his breath.

9. "Why do you think the visitors didn't obey the rules" mother asked.

10. "I'm feeling apprehensive," He confesed, "glad that the appropriate descriptive word has finally came to him."

Chapters Three—Four
Standards Focus: Point of View

Point of view is the viewpoint, or perspective, from which a story is told. The point of view influences how a reader understands a story and how he reacts to the characters and their actions.

A novel may be told from the point of view of one of the book’s characters or from the point of view of a narrator who is not part of the novel.

Even though *The Giver* is not written in first person with Jonas using the pronoun “I” to refer to himself, the novel is written from Jonas’s point of view and focuses on his thoughts and feelings. This point of view is called *Third Person Limited*.

Directions: Use your knowledge of the novel to answer the following questions in complete sentences. Include specific details from the text in your answers.

1. From Jonas’s point of view, Lily is too talkative. What comments from Chapters 3-4 does Jonas make that allows the reader to draw this conclusion?

2. Read the following passage:

“Three years,’ Mother told her firmly. “Three births, and that’s all. After that they are Laborers for the rest of their adult lives, until the day that they enter the House of the Old. Is that what you want, Lily? Three lazy years, and then hard physical labor until you are old?” (pg.22)

It is obvious that Mother does not value the Assignment of Birthmother. How do you think a Birthmother feels about her Assignment? Would she think it is or is not important? Why or why not?

3. Read the following passage:

“There was absolutely nothing remarkable about that apple. He had tossed it back and forth between his hands a few times, then thrown it again to Asher. And again—in the air, for an instant only—it had changed.

Jonas had been completely mystified.

‘Ash?’ he had called. ‘Does anything seem strange to you? About the apple?’

‘Yes,’ Asher called back, laughing. ‘It jumps out of my hand onto the ground!’ Asher had just dropped it once again.” (pg. 24)

While playing catch with Asher, Jonas notices something different about an apple and later takes it home. A) What was Jonas’s reason for taking it home? From Jonas’s point of view his actions were justified, but Asher probably saw Jonas’s actions as strange. B) Think about situation in which you felt your words and/or actions were appropriate for the situation, but others did not. Write about the situation.

A) _____

B) _____

4. Read the following passage:

“It was against the rules for children or adults to look at another’s nakedness; but the rule did not apply to newchildren or the Old. Jonas was glad. It was a nuisance to keep oneself covered while changing for games, and the required apology if one had by mistake glimpsed another’s body was always awkward. He couldn’t see why it was necessary. He liked the feeling of safety here in this warm and quiet room; he liked the expression of trust on the woman’s face as she lay in the water unprotected, exposed, and free.” (pg. 30)

Jonas enjoys being in the bathing room at the House of the Old because he views it as relaxing and safe. Since the story is basically told from Jonas’s point of view, we can only speculate about the feelings of some of the other characters. How do you think Larissa feels about being bathed by Jonas? Do you think she feels safe? Why or why not?

5. Since *The Giver* is written from the point of view of a citizen of the community, the community’s rules and rituals are presented as a normal part of life. If you visited the community, what would you think of the community’s rules and rituals? Which ones would you find particularly odd?

Assessment Preparation: Word Origins—Etymology

Directions: For each of the vocabulary words from Chapters 3-4:

- a. Read the origin of the word.
- b. Draw an inference of the vocabulary word's meaning based upon the word's origin.
- c. Look up the actual meaning in a dictionary.
- d. Write a sentence using the vocabulary word with its correct definition.

An example has been done for you.

Ex. chastise

- a. Word Origin: from Latin *castigare* "to drive"
- b. My Definition: to drive away wrongdoing
- c. Dictionary Definition: to correct or punish
- d. Sentence: The boy's father will chastise him for speaking rudely to his mother.

1. petulant

- a. Word Origin: from Latin *petere* "to go to, attack, seek"
- b. My Definition: _____
- c. Dictionary Definition: _____

- d. Sentence: _____

2. remorse

- a. Word Origin: from Latin *remordere* "to bite again"
- b. My Definition: _____
- c. Dictionary Definition: _____

- d. Sentence: _____

3. conviction

- a. Word Origin: from Latin *convincere* "to refute; convict"
- b. My Definition: _____
- c. Dictionary Definition: _____

Name _____ Period _____

d. Sentence: _____

4. hasten

a. Word Origin: from Old English *haest* "violence"

b. My Definition: _____

c. Dictionary Definition: _____

d. Sentence: _____

5. tabulate

a. Word Origin: from Latin *tabula* "tablet"

b. My Definition: _____

c. Dictionary Definition: _____

d. Sentence: _____

6. nuisance

a. Word Origin: from Old French *nuisir* "to harm"

b. My Definition: _____

c. Dictionary Definition: _____

d. Sentence: _____

7. chortle

a. Word Origin: unknown; probably a blend of *chuckle* and *snort*

b. My Definition: _____

c. Dictionary Definition: _____

d. Sentence: _____

Chapters Five–Six
Standards Focus: Symbolism

In literature, authors frequently use **symbols** to demonstrate meanings in a story. Just as blooming flowers represent spring and changing leaves illustrate fall, an author utilizes **symbolism** to add depth to his/her writing. In *The Giver*, Lois Lowry connects each year of a child’s life with a different symbol to represent his/her changing status in the community.

Directions: List the changes that each child experiences by year given in Chapters One–Six. Also indicate what each change symbolizes for the child’s growth and maturity. Once you have completed the chart below, complete the chart on page 39.

Age	Changes	Symbolism
Ones		
Fours-Sixes	Jacket that buttons in the back	
Sevens		
Eights		
Nines		
Tens		
Elevens		
Twelves		No longer a child, but a contributing member of the community

In the novel, Gabriel is becoming a part of Jonas’s family unit. In the Bible, Gabriel is the angel who predicted Jesus’s birth. What clue may this give the reader about Gabriel’s role in *The Giver*?

Name _____ Period _____

Even in our society, we have rituals and events that mark important milestones of life. Complete the chart below with examples of changes, and the symbolism of these events, that are important within our society.

Age	Changes	Symbolism
Birth		
Four or Five		
Thirteen		
Fifteen or Sixteen		
Eighteen		
Twenty-One		

What is your impression of the difference in milestones in Jonas's society and ours? Explain the drawbacks and benefits of each.

Chapters Five–Six

Assessment Preparation: Identifying Parts of Speech

To understand how the English language is constructed, it is necessary to learn and recognize the **parts of speech**. If a sentence does not make sense, it may be missing a particular part of speech, or a part of speech may be used incorrectly. There are eight main parts of speech: nouns, verbs, adjectives, adverbs, conjunctions, pronouns, interjections, and prepositions.

Directions: For each of the following sentences, determine the part of speech for each of the underlined words in the sentence. Write the part of speech on the line provided.

1. Jonas said the standard phrase ^a automatically, and tried to pay better attention while his mother told of a dream fragment, a ^b disquieting scene where she had been ^c chastised for a rule infraction she didn't understand.

a. _____ b. _____ c. _____

2. The bicycle, at Nine, would be ^a the powerful ^b emblem of moving gradually ^c out into the community, away from the protective family unit.

a. _____ b. _____ c. _____

3. He had been given an unusual and special ^a reprieve from the committee, ^b and granted an additional year of ^c nurturing before his Naming and Placement.

a. _____ b. _____ c. _____

4. ^a Each family member was required to sign a pledge that they would ^b relinquish him without protest or appeal when ^c he was assigned to his own family unit at next year's Ceremony.

a. _____ b. _____ c. _____

Name _____ Period _____

5. The audience applause, which was enthusiastic at each Naming, rose ^a in an ^b exuberant ^c swell when one parental pair, glowing with pride, took a male newchild and heard him named Caleb.

a. _____ b. _____ c. _____

6. But each such error reflected ^a negatively on his parents' guidance and ^b infringed on the ^c community's sense of order and success.

a. _____ b. _____ c. _____

7. The community ^a was so ^b meticulously ordered, the choices ^c so carefully made.

a. _____ b. _____ c. _____

8. Like the Matching of Spouses ^a and the Naming and Placement of newchildren, the ^b Assignments were ^c scrupulously thought through by the Committee of Elders.

a. _____ b. _____ c. _____

9. He ^a watched while Mother tidied the remains ^b of the morning meal ^c and placed the tray ^d by the front door for the Collection Crew.

a. _____ b. _____

c. _____ d. _____

10. He sat ^a politely through ^b the ceremonies of Two and Three and Four, increasingly ^c bored as ^d he was each year.

a. _____ b. _____

c. _____ d. _____

Chapters Seven–Eight
Standards Focus: Setting and Problem

Setting is one of the most important aspects of a novel. **Setting** includes:

- Time: historical time period, season, time of day
- Geographical location: weather, landforms, physical arrangement of locations
- General Environment: religious, mental, moral, and emotional conditions
- Social/Political Environment: daily manner of living, occupations, rules and government

Problem is the conflict that occurs in a novel. A desire to see the problem resolved encourages the reader to keep reading a book. In *The Giver*, the novel’s setting contributes to the conflicts and problems that occur.

Directions: For each section, answer the questions about the novel’s setting in complete sentences. Think about how the setting creates conflicts in the novel.

Time

1. When does the novel take place? _____

2. What season or time of year is it? _____

3. Without seasons, how does the community keep time? _____

Geography

4. What types of weather occur in the community? _____

5. What types of landforms, such as hills and rivers, exist in the community? _____

6. Describe the homes and buildings in the community. _____

7. How does the Sameness in the community’s geography parallel the community’s structures and values? _____

Name _____ Period _____

General Environment

- 8. Explain the community's religious and moral beliefs. _____

- 9. Explain how individual thought and personal decision-making is stifled in this community. _____

- 10. What problems might be created in a society that puts the needs of the community above all personal/individual desires? _____

Social/Political Environment

- 11. How do citizens select a career? How do Assignments complement the community's goals? _____

- 12. What aspects of citizens' daily lives does the government control? _____

- 13. What problems might occur because of this? _____

Chapters Seven–Eight
Assessment Preparation: Vocabulary in Context

When reading, you must infer the meaning of words by looking at **context clues**. Context clues are words located in a sentence or paragraph that help the reader figure out the meaning of unfamiliar vocabulary. In addition to looking for context clues, a reader must also look at how the word is used in the sentence to infer its meaning.

Directions: For each vocabulary word (in **bold print**), first indicate the part of speech in which the word appears (noun, verb, etc.). Also, infer an original definition for the vocabulary word based upon the clues in the sentence. Finally, look up the word and write its definition.

Ex. The speech was much the same each year: recollection of the time of childhood and the period of preparation, the coming responsibilities of adult life, the **profound** importance of Assignment, the seriousness of training to come.

- a. Part of Speech: adjective
- b. Inference: deep, strong
- c. Definition: great, deep, strong, or intense

1. Birthmother was an important job, if lacking in **prestige**.

- a. Part of Speech: _____
- b. Inference: _____
- c. Definition: _____

2. “In fact,” the Chief Elder continued, chuckling a little herself, “we even gave a little thought to some **retroactive** chastisement for the one who had been Asher’s Instructor of Threes so long ago.”

- a. Part of Speech: _____
- b. Inference: _____
- c. Definition: _____

Name _____ Period _____

3. He saw the others in his group glance at him, embarrassed, and then **avert** their eyes quickly.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

4. The community, relieved from its discomfort very slightly by her **benign** statement, seemed to breathe more easily.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

5. What we observe as playfulness and patience – the requirements to become Nurturer – could, with maturity, be revealed as simply foolishness and **indolence**.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

6. “Therefore the selection must be sound. It must be a **unanimous** choice of the committee. They can have no doubts, however fleeting.”

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

7. Then she turned and left the stage, left him there alone, standing and facing the crowd, which began **spontaneously** the collective murmur of his name.

a. Part of Speech: _____

b. Inference: _____

c. Definition: _____

Chapters Nine–Ten

Assessment Preparation: Verb Tense and Agreement

A **verb** expresses action or a state of being. When writing, the verb must agree in number with the rest of the sentence. The tense of the verb (past, present, or future) must also make logical sense in the context of the sentence.

Example: Holding the folder she had given him, he **make** his way through the throng, looking for his family unit and for Asher.

Correction: Holding the folder she had given him, he **made** his way through the throng, looking for his family unit and for Asher.

He, the subject of the sentence, is singular, so the verb must also be in the singular form. The action of holding the folder has already occurred in the past, so the verb **made** must also be in the past tense.

Directions: After reading each sentence below, provide a) the subject of the sentence, b) the correct form of the verb in bold print in the given sentence. [Remember that the verb in bold must agree in number (singular or plural) and in tense (past, present, or future) with the subject in the context of the sentence.] Then in c) rewrite the entire sentence, changing the tense of the entire sentence to the tense in italics. An example has been done for you.

Ex. “See you in the morning, Recreation Director!” he **call**, dismounting by his door as Asher continued on.

a) subject: he b) **bold** verb in *past* tense: called

c) Sentence in *present* tense: “See you in the morning, Recreation Director!” he **calls**, dismounting by his door as Asher *continues* on.

1. He **imagine** Benjamin, the scientific male in his group, beginning to read pages of rules and instructions with relish.

a) subject: _____ b) **bold** verb in *future* tense: _____

c) Sentence in *past* tense: _____

2. It **be** an integral part of the learning of precise speech.

a) subject: _____ b) **bold** verb in *past* tense: _____

c) Sentence in *present* tense: _____

3. Then she **seem** to notice his discomfort and to realize its origin.

a) subject: _____ b) **bold** verb in *present* tense: _____

c) Sentence in *future* tense: _____

Name _____ Period _____

4. The fabrics on the upholstered chairs and sofa **was** slightly thicker and more luxurious; the table legs were not straight like those at home, but slender and curved, with a small carved decoration at the foot.

a) subject: _____ b) **bold** verb in *present* tense: _____

c) Sentence in *future* tense: _____

5. "But that does not mean I am perfect, and when I tried to train a successor, I **will fail**."

a) subject: _____ b) **bold** verb in *past* tense: _____

c) Sentence in *present* tense: _____

6. Jonas **do** so, a little apprehensively.

a) subject: _____ b) **bold** verb in *future* tense: _____

c) Sentence in *present* tense: _____

7. In each dwelling tonight they **are studying** the instructions for the beginning of their training.

a) subject: _____ b) **bold** verb in *future* tense: _____

c) Sentence in *past* tense: _____

8. A name designated Not-to-Be-Spoken **indicated** the highest degree of disgrace.

a) subject: _____ b) **bold** verb in *present* tense: _____

c) Sentence in *future* tense: _____

9. He **will wonder** briefly, though, how to deal with it at the morning meal.

a) subject: _____ b) **bold** verb in *past* tense: _____

c) Sentence in *present* tense: _____

10. He certainly **doesn't want** to be late for his first day of training, either.

a) subject: _____ b) **bold** verb in *future* tense: _____

c) Sentence in *past* tense: _____

Chapters Thirteen–Fourteen **Standards Focus: Conflict**

Conflict results from two opposing forces in a story. Four common types of conflict are:

Man vs. himself—a character experiences conflict between forces within him/herself

Man vs. man—a character experiences a conflict with another person

Man vs. nature—a character struggles to overcome forces of nature

Man vs. society—a character struggles with elements of his/her society

Directions: Read each passage from Chapters 13-14. Identify which type of conflict it exemplifies and explain it.

Ex. “Well . . .” Jonas had to stop and think it through. “If everything’s the same, then there aren’t any choices! I want to wake up in the morning and *decide* things! A blue tunic, or a red one?”

He looked down at himself, at the colorless fabric of his clothing. “But it’s all the same, always.” (pg. 97)

Type of conflict: man vs. society

Explanation: Jonas is frustrated with the restrictions and lack of choices placed on his life by the community’s structure.

1. But when the conversation turned to other things, Jonas was left, still, with a feeling of frustration that he didn’t understand.

He found that he was often angry, now: irrationally angry at his groupmates, that they were satisfied with their lives which had none of the vibrance his own was taking on. And he was angry at himself, that he could not change that for them. (pg. 99)

Type of conflict: _____

Explanation: _____

2. Jonas went and sat beside them while his father untied Lily’s hair ribbons and combed her hair. He placed one hand on each of their shoulders. With all of his being he tried to give each of them a piece of the memory . . .

But his father had continued to comb Lily’s long hair, and Lily, impatient, had finally wiggled under her brother’s touch. “Jonas,” she said, “you’re *hurting* me with your hand.” (pg. 101)

Type of conflict: _____

Explanation: _____

3. “When you become the official Receiver, when we’re finished here, you’ll be given a whole new set of rules. Those are the rules that I obey. And it won’t surprise you that I

am forbidden to talk about my work to anyone except the new Receiver. That's you, of course." (pg. 103)

Type of conflict: _____

Explanation: _____

4. By himself, he (Jonas) tested his own developing memory. He watched the landscape for glimpses of the green that he knew was embedded in the shrubbery; when it came flickering into his consciousness, he focused upon it, keeping it there, darkening it, holding it in his vision as long as possible until his head hurt and he let it fade away. (pg. 106)

Type of conflict: _____

Explanation: _____

5. The sled moved forward, and Jonas grinned with delight, looking forward to the breathtaking slide down through the invigorating air.
But the runners, this time, couldn't slice through the frozen expanse as they had on the other, snow-cushioned hill. They skittered sideways and the sled gathered speed. Jonas pulled at the rope, trying to steer, but the steepness and speed took control from his hands and he was no longer enjoying the feeling of freedom but instead, terrified, was at the mercy of the wild acceleration downward over the ice. (pg. 108)

Type of conflict: _____

Explanation: _____

6. "I knew that there had been times in the past—terrible times—when people had destroyed others in haste, in fear, and had brought about their own destruction." (pg. 112)

Type of conflict: _____

Explanation: _____

7. He wondered, though, if he should confess to The Giver that he had given a memory away. He was not yet qualified to be a Giver himself; nor had Gabriel been selected to be a Receiver.

That he had this power frightened him. He decided not to tell. (pg. 117)

Type of conflict: _____

Explanation: _____

Name _____ Period _____

Chapters Thirteen— Fourteen
Assessment Preparation: Vocabulary Extension

Directions: (1) Using the vocabulary words from the list below, select the word that best completes the sentence. Each word will be used only once. (2) Then write an original sentence using each vocabulary word on a separate piece of paper and staple it to this worksheet when you are finished.

irrationally
agony

sinuous
assuage

assimilated
ominous

embedded
placidly

1. The wind had a/an _____ sound before the tornado struck.
2. The _____ snake curled up in the tree.
3. After Adam broke his leg, he was in _____ until the doctor set it.
4. The infant played _____ in her crib as she listened to lullabies.
5. Patrick worried _____ that his parents would lose him in the crowd at the football game.
6. The archaeologist delicately removed the _____ fossils from the rock.
7. Even though it was an accident, nothing could _____ Sarah's guilt for causing the collision.
8. The welcoming community _____ many immigrants into it over the years.

Chapters Fifteen—Seventeen
Standards Focus: Theme

Themes are the central ideas in a work of literature. The themes must often be inferred by carefully examining the characters’ words and actions, as well as the plot, setting, and mood of the novel. Themes can be concrete objects such as family and friends, ideas like love and individuality, and experiences such as survival and human connection.

Directions: Read and answer the questions about the following excerpts from the novel. After examining each pair of quotes, use them to infer a theme from the novel.

First Pair:

Jonas trudged to the bench beside the Storehouse and sat down, overwhelmed with feelings of loss. His childhood, his friendships, his carefree sense of security—all of these things seemed to be slipping away. (pg. 135)

1. What does Jonas miss about his childhood? _____

“Warmth,” Jonas replied, and happiness. And—let me think. Family. That it was a celebration of some sort, a holiday. And something else—I can’t quite get the word for it.”
... Jonas hesitated. “I certainly liked the memory, though. I can see why it’s your favorite. I couldn’t quite get the word for the whole feeling for it, the feeling that was so strong in the room.”

“Love,” The Giver told him.

Jonas repeated it. “Love.” It was a word and concept new to him. (pg. 123, 125)

2. How does Jonas “see” love in the memory? _____

3. How do these passages illustrate Jonas’s desire for human connection? _____

What theme does this first pair of quotes reveal? _____

Second Pair:

“You Elevens have spent all your years till now learning to fit in, to standardize your behavior, to curb any impulse that might set you apart from the group.” (pgs. 51-52)

Name _____ Period _____

4. How does standardizing one's appearance and behavior help the Elevens fit into their group? _____

He had seen a birthday party, with one child singled out and celebrated on his day, so that now he understood the joy of being an individual, special and unique and proud. (pg. 121)

5. Why is Jonas so intrigued by the birthday party? _____

6. How does a person in Jonas's community balance being an individual with being a contributing member of society? _____

7. How is this different from being an individual in our society? _____

What theme does this second pair of quotes reveal? _____

Third Pair:

With his new, heightened feelings, he was overwhelmed by sadness at the way the others had laughed and shouted, playing at war. But he knew that they could not understand why, without the memories. (pg. 135)

8. How are the memories influencing Jonas's present life? _____

"It seems to work pretty well that way, doesn't it? The way we do it in our community?" Jonas asked. "I just didn't realize there was any other way, until I received that memory." (pg. 125)

9. What do the memories show Jonas about a different way of life? _____

Name _____ Period _____

10. What does the community lose by not having memories? What does it gain? _____

What theme does this third pair of quotes reveal? _____

Fourth Pair:

Jonas nodded. "I liked the feeling of love," he confessed. He glanced nervously at the speaker on the wall, reassuring himself that no one was listening. "I wish we still had that," he whispered. "Of course," he added quickly, "I do understand that it wouldn't work very well. And that it's much better to be organized the way we are now. I can see that it was a dangerous way to live." (pg. 126)

11. Why does Jonas think it was "dangerous" way to live? _____

"Things could change, Gabe," Jonas went on. "Things could be different. I don't know how, but there must be some way for things to be different. There could be colors.

"And grandparents," he added, staring through the dimness toward the ceiling of his sleepingroom. "And everybody would have the memories." (pg. 128)

12. What would Jonas like to change about the community? _____

13. How could Jonas change his society? Do you think he would be more successful working for change from within or outside of the community? _____

What theme does this fourth pair of quotes reveal? _____

Chapters Fifteen—Seventeen
Assessment Preparation: Punctuation

Punctuation assists the reader when interpreting a text. Commas tell the reader when to pause; periods inform the reader when the writer completes a thought; quotation marks notify the reader when a character is speaking; question marks cue an interrogative sentence.

Directions: Rewrite the following sentences with correct punctuation on the lines provided.

1. Put your hands on me he directed aware that in such anguish The Giver might need reminding _____

2. In one ecstatic memory he had ridden a gleaming brown horse across a field that smelled of damp grass and had dismounted beside a small stream from which both he and the horse drank cold clear water _____

3. It seems to work pretty well that way doesn't it The way we do it in our community Jonas asked _____

4. Thinking as he always did about precision of language Jonas realized that it was a new depth of feelings that he was experiencing _____

Name _____ Period _____

5. Now he had in the memories experienced injustice and cruelty and he had reacted with rage that welled up so passionately inside him that the thought of discussing it calmly at the evening meal was unthinkable _____

6. I'm the one who's training for Assistant Recreation Director Asher pointed out angrily Games aren't your area of expertness _____

7. Jonas trudged to the bench beside the Storehouse and sat down overwhelmed with feelings of loss _____

8. Do you actually take it Elsewhere Father Jonas asked _____

9. What is your favorite Jonas asked The Giver _____

10. The small child went and sat on the lap of the old woman and she rocked him and rubbed her cheek against his _____
