

TABLE OF CONTENTS

Introduction	3
How to Use This Book	4
A Custom Resource — Keeping Novel Logs — Complete Lesson Plan	
Novel Information	7
Book Summary — About the Author — Make It a Text Set!	
Pre-Reading Activity	8
"Do We Need Rules?"	
Interactive Novel Log Activities	10
"The Summaries Of Its Parts" — "A Dynamic Protagonist" — "A Child, A Symbol" — "Challenge Word" — "I Predict"	
Sections from The Giver	
Section I: Chapters 1–3	15
Teacher Instructions — Collaborative: "Establishing the Setting" — Individual: "Released!" — Individual: "Introducing the Family Unit" — Individual: "Building Suspense" — Individual: "Section I Log-In"	
Section II: Chapters 4–6	21
Teacher Instructions — Individual: "Revisiting Release" — Collaborative: "What's the Difference?" — Individual: "Through the Ages" — Collaborative: "Talking Through the Ages" — Individual: "Section II Log-In"	
Section III: Chapters 7–9	28
Teacher Instructions — Collaborative: "Friends Make the Difference" — Individual: "Tone and Mood" — Individual: "Not Assigned" — Individual: "An Honor?" — Individual: "Receiving Rules" — Individual: "Section III Log-In"	
Section IV: Chapters 10–12	36
Teacher Instructions — Individual: "New Setting, New Character" — Individual: "Seeing Red" — Collaborative: "The First Memory" — Individual: "Different Views of Sameness" — Individual: "Section IV Log-In"	
Section V: Chapters 13–16	42
Teacher Instructions — Individual: "Choosing Choice" — Individual: "The Way to Wisdom" — Collaborative: "Pain or Wisdom?" — Individual: "The Feeling in the Room" — Individual: "Section V Log-In"	
Section VI: Chapters 17–20	48
Teacher Instructions — Individual: "A New Knowledge" — Individual: "Releasing the Truth" — Collaborative: "The Plan" — Individual: "Rosemary Revealed" — Individual: "Section VI Log-In"	
Section VII: 21–23	55
Teacher Instructions — Collaborative: "The Necessary Qualities" — Individual: "Precision of Language" — Collaborative: "Heading Elsewhere" — Individual: "What's in a Name?" — Individual: "Section VII Log-In"	

TABLE OF CONTENTS (CONT.)

Post-Reading Activities	61
Teacher Instructions — Individual: "Add It Up" — Collaborative: "A Novel Poster" — Individual: "What If?" — Individual: "My Book Rating" — Individual: "Write a Persuasive Letter" — Individual/Collaborative: "Revision Checklists" — Individual: "A New Community" — Individual: "Facts and Memories"	
Words to Know	74
Teacher Instructions — Novel Vocabulary	
Answer Key	76
Meeting Standards	79

* * * * *

INTRODUCTION

Read through the Common Core Standards for "Reading: Literature," and you will find that the work expected of students is expressed using such academic terminology as describe, determine, develop, support, and cite. Requirements such as these cannot be met via the comprehension-question worksheets and culminating quizzes that have long been the staples of literature guides designed for classroom use. The primary objective of those traditional activities was to make sure that students were keeping track of what was happening in the section of the novel that they had just read. Very little rigor and synthesis was asked of students—and usually none until the entire novel was read.

From a teacher's standpoint, this style of classroom analysis misses multiple opportunities to delve deeply into the details that make a specific piece of literature a classic; from a student's standpoint, this way to reflect on literature is monotonous and inflexible, and it fails to nurture the momentum experienced when one is invested in a compelling work of art. That is why the guides in the Rigorous Reading series aim to do much more: they aim to transform the reading of a great novel into a journey of discovery for students.

Instead of merely asking students what happened in any given section, this resource asks questions that require closer reading and deeper analysis—questions such as, "Why did the author choose to include this information?" and "How does this information further the plot or offer more insight into the themes, characters, settings, etc.?" And instead of waiting until the end of the novel to put the pieces of the puzzle in place, students will learn to add to and alter their understanding of the novel as they are reading it. The various activities in this resource systematically prompt students to consider and appreciate the many ingredients the author has combined to form the novel as a whole.

A CUSTOM RESOURCE

This in-depth guide has been written specifically for Lois Lowry's *The Giver*. The lessons and activities have been structured and scaffolded to maximize the experience of reading and teaching this novel.

To prepare your students for their reading of *The Giver*, utilize the **novel information** and pre-reading activities included on pages 7–9 of this guide. Included in this section is information about the book and its author, along with an activity designed to acclimate students to the themes and/or concepts present in the book they are about to read.

This resource provides activities that help foster comprehension and reinforce knowledge of literary elements as students read *The Giver*. These section activities allow students the opportunity to process short sections of the novel at a time, laying a strong foundation for their ability to engage more deeply with the chapters to come. For each section of the novel, students will complete individual and collaborative activities that encourage close reading, referencing textual evidence, and drawing their own conclusions about the text.

Additionally, this resource provides students with another avenue through which they can reflect on recurring literary elements, while also connecting personally with the novel. Each student maintains his or her own Interactive Novel Log, using it as a way to consider and then reconsider various aspects of the novel.

Upon completion of the entire novel, students can synthesize their ideas about the novel by completing several individual and/or collaborative post-reading activities on pages 61–73. This section of the resource contains larger assignments including a group project, essay assignments, and a research project.

On pages 74–75, vocabulary lists are provided for each section of the novel, along with suggestions for ways to teach vocabulary during reading and after completing the novel.

At the end of this guide, an answer key is provided for activities that require specific answers, and a list identifies how each activity correlates to **Common Core State Standards**.

Key Notes

For a description of Interactive Novel Logs and how to use them in your classroom, see page 5 of this guide.

An ideal way to use this resource would be to follow the complete lesson plan given on page 6 of this guide.

The use of multiple texts can help build and extend knowledge about a theme or topic. It can also illustrate the similarities and differences in how multiple authors approach similar content or how an individual author approaches multiple novels. See the bottom of page 7 for suggestions about using *The Giver* as part of a text set.

When teaching other novels in your classroom, consider using the specific ideas and also the general approach presented in this resource. Ask students to mine small sections of a novel for clues to theme and characterization. Examine the craft, structure, and purpose of select passages. Explore inferences and encourage connections.

This guide is designed for use in grades 5–8, and the standards correlations on pages 79–80 reflect this range. This leveling has been determined through the consideration of various educational metrics. However, teacher discretion should be used to determine if the novel and guide are appropriate for lower or higher grades, as well.

KEEPING NOVEL LOGS

Great works of literature are complex texts, and complex texts are multilayered. They enrich and reveal as they go along. Successful readers are those who “go along” with the novel, too. Interactive Novel Logs give each student a place and a space to record their thoughts and observations as they journey through the book. After each section of the novel is read, students use their Interactive Novel Logs to track the introduction and development of such literary elements as plot, setting, theme, characterization, craft, and structure, while also choosing their own ways to connect the novel to their own life experiences.

Materials needed for each student:

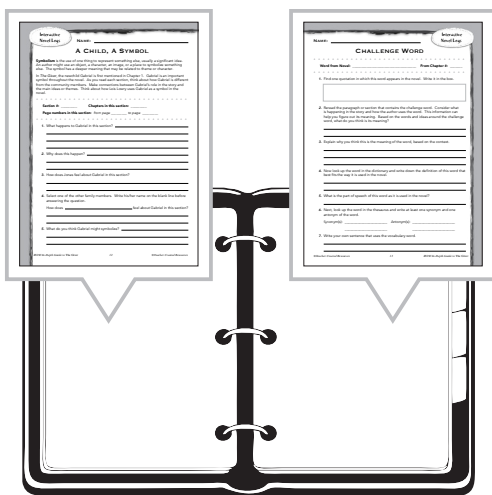
- ✦ a three-ring binder or presentation folder
- ✦ a blank sheet of plain paper with holes punched for title page
- ✦ two or three sheets of blank lined paper for Table of Contents
- ✦ several extra sheets of paper (both lined and plain) for student’s responses to the “Ideas for Your Interactive Log” prompts at the end of each section

Key Notes

One Interactive Novel Log can be kept for multiple novels, in which case a larger three-ring binder will be needed. If it will be used only for the activities included in this guide for *The Giver*, a 1/2-inch binder or presentation folder will be adequate.

Assembling the Interactive Novel Log:

1. On the plain paper, allow students to design their own title page. Have them write “Interactive Novel Log” and “The Giver” in the middle of the page. They should include their name and grade at the bottom. Allow students to decorate the page.
2. Add blank lined paper for the Table of Contents. Have students write “Table of Contents” at the top. They will add to this list as they create new pages.



3. Before reading each section of the novel, photocopy and distribute new copies of the Interactive Novel Log worksheets (pages 10–14). Directions for completing these activities can be found in the “Teacher Instructions” that begin Section I (page 15).
4. For the final activity in each section, photocopy and distribute the “Section Log-In” page for the section. Follow the directions given. Students select one or more of the four topics in the “Ideas for Your Interactive Log” section and create an Interactive Novel Log page that responds to that topic.

5. After the class has completed the entire novel and the post-reading activities, you may have students include the “My Book Rating” worksheet (page 67) as a final entry in their Interactive Novel Logs.

NAME: _____

A CHILD, A SYMBOL

Symbolism is the use of one thing to represent something else, usually a significant idea. An author might use an object, a character, an image, or a place to symbolize something else. The symbol has a deeper meaning that may be related to theme or character.

In *The Giver*, the newchild Gabriel is first mentioned in Chapter 1. Gabriel is an important symbol throughout the novel. As you read each section, think about how Gabriel is different from the community members. Make connections between Gabriel's role in the story and the main ideas or themes. Think about how Lois Lowry uses Gabriel as a symbol in the novel.

Section #: _____ Chapters in this section: _____

Page numbers in this section: from page _____ to page _____

1. What happens to Gabriel in this section? _____

2. Why does this happen? _____

- ### 3. How does Jonas feel about Gabriel in this section?

4. Select one of the other family members. Write his/her name on the blank line before answering the question.

How does _____ feel about Gabriel in this section?

5. What do you think Gabriel might symbolize? _____

TEACHER INSTRUCTIONS

The Giver begins with Jonas feeling apprehensive and puzzling through his feelings. As this happens, the reader is introduced to the world in which Jonas lives—a community of rigid rules and rituals, and one of apparent harmony. After your students have read Chapters 1–3, have them begin their analysis of this section of the novel by completing the following activities for their Interactive Novel Logs. Each of these activities is to be done individually.

- ★ **"The Summaries of Its Parts"** (page 10). Ensure that students read the directions carefully and understand what does and does not belong in a summary.
- ★ **"A Dynamic Protagonist"** (page 11). Have students read the directions. Be sure they understand the meanings of the words *dynamic* and *protagonist*.
- ★ **"A Child, A Symbol"** (page 12). Give examples of symbols to ensure that students understand the concept.
- ★ **"Challenge Word"** (page 13). Assign one or more words from "Novel Vocabulary" (page 75) or allow students to choose their own word(s).

Students will then further examine this section through the following worksheets:

Activity: "Establishing the Setting"

Page #: 16

Focus: Setting

Learning Type: Collaborative

Description: Demonstrate understanding of the text by explaining the key elements of the novel's setting. Practice speaking and listening skills while sharing opinions.

Activity: "Released!"

Page #: 17

Focus: Theme, Author's Craft, Plot

Learning Type: Individual

Description: Examine the author's use of tone and establish a foundation for understanding the connection between the idea of "release," plot, and theme.

Activity: "Introducing the Family Unit"

Page #: 18

Focus: Characterization

Learning Type: Individual

Description: Analyze how the author uses different methods of characterization to introduce the protagonist and several secondary characters. Use textual evidence.

Activity: "Building Suspense"

Page #: 19

Focus: Plot, Author's Craft

Learning Type: Individual

Description: Examine the author's strategies for building suspense.

Activity: "Section I Log-In"

Page #: 20

Focus: Plot, etc.

Learning Type: Individual

Description: Complete "I Predict" worksheets in order to anticipate future events in the novel. Then choose from several options to add to personal Interactive Novel Logs.

NAME: _____

RELEASED!

In Chapter 1, readers are introduced to the idea of being “released” from the community. This word is used many times throughout the novel.

The chart below contains four different examples of the concept of “release” being mentioned in Chapter 1. Find and review these passages, and then describe what feeling or reaction is associated with each use of the word. Explain the reason for this feeling or reaction.

Example	Feelings or Reactions	Why?
the release of the Pilot-in-Training		
Jonas’s memory of telling Asher, “You’re released!”		
the release of a newchild		
the release of repeat offenders		

1. How do the people in the community seem to feel about being “released”?

2. Why do you think they feel that way?

Section II
Chapters 4–6

NAME(S): _____

WHAT'S THE DIFFERENCE?

In Chapter 5, Jonas begins taking pills to stop his "stirrings." He remembers when he found out that Asher takes pills, but he did not ask Asher about it because it is considered rude to point out differences. Think about the way the community feels about differences. Work with a partner to discuss each question and brainstorm ideas.

Finding Evidence

In this section of the novel, find five examples that show the community's preference for being the same.

1. _____
2. _____
3. _____
4. _____
5. _____

Drawing Conclusions

Why do you think the community is uncomfortable with individual differences? After you and your partner discuss this question, write down your best answer or answers.

Applying Knowledge

Now imagine you and your partner are visiting the community and want to explain why differences and individuality can be good. Work together to make a list of five points or examples you would present to the community to try to convince them of this view.

1. _____
2. _____
3. _____
4. _____
5. _____

NAME: _____

A NEW COMMUNITY

At the end of *The Giver*, Jonas has left the community. According to *The Giver*, this means that all the memories Jonas has received will be released and returned to the members of the community. The Giver has stayed behind to help them cope with their new knowledge and emotions, but it will be a very difficult time for them.

The story stops here, and we don't know what happens to the community after Jonas leaves. How do they handle the memories and feelings? What will these characters do? How might they change? Imagine what life is like in the community a few years after Jonas leaves. Write a story that describes living in the community after the memories return. Focus on two or three characters from the novel and have them interact in your story.

Use this worksheet to plan your story. Then write your story on a separate sheet of paper.

Your story should do the following:

- ✦ Describe what life in the community is like now.
- ✦ Describe what the characters are like now.
- ✦ Describe how they feel about their new life in the community.
- ✦ Use dialogue. Put quotation marks around the words your characters say.
- ✦ Use signal words to help connect ideas.
- ✦ Bring the story to a conclusion.

Examples of Signal Words

*first, then, next, finally,
however, for example,
even though, after, before,
because, since, when, also,
another, later*

List ideas here:

What changes do you think there have been in the community? _____

How is life different from before? Do the characters think it is better or worse? _____

Which characters will you use in your story? _____

What will they be doing? Why are they interacting? _____
