

Name: _____

The Giver by Lois Lowry Learning Activity Packet

The Giver
by Lois Lowry
Learning Activity
Packet

During the next couple weeks, you will be reading Lois Lowry's Newbery Award Winning Novel, The Giver. Throughout this time, you will be held accountable to finish this Learning Activity Packet (LAP). Please use the creative minds all of you have to complete the various activities.

Directions:

1. Read your book as homework. There are twenty-three chapters, and 180 pages, so you will be reading an average of 20 pages per day. The reading assignments per day are on page 1.
2. Before reading each chapter, predict in a couple sentences what you think might happen. No cheating! You must do this before reading anything!!
3. As you read, create a title for each chapter and write 2-3 sentences about what happened in the book. One sentence should focus on the different feelings Jonas experiences in the chapter. You will turn this in at the end of the unit.
4. Bring your book to class every day!! You will use the text for some of the activities.
5. Rubrics are included for each assignment. Read the rubrics and work according to the grade you would like to earn. The total LAP is worth 350 points. The predictions, new title and sentence summary is worth 50 points. Total, you may earn **400** points for this unit.
6. Make sure if you are working on a group activity that every member of the group's name is on the project.
7. GOOD LUCK AND HAVE FUN!!!

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Reading Assignments

Day 1: Activity 1

Day 2: Activity 2

Day 3: Complete Activity 2

Day 4: Activity 3 and Homework: chapters 1-2: pages 1 - 19

Day 5: Activity 4 and Homework: chapters 3-5: pages 20 – 39

Day 6: Activity 5 and Homework: chapters 6-7: pages 40 - 59

Day 7: Activity 6

Day 8: Activity 6 and Homework: chapters 8-10: pages 60 - 79

Day 9: Activity 6 and Homework: Chapters 11-13: pages 80 – 107

Day 10: Activity 7 and Homework: Chapters 14-16: pages 108 - 129

Day 11: Activity 8

Day 12: Activity 8

Day 13: Activity 8 and Homework: Chapters 17-19: pages 130 - 151

Day 14: Activity 9 and Homework Chapters 20-21: pages 152 - 169

Day 15: Workday and Homework: Chapters 22-23: pages 170 – 179

Day 16: Activity 10

Day 17: Activity 10

Day 18: Activity 10

Day 19: Workday

Day 20: Workday and Final LAP due at end of class.

Make sure to complete the Everyday Reading Assignments listed below.

- 1.) Predict what you think is going to happen in this chapter.
- 2.) When you are finished with the chapter, give a title to the chapter.
- 3.) Write a 2-3-sentence summary about the events from the chapter. One sentence should be about identity.
- 4.) Total Points: 23 predictions = 1 point a piece, 23 chapter titles = 1 point a piece, sentence summary = 1 point a piece

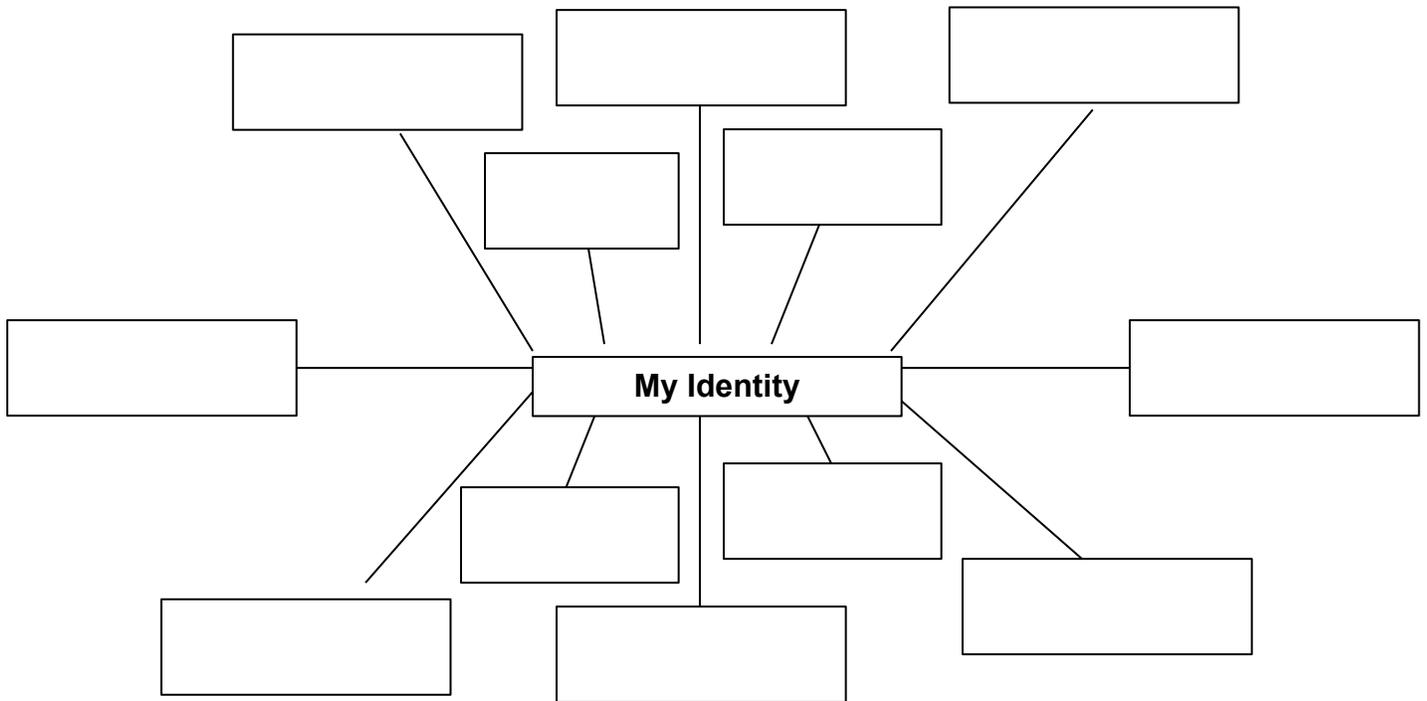
You will have a separate packet to complete this assignment.

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Activity One, Part One: On Your Own

Think about what you know about identity. Start this activity by looking up the definition of “identity.” Then in the graphic organizer below, write down any ideas and characteristics of your identity that you can think of. What makes you unique and who you are? Remember to look at the rubric to see what is graded for each activity.

Identity:



During class discussion, take notes using a bulleted format on the ideas other students suggested about a person’s identity.

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Activity One, Part Two: In Groups of Four

In your group, use the graphic organizer to list the pros and cons of a small family, and the pros and cons of a big family. Think beyond just saying one is small and one is a big family. Think of the events that a small family could do and a large one couldn't, the communication in both, money issues, and many more elements of the two. After you define all the pros and cons, write a paragraph that describes which you prefer and why. Use the pros and cons you have listed to support your argument.

Big Family Life	
Pros	Cons

Small Family Life	
Pros	Cons

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Activity One Rubric

Category	5	3	1	0
Identity Graphic Organizer	The graphic organizer was filled out with at least 10 ideas. The student took organized notes from the class discussion.	The graphic organizer was filled out with 8-9 ideas. The student took organized notes from the class discussion	The graphic organizer was filled out with 6-7 ideas. The student took few organized notes from the class discussion	The graphic organizer was filled out with less than 6 ideas. The student didn't take notes from the class discussion.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Pros/Cons Organizer	The student completed the graphic organizer with at least 5 ideas for each category	The student completed the graphic organizer with 3-4 ideas for each category.	The student completed the graphic organizer with 1-2 ideas for each category.	The student didn't complete the graphic organizer with any ideas.
Neatness	Answers are legible and clear	Notes are mostly legible.	Notes are somewhat clear.	Notes are unclear and not legible

Total Points: _____ /25 possible

Activity Two: In Groups of Two

What is a Utopia?

Use the following websites to research the concept of “Utopia.” The second website has lots of detailed information on Utopia. Decide which parts are more important than others. After you have looked through both websites that define Utopia, write a paragraph including your own definition of utopia. How is your life like a utopia and how is it not?

Definition of Utopia

<http://en.wikipedia.org/wiki/Utopia>

Utopian Philosophy: How to Achieve it; Merging Reality and Utopia; and Views of What Utopia May Be Like

<http://users.erols.com/jonwill/>

Step Two: Define Perfect!

Visit the four sites of Utopias that exist today. Use the Venn Diagram on the next page to compare and contrast two of your choice.

The Acorn Community of Virginia

<http://www.ic.org/acorn/>

The Farm in Tennessee

<http://www.thefarm.org/index.html>

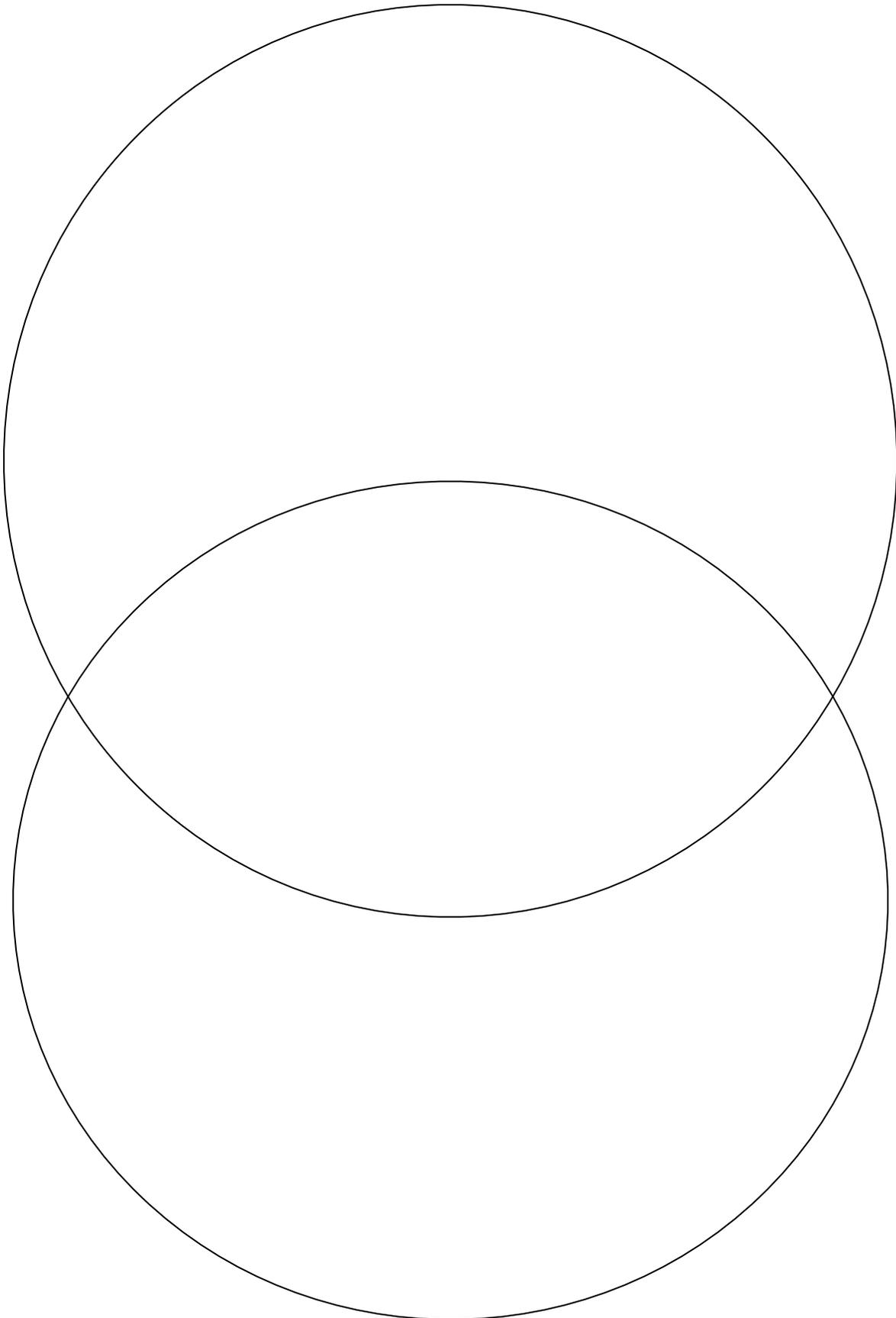
Twin Oaks Community in Virginia

<http://www.twinoaks.org/>

Victory City – A City Under One Roof

<http://www.victorycities.com/>

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Activity Two Rubric

Category	5	3	0
Understanding of Utopian	Students were able to define utopia in their own words.	Students had a good idea of what utopia means, but need a little more understanding.	The students didn't have any understanding of utopia.
Paragraph on Utopia	Students were able to relate utopia to their own lives in their paragraph.	Students were vaguely able to relate utopia to their own lives in their paragraph.	Students didn't attempt to relate utopia to their own lives in their paragraph.
On-task	Students were on task while looking through utopian societies.	Students were on task sometimes but were off task others.	Students were off task a lot while looking through utopian societies.
Venn-Diagram	Students successfully completed the Venn diagram with at least 5 individual characteristics and 5 similar characteristics.	Students completed the Venn diagram with 1-4 individual characteristics and 1-4 similar characteristics.	Students didn't complete the Venn diagram.

Total Points _____/20

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Activity Three: In Groups of Four

Name of Group Members: _____

Split the group into pairs. The first pair will look up words 1-15 and fill out A, B, and C below. The second pair will look up words 16-30 and fill out A, B, and C below. When both groups are finished, exchange answers.

A: Find each word in the book and write the sentence or phrase in which the word occurs.

B. Discuss with your partner what you think the word means and write down your guess. DO NOT LOOK UP THE WORDS IN THE DICTIONARY UNTIL YOU HAVE COMPLETED PART B.

C. Look up the words to see if you were right and record your answer.

1. INTRIGUED (p.1):

- A.
- B.
- C.

2. NAVIGATIONAL (p.2):

- A.
- B.
- C.

3. SUPPLEMENTARY (p.7):

- A.
- B.
- C.

4. APTITUDE (p.15):

- A.
- B.
- C.

5. RELUCTANTLY (p.22):

- A.
- B.
- C.

6. TABULATED (p.28):

- A.
- B.
- C.

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7. VIVIDLY (p.34):

- A.
- B.
- C.

8. INTERDEPENDENCE (p.40):

- A.
- B.
- C.

9. INVARIABLY(p.46):

- A.
- B.
- C.

10. METICULOUSLY (p.52):

- A.
- B.
- C.

11. BENIGN (p.59):

- A.
- B.
- C.

12. EXEMPTED (p.68):

- A.
- B.
- C.

13. INTRICATE (p.74):

- A.
- B.
- C.

14. TORRENT (p.81):

- A.
- B.
- C.

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15. HASTILY (p.89):

- A.
- B.
- C.

16. RELINQUISHED (p.95):

- A.
- B.
- C.

17. SKEPTICALLY (p.101):

- A.
- B.
- C.

18. INVIGORATING (p.108):

- A.
- B.
- C.

19. PLACIDLY (p.114):

- A.
- B.
- C.

20. SOLITUDE (p.122):

- A.
- B.
- C.

21. OPTIMISTIC (p.128):

- A.
- B.
- C.

22. DEJECTED (p.139):

- A.
- B.
- C.

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23. OVERWHELMED (p.144):

- A.
- B.
- C.

24. WRETCHED (p.151):

- A.
- B.
- C.

25. EMPHATICALLY (p.157):

- A.
- B.
- C.

26. STEALTHILY (p.163):

- A.
- B.
- C.

27. VIGILANT (p.169):

- A.
- B.
- C.

28. IMPERCEPTIBLY (p.175):

- A.
- B.
- C.

29. TREACEROUSLY (p.176):

- A.
- B.
- C.

30. SUMMIT (p.177):

- A.
- B.
- C.

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Activity Three Rubric

CATEGORY	5	3	1	0
Contributions *X2*	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Tasks Completed *X2*	Students found all 30 sentences and definitions.	Students found 20-29 sentences and definitions.	Students found 10-19 sentences and definitions.	Students found less than 10 sentences and definitions.

Total points _____ /25 possible

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Activity Four: On Your Own

You just read chapters 1 and 2 that described Jonas' family and their lives. Pretend you just went on a visit to Jonas' house. Write a letter to one of your family members, immediate or not, describing the experience and the way Jonas and his family live. Compare how your life is similar or different than Jonas' life.

Activity Four Rubric

Category	5	3	1	0
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation	Salutation and closing have 1-2 errors in capitalization and/or punctuation	Salutation and closing have 3 or more errors in capitalization and/or punctuation	Salutation and/or closing is missing
Sentences and Paragraphs	Sentences and paragraphs are complete, and well constructed. There are at least 3 paragraphs	Most sentences and paragraphs are complete and well constructed (1-2 fragments or run-ons) or there are only 2 paragraphs.	Most sentences are well constructed (2-3 fragments or run-ons) or there is only 1 paragraph.	More than 3 fragments or run-ons.
Neatness	Letter is neatly written, clean, and not wrinkled or smudged. It was done with pride.	Letter is neatly written with only a few distracting wrinkles. It was done with care.	Letter is neatly written but has quite a few distracting smudges or wrinkles. It was done with some care.	Letter is handwritten and looks like it had been shoved in a pocket or locker. It looks like it was done in a hurry.
Ideas	Ideas were expressed in a clear and organized way. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Comparison/ Contrast	The letter contains at least 3 similarities or differences from the author's life.	The letter contains at least 2 similarities or differences from the author's life.	The letter contains at least 1 similarity or difference from the author's life.	The author did not connect what was read in chapters 1 and 2 with his/her own life.

Total Points _____ /25 possible

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Activity Five, Part 1: In pairs

Chapter 4 was all about the release of the elderly. Release had been mentioned earlier in chapter 1. In pairs, use your knowledge from the book to explain all the components of what release is. Be prepared to discuss release as a class.

- _____

- _____

- _____

- _____

- _____

- _____

Activity Five, Part 2: In pairs

Chapter 5 was all about Jonas' stirrings. In pairs, use your knowledge from the book to explain all the components of what stirrings are. Be prepared to discuss stirrings as a class.

- _____

- _____

- _____

- _____

- _____

- _____

Activity Five Rubric

Category	10	5	0
List about release	The list contains at least 5 items	The list contains 2-4 items	The list contains less than 2 items
List about stirrings	The list contains at least 5 items	The list contains 2-4 items	The list contains less than 2 items

Total Points: _____/20

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Activity Six: On Your Own

A lot of information was given during chapters 6 and 7. You will be completing a RAFT exercise to help you organize and understand all the information.

Role	You are part of the Committee of Elders	You are a 12 in The Community	You are a parent in The Community
Audience	Someone attending The Ceremony for the first time	A 12 in another community	Your 4 year old who finally wants to know what The Ceremony is all about
Format	Advertisement poster	Pamphlet	A speech
Topic	In the poster you will explain what happens at The Ceremony. You must include all you know about what each age group receives and why.	In the pamphlet, you will explain what happens at The Ceremony. You must include all you know about what each age group receives and why.	In the speech, you have to explain what happens at The Ceremony. You must include all you know about what each age group receives and why.

Activity Six Rubric

Category	10	5	0
Neatness	The project is very neat and easy to read.	The project is fairly neat and mostly easy to read.	The project is messy and hard to read.
Audience	The project is appropriate for the age group designated in the audience. The words used aren't too complicated or too simple for the audience.	The project is fairly appropriate for the age group designated in the audience. Some words are too complicated and/or some too simple.	The project isn't appropriate for the designated audience.
Tone	The project was completed with a tone so the audience knew who was talking/writing.	The project was completed with some tone so the audience could figure out who was talking/writing after a while.	The project had no tone. The audience could not figure out who was talking/writing.
Ideas	The ideas are conveyed clearly. The audience would be able to easily understand the events that take place at The Ceremony.	The ideas are conveyed fairly clearly. The audience would be able to figure out the events that take place at The Ceremony.	The ideas are not conveyed clearly. The audience isn't able to figure out the events that take place at The Ceremony.

Total Points _____/40

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Activity Seven: On your own

BRING YOUR IDEAS TO LIFE

In the past three chapters, we have learned that the citizens of The Community are unable to see color. Jonas is able to see beyond and is beginning to see the color red and green. Follow the instructions below to complete this activity.

1. Pick your favorite scene from the book so far.
2. You will have to draw this scene twice.
3. The first time you draw the scene, it will be in black and white.
4. The second time you draw this scene, color everything that has color in real life.
5. After you are finished drawing and coloring your picture, write a paragraph that explains what you think is good about having color and what is bad about having color in our lives today.

Category	5	3	0
Paragraph	The student completed the paragraph.	The student had a couple sentences but not a full paragraph.	The student didn't write a paragraph.
Creativity	The student used a lot of creativity to complete the picture.	The student's picture could have used more creativity.	The student didn't use creativity in his/her picture.
Effort	Not everyone is an "artist" but this student put a lot of effort into making the picture look like the scene.	Not everyone is an "artist" but this student put forth some effort in making the picture.	Not everyone is an "artist" but this student did not even try to make the picture look like a scene from the book.
Scene	The student picked a scene from <u>The Giver</u> and the whole picture is related to the scene.	The student picked a scene from <u>The Giver</u> and most of the picture is related to the scene.	The student's picture did not stick with just one scene from <u>The Giver</u> .
Color	The student's use of color showed why color is an important issue in Jonas' life.	The student's use of color kind of expressed the idea of why color is an important issue in Jonas' life.	The student didn't use color in a way that shows its importance in Jonas' life.

Total Points _____/25

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Activity Eight: In groups of four

In your group you are going to design a game and game board of the life of a Jonas. Your game board should include anything important that has happened in Jonas' life so far.

Include important people Jonas sees or has seen in his life, and important events in Jonas' life. One example may be when Jonas' family received Lily at The Ceremony. Although the book didn't go into detail about this event, it refers to it, and it was obviously an important date in Jonas' life. It may be helpful to find specific passages in the novel to refer to. Use color where it is appropriate.

Each group will present their game board to the class, and need to be able to explain how they came up with what to include.

Activity Eight Rubric

Category	Awesome (10pts)	Okay (5pts)	Needs Work (0pt)
Comprehension of the important events in Jonas' life.	Group shows knowledge of the important events that have taken place in Jonas' life.	Group has some good events but is missing one or two major events from Jonas' life.	Group didn't have a very good understanding of what the important events were in Jonas' life.
Creativity	Group showed a lot of creativity throughout the project.	Group used some creativity but overall it could have had more.	Group's game isn't very creative and could have used a lot more.
Organization	The game board shows a lot of organization, especially in the order of events.	The game board shows some organization but there are some events out of place.	The game board shows no organization. Events are all out of order.
All group members involved	Entire group was involved in presenting the game to the class.	Most of the group was involved in presenting the game to the class.	Only one person presented the game to the class.
Explanation of what is included on game board	The group did a great job knowing and explaining all the events included on their game board.	The group did an okay job knowing and explaining all the events included on their game board.	The group didn't seem to know why the events were on the game board, and therefore didn't do a very good job explaining.

Total Points _____/50

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Activity Nine: On Your Own

Jonas just found out what release really is. Answer the questions below to help you understand what release is and what feelings the truth brings to Jonas. Write your answers in complete sentences.

1. What would we call release? _____

Why does The Community use release? _____

3. Why do you think people are not just left living until they die, like we do in our society? _____

4. Why did Jonas' father have to "release" one of the twins? _____

5. Do the citizens really know what release is? Why or why not? _____

6. Does Jonas' father really know what release is? Why or why not? _____

7. Why does Jonas really know what release is? _____

8. How did Jonas react to the release of the twins? Why? _____

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9. Do you think Jonas will act now when he goes home to see his father when he knows his father kills babies? _____

10. Do you think having release and all the other sameness makes The Community a utopian society? Why or why not? Write at least 5 sentences to answer this question. _____

Category	10	5	0
Completion	Student finished all 10 questions	Student finished 6-9 questions	Student finished less than 6 questions.
Comprehension	Student showed comprehension of what is happening in the book.	Student showed okay comprehension of what is happening in the book.	Student doesn't seem to know what is going on in the book.

Total Points _____ /20

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Activity 10: On your own

Read the instructions below.

Introduction

Jonas's world is perfect. Everything is under control. There is no war or fear or pain. There are no choices. Every person is assigned a role in the Community.

When Jonas turns twelve he is singled out to receive special training from an old man known as The Giver. The Giver alone holds the memories of true pain and pleasure of life. Now it's time for Jonas to receive the truth. There is no turning back. As The Giver transfers the memories, Jonas discovers the disturbing truths about his utopian world. This science fiction novel by 1994 Newbery Medal winner Lois Lowry captivated millions of readers. However, many people were frustrated with the ending as they were often left with unanswered questions. What do you think actually happened?

Task

This is your chance to make things right and rewrite the ending! You are encouraged to be creative, but also to be sure that your new ending flows well with what you have already read. Before you begin, complete the Prewriting Activity. Good Luck!

Prewriting Activities

Before you begin writing your own ending, answer the following questions to review the last chapter of the book:

1. Jonas and Gabriel were cold and tired. Gabriel was getting weaker. How did Jonas find the strength to go on?
2. What result did Jonas's brief encounter with sunshine have on him?
3. Jonas "was aware with certainty and joy that below, ahead, they were waiting for him; and that they were waiting, too, for the baby." Why was Jonas so certain?

The ending of *The Giver* has been interpreted in two very different ways. Perhaps Jonas is remembering his Christmas memory - one of the most beautiful that the Giver gave to him - as he and Gabriel are freezing to death, falling into a dreamlike coma in the snow. Or perhaps Jonas does hear music and, with his special vision, is able to perceive the warm house where people are waiting to greet him. In her acceptance speech for the Newbery Medal, Lois Lowry mentioned both possibilities, but would not confirm whether one or the other was correct.

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Requirements for the ending:

1. Your ending should be at least two paragraphs.
2. Your ending should fully explain what happened to Jonas and Gabriel.
3. Pay attention to the grammar and spelling.
4. HAVE FUN!

Activity Ten Rubric

Category	20	5	0
Creativity	The student found a creative way to end the story.	The student had a little creativity in the story.	The student didn't have any creativity.
Story ending	The story ending wrapped up <u>The Giver</u> in a way that made sense.	The story ending still left a little of the story untold.	The story ending did not help wrap any of the story up.
Neatness	The story was neat and easy to read.	The story had some distracting marks in the story.	The story was very hard to read.
Grammar and Spelling	The student did his/her best to correct spelling and grammar errors.	The students should have taken more time proofreading the story.	The story was very hard to read because of the spelling and grammar errors.
On-task (10)	The student stayed on task the entire time given to rewrite the ending of the story.	The student was on task more than off task, but was off task some of the time.	The students didn't use the time given in class to rewrite the ending of the story.
Length (10)	The student wrote at least 2 paragraphs.	The student wrote 1 paragraph	The student didn't complete the assignment

Total points _____/100

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Conclusion

If you enjoyed reading the Giver, you may also like to read other books by Lois Lowry. Lowry wrote Gathering Blue, which is not actually a sequel, but a companion novel set in the same future time, but in a different place, where you will meet Kira. A very careful reader will find a reference to Jonas in Gathering Blue. The author has also just finished writing the third book, which will link the first two. Jonas and Kira will both appear in the new book, but the main character is Matt, a character from Gathering Blue. The new book is called Messenger and the author says it may just answer some of the questions that still remain in your mind after reading the first two books.

**CONGRATULATIONS! YOU
HAVE JUST FINISHED YOUR
LEARNING ACTIVITY
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