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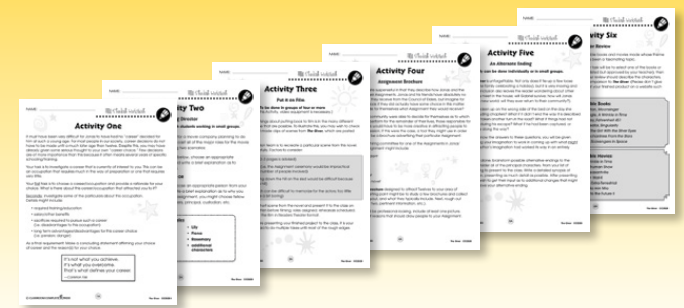
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Lois Lowry

The man that I named the Giver passed along to the boy knowledge, history, memories, color, pain, laughter, love, and truth. Every time you place a book in the hands of a child, you do the same thing. It is very risky. But each time a child opens a book, he pushes open the gate that separates him from Elsewhere. It gives him choices. It gives him freedom. Those are magnificent, wonderfully unsafe things."
— Lois Lowry



Lois Lowry was born Lois Hammersberg in Hawaii in 1937. Her father was a military officer, which meant that the family traveled a great deal during Lois' early life — even living in Japan for a time. At the age of 19, Lois married Donald Lowry, also a military man, and the couple had four children. The family finally settled in Portland, Maine, where Lois attended University, completing a degree in English literature. During her studies, Lois became fascinated with photography, and pursued this with a passion. After being recognized for a short story she wrote for a magazine, the editor encouraged Lois to write for children. This resulted in her first book, *A Summer to Die*, which was inspired

by the death of Lois' 28-year-old sister. At about the same time that Lois began to write professionally, her marriage to Donald broke up, and they were divorced in 1977. Lois has experienced many tragic events in her life, including the death of her son, Grey, who died in the crash of a fighter jet in 1995. Lois has written over twenty novels for Young Readers. She continues to write and spends her time in Maine and Massachusetts, enjoying gardening, knitting, and her four grandchildren.

Did You Know?

- Lois Lowry lived all over the world when she was young, from Hawaii, to New York, to Tokyo.
- Lois Lowry lives in her home in Massachusetts with her dog, a shaggy Tibetan Terrier named Bandit.
- Lois Lowry's books all center around one common theme — the importance of human connections.

Chapters One to Two

Answer the questions in complete sentences.

- The Giver** is often categorized as a novel of Science Fiction. Write a brief statement describing what comes to your mind when you think of a work of Science Fiction.

- What are three things you think will be **different** about the world in which you live when you are 70 years old?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

apprehensive
distracteddefiant
capacitypalpable
transgressiondisposition
ironic

- The principal of our school was most concerned with the student's obvious and deliberate **disobedience**.

- It was so absurd that she and her daughter were both looking for a **secure** relationship at the same time.

- The antagonism felt in the room was most **evident**.

- Cynthia was so upset that she seemed on the verge of tears.

- The Chicago Cubs fans were anxious about their baseball team's chances of making it to the World Series.

- Sam was a very **disobedient** boy when he was small.

- Her **temperament** is such that she will probably always have difficulty relating to others.

- The Prime Minister of that island nation has the **ability** to press his reforms in parliament.



Chapters One to Two

1. Put a check mark (✓) next to the answer that is most correct.

a) The airplane which frightened Jonas in Chapter One was:

- A a squat, fat-bellied cargo plane.
 B a needle-nosed single-pilot jet.
 C a twin-engine float plane.
 D a helicopter.

b) For being late for class, Asher was required to:

- A stay after school for one-half hour.
 B do 25 push-ups.
 C make a public apology.
 D write 100 lines.

c) Jonas and Asher were:

- A Twelves.
 B Elevens.
 C Tens.
 D Nines.

d) Neither Jonas nor Lily knew the meaning of the following word:

- A potato.
 B telephone.
 C computer.
 D animal.

e) What were the Assignments of Jonas' mother and father?

- A Department of Justice and Nurturer.
 B Doctor and Lawyer.
 C Doctor and Nurturer.
 D None of the above.

Chapters One to Two

Answer each question with a complete sentence or short paragraph.

- Keeping in mind that the setting of a story encompasses both place and time, how would you describe the setting of these first two chapters?

- What did *being released from the community* mean? What were the two occasions of release which were not punishment?

- What defiant gesture had Lily made earlier in the day of the boy who upset her?

- Describe Jonas' feelings regarding *The Ceremony of Twelve*. Why did he feel this way?

- Why did Jonas' father want to take little Gabe home with him?

- Describe three things about the society in which Jonas lives that are much different to your own society.

Journaling Prompt

Imagine you are Jonas or Asher and describe your personal feelings in a journal entry about the upcoming *Ceremony of Twelve*.



Chapters 1 to 4

Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **RACE** can also form the word **CARE**. Follow these directions to form the anagrams:

- Read the clue in the right-hand column.
- Using the word in the left-hand column, rearrange the letters to form the word that is described by the clue. Each of the words in the left-hand column are found in the first four chapters of *The Giver*.

Word	Anagram	Clue
was		a tool used by carpenters
stop		these are found in many kitchens
Asher		does with one's ears
teach		an act of dishonesty
ride		extreme
rules		something that attracts or entices



Chapters 5 to 8

The Far Future

Henry Kendall, in his poem, *The Far Future*, pictures a rather pleasant view of life in the generations to come. Here are a few of the lines from this poem:

*With Honor and Justice a Mercy divine;
No Despot shall trample no slave shall be bound
Oppression must rotter and fall to the ground.
The stain of all ages, tyrannical sway,
Will pass like a flash or a shadow away,
And shrink to nothing 'neath thunderbolts hurl'd
From the hand of the terror the boast of the world.*

- In your own words, describe the future world that this poet envisions. Make sure to include all of the points he makes in this verse.
- Describe your reaction to Mr. Kendall's vision. Do you agree? Disagree? Justify your response.
- (Optional) Write your own poem describing your own personal vision of the world of the future. Your poem does not have to rhyme and should be at least six lines long.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

TRANSGRESS	CHASTISE	RELINQUISH	DETEST	JAUNTY
PROHIBIT	TENTATIVE	ENDURE	IMPLORE	PERMEATE
HYPNOTIC	SENSATION	RELUCTANT	EXEMPT	JONAS

T	Q	W	E	R	T	Y	U	I	Y	T	N	U	A	J
P	R	O	H	I	B	I	T	O	A	S	D	F	G	H
Z	X	A	C	P	E	R	M	E	A	T	E	H	J	K
H	V	T	N	B	N	M	N	W	E	V	R	T	Y	
Y	L	N	K	S	A	N	O	J	J	H	I	G	F	N
P	M	A	N	B	G	V	C	X	Z	A	T	S	O	D
N	P	T	O	I	U	R	Y	D	T	R	A	I	E	F
O	E	C	P	R	T	Y	E	U	U	I	T	K	L	E
T	M	U	N	M	B	T	V	S	C	A	N	J	K	S
I	E	L	P	O	E	I	U	Y	S	T	E	R	H	I
C	R	E	S	S	D	X	N	N	B	V	T	F	G	T
P	U	R	T	O	I	U	E	Y	T	R	E	D	F	S
L	D	K	J	H	G	S	F	D	D	S	Z	X	C	A
I	N	K	W	E	R	E	R	O	L	P	M	I	V	H
R	E	L	I	N	Q	U	I	S	H	Y	H	G	F	C



Comprehension Quiz

Answer each question in a complete sentence.

- What disturbing event interrupted the calm life of Jonas' community in the first chapter of the novel?

- Why did Jonas' father bring baby Gabriel home with him?

- Why was Jonas required to take a pill in Chapter 5?

- During Jonas' work at the Nurturing Center, what did he discover happened to Roberto?

- During the Assignment ceremony, why was Jonas' Assignment kept until the end?

- Why were the responsibilities of the Receiver so important to the community?

- When Jonas read over the instructions to his Assignment for the first time, what did he find so distressing?

SUBTOTAL: /11

Story Map

Complete each section with the appropriate details.

Setting (Time and Place):

Characters

Major:

Minor:

Problem/Challenge:

Plot/Key Events:

Resolution:

NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence or short paragraph.

1. Keeping in mind that the setting of a story encompasses both place and time, how would you describe the setting of these first two chapters?

2. What did *being released from the community* mean? What were the two occasions of release which were not punishment?

3. What defiant gesture had Lily made earlier in the day at the boy who upset her?

4. Describe Jonas' feelings regarding *The Ceremony of Twelve*. Why did he feel this way?

5. Why did Jonas' father want to take little Gabe home with him?

6. Describe three things about the society in which Jonas lives that are much different to your own society.

Journaling Prompt

Imagine you are Jonas or Asher and describe your personal feelings in a journal entry about the upcoming *Ceremony of Twelve*.

1.

A small unnamed community sometime in the future.

2.

To be sent away from the community. Release of the elderly and a newchild.

3.

She made a fist at him.

4.

Apprehensive. He would find out his Assignment.

5.

He wasn't settling in at night and they were considering releasing him.

6.

Answers will vary (i.e. your career was chosen for you; people were released; much of life was controlled by the state).

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. I

2. G

3. J

4. A

5. E

6. L

7. C

8. B

9. H

10. F

11. K

12. D

14

1.

a) T

b) T

c) F

d) F

e) F

f) T

2.

a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

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1.

Answers will vary. (Perhaps because he felt different/special).

2.

After 3 births they are laborers for the rest of their lives.

3.

He thought he noticed something peculiar about the apple so he took it home because he was curious.

4.

He developed a machine to aid in the rehabilitation of citizens.

5.

Answers will vary.

6.

He'd been on the Planning Committee; raised 2 successful children; did landscape design. Answers will vary.

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EASY MARKING ANSWER KEY

The Giver

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.