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| **Construct a Memory Book** of people, places, & events that have been important in your life . (50) | **Get a Library Card** and check out at least 2 Newbery Award Winning Books. See attached list of recommendations(10) | **Picture This Cover!** Using a camera or an illustration, create a new cover for The Giver & explain your image. (20) | **What is Love?**Think of someone you love and create an appropriate way such as a poem or a card or a kind act to show your love. (20) |
| **What’s in a Name?** Think about your name and answer the attached questions and compose a 2-paragraph response. (30) | **Become a Receiver of Memory!** Write a 1-2 page response to an interview of an adult relative or family friend using questions attached. (40) | **Compare & Contrast!** Using a T-Chart, compare & contrast a typical 11 year-old you know toJonas. (10) | **Bike or Hike!**Spend a day where you only travel by foot or bicycle along with a family member and write about the experience. (40) |
| **Words, Words, Words!** Develop a list of 10 pairs of words that are often confused. Then use it to play a game with family or friends and write about the results. (20) | **Plus or Minus?** Using the Facets attached, create a chart where you sort out the plusses and minuses of ***The Giver*** world. (20) | **Keep a Journal.** Keep track of what happens in your life and in the lives of those around you, and how it makes you feel for a full week. (30) | **Write a Letter.**Compose three (3) full page letters or 2-3 paragraphs to family and/or friends telling great stories. (20) |
| **School Society Rules**. Compose neatly and creatively on a small poster ten (10) rules that should govern Monticello Middle School. List justification for each. (30) | **Visit the Old!** Have a family member take you to visit the elderly at a Senior Citizens’ home. You might hear some great stories. Write about it (30) | **To Be Continued…**Create an ending to The Giver. See the attached for what should be included in your typed one-page ending. (40) | **Create a Travel Brochure.** Create a colorful technological travel brochure of **The Giver** community (40) |

•**Make a memory book:** Memories are an important part of The Giver because they are an important part of life. Make a memory book to help record some of your important memories. Use a loose-leaf notebook or a book of your own making; whichever you use, be sure to allow room to add more memory pages as additional memories come to you. Begin by making a list of people, places, and events that have been important in your life. Look at each item on the list and see what memory or memories arise in your mind. Then, think of ways to record these memories. You might write a poem, a sentence, a paragraph, even a story; you might draw or paint a picture, or use a photograph you already have. Transfer these memories to your book, just as The Giver transfers memories to Jonas. Unlike The Giver, however, you’ll still have the memories in your head; your book will just be a way to help you remember them, as well as a way for you to share your memories with others. (50)

•**Get a library card!:** If you don’t already have a library card, get one—and use it. Librarians will help you find whatever kind of book you’re looking for—funny, sad, scary—and even make some good suggestions if you tell them what kinds of books you like. Check out at lease two (2) other Newbery Award winning books. Some recent Newbery Medal–winning books are: A Single Shard by Linda Sue Park (2002) A Year Down Yonder by Richard Peck (2001) Bud, Not Buddy by Christopher Paul Curtis (2000) Holes by Louis Sachar (1999) Out of the Dust by Karen Hesse (1998) The View from Saturday by E. L. Konigsburg (1997) The Midwife’s Apprentice by Karen Cushman (1996) 58 Walk Two Moons by Sharon Creech (1995) Missing May by Cynthia Rylant (1993) Bring your card and the books so the teacher can view.(10)

•**Picture this cover!:** Lois Lowry is an accomplished photographer as well as a wonderful writer; she took the two 57 photos on the cover of The Giver. If you have access to a camera, take a photograph of your own that you think would be a good cover for this book. Illustrate your cover if you don’t have a camera. In either case, as you do your cover remember to think about what you want to say with your image, what you want to tell the reader about the book. Remember, too, that your goal should be to make a person want to pick up the book and read it. Has to be very neat. (20)

•**What is love?:** When Jonas asks his parents if they love him, they tell him that it’s inappropriate to use a word like “love,” that the word is “so meaningless that it’s become almost obsolete.” Think of someone you love, and find a way—a kind act, a poem, a card—to show that you love them. (20)

 •**What’s in a name?:** Names are very important in The Giver. There is a great deal of thought put into naming each newchild. Think about your name. Who chose it? Why was it given to you? Does it have special meaning in your family? You might want to look up its meaning in a book of names. Then, think about this: If you could choose a different name for yourself, what would it be? Why? (30)

•**Become a Receiver of Memory**: Jonas was chosen to become the Receiver of Memory in his community. You can become a Receiver, too, simply by interviewing an elderly friend or relative about his or her past. You might want to find out what it was like to be a child during previous generations. What games did children play then? What did they wear? What did they eat? What was school like? What kind of chores did they do? Did they watch television? What about movies? What were the most popular names? You might want to take notes or tape-record your interview, so that later you can write it all down and share these memories again with your “Giver.” It should be typed 1-2 pages in length. (40)

\* **Compare & Contrast** **T-Chart**: Create a T-Chart Graphic organizer to compare and contrast Jonas to a typical 11 year-old that you know. It must contain at lease eight(8) similarities and differences. (10)

•**Bike or hike**: In Jonas’s community, the primary means of transportation was bicycle. Only when the citizens visited other communities, which was rare, did they travel by car or bus. Think about how limited your range of movement would be if you could only travel on foot or by bicycle. If possible, spend a day in which you do not get in a car or on a bus or train. See if you can get your family to go along with you in this experiment. At the end of the day, talk and write about how your life would be different if you always had such restrictions on how you could travel. Compose a 1-page typed essay of that day.(40)

 •**Words, Words, Words:** Precision of language is very important in Jonas’s world. His best friend, Asher, has gotten into trouble for repeatedly mixing up words, using distraught for distracted, boyishness for buoyancy, smack for snack, and expertness for expertise. Make a list of 10 pairs of words that might easily be confused. Then, play a game with friends or family members in which you use the wrong word of the pair in a sentence and you see if they can identify the incorrect word, then think of the correct one. (20)

\***Plus and Minus**: What’s good about it and what’s bad about it. Develop a Plus and Minus chart for each of these facet items: (20)

* + Raising children together in age group Evening telling of feelings
	+ Birthmothers Ceremonies
	+ Loudspeakers Ceremony of Twelve

 •**Keep a journal**: When Lowry was young, she “endlessly scribbled stories and poems in notebooks.” Do the same. For one week keep track of what happens in your life and in the lives of those around you, and how it makes you feel. You may use these notes, and the memories they evoke, one day. “Everything a writer experiences as a young person goes into the later writing in some form,” Lowry says. “As writers all we have, really, is the memory of our own past combined with observation.” Create a neat & colorful journal for this activity. This must be written in Journal form. (30)

 •**Write a letter**: Follow Lowry’s advice and become a better fiction writer by writing letters to family and friends. The best letters—like the best books—are those that tell great stories. Writing down your real-life stories in a way that will interest friends and relatives will make you a better storyteller when it comes to writing fiction. It will also make you more popular with friends and relatives, as everyone enjoys a good letter! Compose 3 letters to family or friends(full page or 2-3 paragraphs). It must be in proper friendly letter format. (20)

•**School Society Rules**: Create on a small poster a list of ten (10) rules for the Monticello Middle School Society. It should be creative and neat with no errors in writing. There should be justifications for each rules. e.g. What will it accomplish? (30)

•**Visit the “old”:** While we don’t have a “House of the Old” where all the elderly go, as Jonas does in his community, we do have many nursing homes where a large number of elderly people live. Many of these people are lonely and have few visitors. You might like to ask an adult family member to arrange for you to visit a nursing home, once, or on a regular basis. In addition 59 to bringing joy into other people’s lives, you might also hear some wonderful memories from way back! (30)

 •**To Be Continued...:** Lowry is known for writing ambiguous, or unclear, endings to her books. She does this to allow “readers to create their own answer” to how the story ends. How do you think The Giver ends? What happens to Jonas and Gabe? What happens in the community? Write a page—or more—telling how you think the story ends. (40)

•**Create a Travel Brochure:** Using technology, create a colorful, neatly done travel brochure including the elements below of **The Giver** community. (40)

Name of Community Education Government Crime Rate/Security

Brief description of Community Climate Celebrations Transportation

Members’ names Services available Jobs Clip Art representing the Community