

Name:  
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# The Giver

by Lois Lowry

Literature Guide

## Vocabulary List

**Directions:** Use a dictionary or the author's words to find the meanings of the following words from *The Giver*. Your teacher will direct you to do this lesson either as you read each chapter or as a pre-reading activity. Whatever method your teacher chooses, be sure to keep this list and your definitions to use in vocabulary exercises and to study for quizzes and tests.

### Chapters One-Two

1. ironic (2)
2. palpable (3)
3. wheedle (5)
4. disposition (7)
5. transgression (9)
6. awed (12)
7. technically (13)
8. aptitude (15)

### Chapters Three-Four

1. chastise (20)
2. petulantly (22)
3. remorse (23)
4. conviction (24)
5. hasten (27)
6. tabulated (28)
7. nuisance (30)
8. chortled (33)

### Chapters Five-Six

1. disquieting (34)
2. emblem (41)
3. reprieve (42)
4. relinquish (42)
5. exuberant (44)
6. infringed (46)
7. meticulously (48)
8. scrupulously (48)

### Chapters Seven-Eight

1. profound (51)
2. prestige (53)
3. retroactive (54)
4. avert (57)
5. benign (59)
6. indolence (61)
7. unanimous (61)
8. spontaneously (64)

### Chapters Nine-Ten

1. throng (65)
2. dismounting (66)
3. relish (68)
4. integral (70)
5. origin (73)
6. alcove (74)
7. successor (76)
8. apprehensively (79)

### Chapters Eleven-Twelve

1. torrent (81)
2. glee (82)
3. obsolete (84)
4. wincing (86)
5. commerce (89)
6. admonition (89)
7. dumbfounded (93)
8. wryly (95)

### Chapters Thirteen-Fourteen

1. irrationally (99)
2. sinuous (100)
3. assimilated (104)
4. embedded (106)
5. agony (109)
6. assuage (110)
7. ominous (113)
8. placidly (114)

### Chapters Fifteen-Seventeen

1. anguish (118)
2. ecstatic (122)
3. wisp (125)
4. permeated (131)
5. injustice (132)
6. expertise (134)
7. trudged (135)
8. glum (136)

### Chapters Eighteen-Twenty

1. dejected (139)
2. excruciating (140)
3. inflict (142)
4. afterthought (146)
5. wretched (151)
6. empowered (153)
7. acquire (156)
8. solace (161)

### Chapters Twenty-One-Twenty-Three

1. churning (163)
2. rueful (164)
3. languid (166)
4. augmented (168)
5. vigilant (169)
6. tantalizing (172)
7. impeded (176)
8. leaden (177)

**Chapters One–Two**  
**Sample Note-Taking and Summarizing: Chapter 1**

To help you keep track of the novel’s events as they happen, you will be keeping notes using a chart similar to the one below to help summarize the important details for each chapter. **Directions:** For each chapter, fill in the chart with the necessary information. An example for Chapter One is below. (Note: You do not need to write in complete sentences.)

<p><b>Setting</b></p>	<p><i>(A description of where the action occurs.)</i></p> <p>The novel begins in December in an unnamed community sometime in the future. After beginning outdoors, the scene progresses to the interior of Jonas’s home.</p>
<p><b>Characters</b></p>	<p><i>(List and describe important information about the characters in the chapter.)</i></p> <ol style="list-style-type: none"> <li>1. Jonas- 11-year-old boy who is apprehensive about the upcoming Ceremony of Twelve</li> <li>2. Lily- Jonas’s 7-year-old little sister</li> <li>3. Asher- Jonas’s friend who is frequently reprimanded</li> <li>4. Jonas’s father- works as a Nurturer</li> <li>5. Jonas’s mother- works at the Department of Justice</li> </ol>
<p><b>Summary of the Chapter</b></p>	<p><i>(A 3-5 sentence summary of the chapter.)</i></p> <p>Jonas recalls feeling frightened when an unidentified jet flew over his community, and all the citizens were ordered to go inside. At the nightly “telling of feelings,” Lily shares her frustration at playing with children who do not understand the rules. Father discusses a baby that he is nurturing at work, and Jonas confides that he is nervous about his upcoming Ceremony of Twelve.</p>
<p><b>Prediction of Coming Events</b></p>	<p><i>(Make a prediction of what you think will occur next.)</i></p> <p>Since Jonas discusses feeling scared and apprehensive, I think that something unexpected and frightening will happen to him.</p>

Name \_\_\_\_\_

Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 2**

<b>Setting</b>	<i>(Write a description of where the action occurs, including approximate time period.)</i>
<b>Characters</b>	<i>(List and describe important information about the characters in the chapter.)</i>  1.  2.  3.  4.  5.  6.
<b>Summary of the Chapter</b>	<i>(Write a 3-5 sentence summary of the chapter.)</i>
<b>Prediction of Coming Events</b>	<i>(Make a prediction of what you think will occur in the next chapter.)</i>

## **Chapters One—Two Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 1-2. Write your answers on a separate piece of paper using complete sentences.

### **Chapter One**

1. Explain why you think airplanes are not permitted to fly over the community.
2. List the different jobs that are mentioned in the chapter.
3. Discuss how the citizens and the Pilot are treated during the accidental fly-over.
4. Examine how Asher apologizes to his classmates when he is late to class. Do you think he should have to apologize in this way?
5. Several rituals, such as using a standard apology phrase and the nightly sharing of feelings, are described. Generalize why these rituals are used in the community.
6. What are Elevens and Sevens?
7. Compare your family's nightly routine to Jonas's family's nightly rituals.
8. Distinguish Lily's definition of animals from our definition of them. Why do you think Lily's definition might be different from ours?
9. Compare Father's job as Nurturer to a similar job in our society.
10. Explain why the male baby that Father discusses may be released.
11. Identify three reasons why someone may be released.
12. How are family units with parents and children created?
13. Why does Jonas's family share their feelings at dinner each evening? Why do you think this is an important aspect of life in this community? Is this something that is important to your family? Why or why not?

### **Chapter Two**

1. Contrast why December is eventful in Jonas's society with why December is eventful in our society.
2. Describe and assess the Ceremony for the Ones. Do you agree or disagree with the community's way of handling birthdays? How?
3. Explain how babies are placed with families. What do you think about this arrangement? Do you think it is good or bad for the children? Explain your response.
4. Analyze where and how newchildren live until they are one. How could this affect their development?
5. Show how Father attempts to enhance Gabriel's nurturing.
6. Which rule is frequently broken?
7. How are rules changed in the community? How frequently does this occur?
8. Who is the most important Elder?
9. Explain how and when Assignments are made.
10. What do you think would happen if a citizen did not want to do his/her Assignment? What Assignment do you think you would be given?
11. Why do you think that individual birthdays are not celebrated? Why is age not important after becoming a Twelve?
12. Decide when and where the novel occurs. Could a society like this one actually be created? Explain your position.

## 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: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

**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 technicaly 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.

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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.

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

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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.

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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

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

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

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

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

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

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Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Three–Four**  
**Note-Taking and Summarizing: Chapter 3**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 4**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_

Period \_\_\_\_\_

## **Chapters Three—Four Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 3-4. Write your answers on a separate piece of paper using complete sentences.

### **Chapter Three**

1. Infer why citizens are only allowed to use bicycles for individual transportation. What implications does this have for travel?
2. What physical trait do Jonas and Gabriel share?
3. Examine how this trait could link Jonas and Gabriel.
4. Summarize how Birthmothers are regarded in the community.
5. Generalize how individual differences and appearances are treated in the community.
6. Explain why Birthmothers never see newchildren.
7. Tell why Jonas takes the apple home.
8. Explain why Asher has to play catch.
9. Prepare a schedule for Jonas's family to follow when caring for Gabriel at night.
10. Differentiate most American families' evening routines from families' nightly routines in the community.

### **Chapter Four**

1. Apply your knowledge of the community to explain why Assignments and the loss of free time occur at a young age.
2. What does the statement *The rule against bragging is a good idea that is taken too far in the community* mean? Do you agree or disagree? Why?
3. List items which are provided for members of the community.
4. How are the Ceremony of Twelve and Release of the Elderly celebrated as the only times a citizen is singled out as an individual?
5. Predict what Jonas's Assignment will be and why he receives that Assignment.
6. Illustrate how newchildren and the elderly are treated similarly.
7. Plan a Release Ceremony for an elderly person with whom you are acquainted. To where would you release him or her?

### 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?

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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?

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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?'

Name \_\_\_\_\_ Period \_\_\_\_\_

'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?

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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?

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 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: \_\_\_\_\_  
\_\_\_\_\_

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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: \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Five—Six**  
**Note-Taking and Summarizing: Chapter 5**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 6**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

## **Chapters Five–Six Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 5-6. Write your answers on a separate piece of paper using complete sentences.

### **Chapter Five**

1. What do you think is the true purpose of the daily telling of dreams?
2. Discuss how Lily's and Mother's dreams reveal their feelings about the community's structure.
3. Examine the role of mothers in the community. Do you think the mothers have the option of deciding whether to stay home with their children or go to work? Why or why not?
4. Generalize why both parents in the family unit work outside the home and why the family includes only non-biological children.
5. What does Jonas's dream reveal about his psychological and physical development?
6. Contrast Jonas's actual experience bathing Larissa with his dream involving Fiona.
7. Explain how you would feel if you had to report all of your dreams and feelings to your family and the government.
8. Analyze the effects the pills have on the citizens.
9. Formulate why the community Elders would not want the citizens to have Stirrings.
10. Tell how Jonas feels about no longer experiencing Stirrings.

### **Chapter Six**

1. Name the major annual celebration in the community.
2. Show how the concept of "grouping" dominates the community.
3. Recommend a change to one of the age groupings. Justify your recommendation with reasons based on the text.
4. Assess whether Gabriel would develop better at the Nurturing Center for another year or with a name and a family. Provide reasons to support your answer.
5. Describe the Ceremony of Loss and the Murmur-of-Replacement Ceremony.
6. Explain the irony of each person having a name that no other individual in this particular community has.
7. Compare and contrast Jonas's neighborhood with yours.
8. Hypothesize what occurs when a citizen applies for Elsewhere.
9. Illustrate, in paragraph form, your vision of Elsewhere.
10. Create a situation in which someone may not fit into the community regardless of the "meticulous" and careful choices of the community's Elders.
11. How does Jonas show total trust in the Elders' decisions? Why do you think he is so trusting?

Name \_\_\_\_\_ Period \_\_\_\_\_

**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*?

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Name \_\_\_\_\_ Period \_\_\_\_\_

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*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.

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Name \_\_\_\_\_ Period \_\_\_\_\_

### 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.

- Jonas said the standard phrase <sup>a</sup>automatically, and tried to pay better attention while his mother told of a dream fragment, a <sup>b</sup>disquieting scene where she had been <sup>c</sup>chastised for a rule infraction she didn't understand.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- The bicycle, at Nine, would be <sup>a</sup>the powerful <sup>b</sup>emblem of moving gradually <sup>c</sup>out into the community, away from the protective family unit.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- He had been given an unusual and special <sup>a</sup>reprieve from the committee, <sup>b</sup>and granted an additional year of <sup>c</sup>nurturing before his Naming and Placement.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- <sup>a</sup>Each family member was required to sign a pledge that they would <sup>b</sup>relinquish him without protest or appeal when <sup>c</sup>he was assigned to his own family unit at next year's Ceremony.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

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5. The audience applause, which was enthusiastic at each Naming, rose <sup>a</sup> in <sup>b</sup> an exuberant <sup>c</sup> 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 <sup>a</sup> negatively on his parents' guidance and <sup>b</sup> infringed on the <sup>c</sup> community's sense of order and success.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

7. The community <sup>a</sup> was so <sup>b</sup> meticulously ordered, the choices <sup>c</sup> so carefully made.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

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

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

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

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

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

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Seven–Eight**  
**Note-Taking and Summarizing: Chapter 7**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	



Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 8**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

## Chapters Seven–Eight Comprehension Check

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 7–8. Write your answers on a separate piece of paper using complete sentences.

### Chapter 7

1. Explain how the newchildren are identified before they are named.
2. Tell how the Chief Elder is determined.
3. Summarize the behavioral goals of the Elevens and the younger children.
4. Examine the character of Fiona and her abilities.
5. Analyze how many students are assigned to each job per year, and how this ensures a steady flow of workers for the community.
6. Articulate why using precise language is important to the community.
7. Explain how Asher was disciplined for using the incorrect word for “snack.” Assess whether he received an appropriate or inappropriate consequence for misusing a word. Provide reasons to support your answer.
8. What is Asher’s Assignment? How does his Assignment affirm the Committee’s choice of Assignments?
9. Describe what occurs as Jonas waits to be called to the stage.
10. Explain what Jonas thinks when his number is skipped.

### Chapter 8

1. Describe the applause when Jonas is finally called to the stage.
2. “Discomfort” is frequently used to describe the community’s feelings. Why are the citizens uncomfortable? What adjectives may more precisely describe the community’s feelings?
3. Contrast how Jonas anticipated he would approach the stage with how he actually does so.
4. Write a description of the Receiver.
5. Explain why the community could not afford another failure with the Receiver-in-Training.
6. List the rules which govern the Receiver-in-Training.
7. List and explain the five qualities the Receiver must possess.
8. Explain Jonas’s reaction to Seeing Beyond.
9. Based on what you know about the Receiver, would you want this Assignment? Provide reasons to support your answer.
10. How does Jonas feel about becoming the Receiver-in-Training?

**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: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Nine–Ten**  
**Note-Taking and Summarizing: Chapter 9**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 10**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	



Name \_\_\_\_\_

Period \_\_\_\_\_

## **Chapters Nine–Ten Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 9–10. Write your answers on a separate piece of paper using complete sentences.

### **Chapter Nine**

1. Tell how the Assignment of Receiver differs from other Assignments.
2. Describe how Jonas's friends treat him differently after the Assignments are announced. Why do you think they do this?
3. How does Lily plan to apply her knowledge of newchildren through her volunteer hours?
4. Explain what happened to the previous Receiver-in-Training.
5. What honors in our society are similar to the honor Jonas receives?
6. Assess the instructions Jonas receives for his Assignment. How would you react if you received these instructions?
7. Describe how Jonas will spend his time as Receiver-in-Training.
8. Recommend how Jonas should handle the prohibition on dream-telling.
9. Predict reasons that a citizen would apply for release.
10. Discuss how being told he may lie alters Jonas's perception of adults.

### **Chapter 10**

1. Tell how the Attendant shows respect for Jonas.
2. Contrast the Receiver's living space with the other citizens' dwellings.
3. What does Jonas realize when he sees the books at the Receiver's office?
4. How are Jonas and the Receiver physically similar?
5. Relate how Jonas and the Receiver are to work together.
6. What memories does the Receiver possess?
7. Examine how Jonas's discussion with the Receiver changes his perceptions of the world.
8. Explain the metaphor of the snow that The Giver uses to describe how the memories impact him.
9. How does the Receiver transmit a memory to Jonas?

### Chapters Nine–Ten Standards Focus: Imagery

In a novel, an author strives for his/her words to create a scene in the reader’s mind. To create this **imagery**, an author relies on descriptive and figurative language.

**Directions:** Read each of the following passages. After reading each one, close your eyes and try to picture the scene in your mind. Once you have the picture in your mind, answer the questions for each passage, based on your own detailed description of the image you see.

- Jonas hurried through the door and found himself in a comfortably furnished living area. It was not unlike his own family unit’s dwelling. Furniture was standard throughout the community: practical, sturdy, the function of each piece clearly defined. A bed for sleeping. A table for eating. A desk for studying.  
All those things were in this spacious room, though each was slightly different from those in his own dwelling. The fabrics on the upholstered chairs and sofa were 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. The bed, in an alcove at the far end of the room, was draped with a splendid cloth embroidered over its entire surface with intricate designs.  
But the most conspicuous difference was the books . . . this room’s walls were completely covered by bookcases, filled, which reached to the ceiling. There must have been hundreds – perhaps thousands – of books, their titles embossed in shiny letters. (pgs. 73-74)

What kind of picture is formed in your mind? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is it somewhere you have been before, or is it a made up place, based upon Lowry’s description? Explain. \_\_\_\_\_

\_\_\_\_\_

Without reading the passage again and while using specific details, vividly describe the place you pictured in your mind. Your description may include the colors, shapes, and details of the images that you picture in the scene. Try to imitate the descriptiveness and detail with which Lowry writes. Don’t be afraid to add details based upon your own thoughts. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

2. *"It's as if . . ." The man paused, seeming to search his mind for the right words of description. "It's like going downhill through deep snow on a sled," he said, finally. "At first it's exhilarating: the speed; the sharp, clear air; but then the snow accumulates, builds up on the runners, and you slow, you have to push hard to keep going, and—" (pg. 78)*

Describe the picture you see in your mind. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is it somewhere you have been before, or is it a made up place, based upon Lowry's description?

Explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Without reading the passage again and while using specific details, vividly describe the place you

pictured in your mind. Your description may include the colors, shapes, and details of the images

that you picture in the scene. Try to imitate the descriptiveness and detail with which Lowry

writes. Don't be afraid to add details based upon your own thoughts. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are some of the benefits of using specific details in your writing? How does creating imagery

help the reader? Explain. \_\_\_\_\_

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\_\_\_\_\_

Select one of the passages above. Create an illustration of the imagery portrayed by the author on a separate piece of paper. Since the author gives so much detail, your drawings should also be very detailed.

**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: \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Eleven—Twelve**  
**Note-Taking and Summarizing: Chapter 11**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 12**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

## **Chapters Eleven—Twelve Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 11-12. Write your answers on a separate piece of paper using complete sentences.

### **Chapter Eleven**

1. Describe the memory The Giver transmits to Jonas.
2. Discuss how Jonas feels about the memory he receives.
3. Compare a new experience that you enjoyed to Jonas's first experience of snow.
4. Explain the two ways in which Jonas can see.
5. Based on The Giver's comments, measure the age of the community.
6. Name aspects of nature that were eliminated when the community went to Sameness.
7. Distinguish between honor and power as they refer to The Giver's position in the community.
8. Examine how the process of receiving a memory works.
9. Infer why the gentleman's title changed to The Giver.

### **Chapter Twelve**

1. Describe how Gabriel sleeps.
2. Discuss the dream that Jonas has. How does Jonas feel about the dream when he wakes up?
3. Relate how Jonas's position makes him feel different from his classmates.
4. Infer why the Old are punished for disobedience and what the punishment says about the community's culture.
5. List the three examples of "seeing beyond" that Jonas experiences.
6. Generalize what seeing beyond means.
7. Contrast The Giver's memories with the memories of the other citizens in the community.
8. What does the world look like to the citizens of this community?
9. List items over which the community gained control and items they let go. Was the trade-off worth it? Would you want to give up these things? Why or why not? Give reasons to support your answer.



**Chapters Eleven— Twelve**  
**Standards Focus: Elements of Style**

An author's **style** is what differentiates his/her writing from the work of other authors. Sentence structure, descriptive language, tone, word choice, rhythm, repetition, figurative language, and vocabulary all contribute to an author's distinctive style. An author's style can affect how the reader interacts with and understands the text.

Lois Lowry uses a variety of techniques to create a style that makes *The Giver* a modern-day classic. She utilizes factual tone, symbolism, sensory images, point of view, precise word choice, repetition, sentence fragments, and unusual proper nouns to formulate the novel's style.

**Directions:** Identify the elements of style that have been underlined in the following passages. Elements may be used more than once. Once you have identified the elements of style that have been used in each excerpt, explain the effect that these stylistic techniques have on the reader. An example has been done for you.

factual tone  
 first person point of view  
 unusual proper nouns

symbolism  
 repetition  
 precise word choice

sensory images  
 sentence fragments  
 descriptive vocabulary

**Ex.** It was very startling (A); but he was not at all frightened, now. He was filled with energy, and he breathed again, feeling the sharp intake of frigid air (B). Now, too, he could feel cold air swirling around his entire body (C). He felt it blow against his hands where they lay at his sides, and over his back.

Elements of style: A. precise word choice; B. sensory image, descriptive vocabulary; C. sensory image

Effect: The author begins the description with the strong word "startling" and not just the word "scary." The description includes sensory images which allow the reader to feel the frigid air that Jonas experiences, helping to create an image in the reader's mind.

1. Finally the obstruction of the piled snow was too much for the thin runners of the sled, and he came to a stop. He sat there for a moment, panting, holding the rope (A) in his cold hands. Tentatively (B) he opened his eyes – not his snow-hill-sled eyes (C), for they had been open throughout the strange ride. He opened his ordinary eyes, and saw that he was still on the bed, that he had not moved at all.

Elements of style: A. \_\_\_\_\_ B. \_\_\_\_\_  
 C. \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

Effect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. "And hills, too," he added. "They made conveyance of goods unwieldy. (A) Trucks; buses. Slowed them down. So—" (B) He waved his hand, as if a gesture had caused hills to disappear. "Sameness," he concluded.

Elements of style: A. \_\_\_\_\_ B. \_\_\_\_\_  
Effect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. He was left, upon awakening, with the feeling that he wanted, even somehow needed, to reach the something that waited in the distance. The feeling that it was good. (A) That it was welcoming. That it was significant. (B)

Elements of style: A. \_\_\_\_\_ B. \_\_\_\_\_  
Effect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. "Oh, there's lots to learn," Fiona replied. "There's administrative work, and the dietary rules, and punishment for disobedience (A) – did you know that they use a discipline wand on the Old (B), the same as for small children? And there's occupational therapy, and recreational activities, and medications, and—"

Elements of style: A. \_\_\_\_\_ B. \_\_\_\_\_  
Effect: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Eleven– Twelve**  
**Assessment Preparation: Synonyms and Antonyms**

**Directions:** Using a thesaurus and/or a dictionary, fill in one synonym and one antonym for each of the vocabulary words. Then write a sentence using the vocabulary word, showing that you understand the word's meaning and how it should be used in a sentence.

1. **torrent**            synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

2. **glee**                synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

3. **obsolete**           synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

4. **wincing**            synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

5. **admonition**        synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

6. **dumbfounded**      synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

7. **wryly**                synonym: \_\_\_\_\_ antonym: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Period \_\_\_\_\_

**Chapters Thirteen–Fourteen**  
**Note-Taking and Summarizing: Chapter 13**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 14**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

## **Chapters Thirteen—Fourteen Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 13-14. Write your answers on a separate piece of paper using complete sentences.

### **Chapter Thirteen**

1. What is happening to the colors that Jonas sees?
2. Discuss why Jonas wants to select the color of his tunic.
3. Discuss experiences in which you are or have been protected from making poor choices.
4. In your opinion, would it be worse to suffer the consequences of making poor choices or not to be able to make choices at all?
5. What do you think would have happened if Jonas had successfully transmitted memories to Asher and Lily?
6. Through memories, Jonas learns about grief. Explain how the community's structures usually prevent the citizens from experiencing grief. Why is this a good or a bad thing?
7. Summarize why it would be challenging for the Receiver to be part of a family unit.
8. Relate the differences in how Jonas, the Elders, and The Giver view "life."
9. Infer what would happen in the community if all the citizens had access to the memories.

### **Chapter Fourteen**

1. Assess how Jonas's new memory of sledding differs from his previous memories of sledding. What does this memory symbolize?
2. Tell why Jonas does not take any medicine for the pain from his sledding memory.
3. How do the citizens' reasons for wanting to increase the birth rate relate to the overall goal of the community?
4. Calculate how the past famine and war may have contributed to the community's current structure.
5. Explain how the roles of Giver and Receiver ensure order in the community.
6. Explain the plan by which Jonas and The Giver attempt to change the structure of the community.
7. Create an argument to try to convince the Elders that memories should be available to everyone in the community.
8. List areas in which Gabriel has and has not met the Nurturers' standards.
9. Describe Jonas's beliefs about Elsewhere.
10. Relate how the two times in which Jonas transmits a memory to Gabriel differ.
11. Jonas broke a rule by transmitting a memory to Gabriel. Should Jonas turn himself in for this infraction? Why or why not?

### 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

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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.

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Period \_\_\_\_\_

**Chapters Fifteen—Seventeen**

**Note-Taking and Summarizing: Chapters 15-16**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

***Note-Taking and Summarizing: Chapter 17***

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

## **Chapters Fifteen—Seventeen Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 15-17. Write your answers on a separate piece of paper using complete sentences.

### **Chapters Fifteen—Sixteen**

1. Contrast how you experience history with how the Receiver experiences it.
2. The community was partly created to avoid war in the future. Decide whether Jonas would prefer to live in the community or in a society with war. Give reasons to support your answer.
3. Describe how Jonas's life differs from the lives of his classmates.
4. Create a chart which lists positive and negative qualities of the outside world that Jonas has experienced through the memories.
5. Show how extended families in the community differ from extended families in our society.
6. Jonas tells The Giver, "I just didn't realize there was any other way, until I received that memory." Predict how the memory of a family at Christmas will affect Jonas's feelings about the community. Give reasons to support your answer.
7. Jonas is amazed by the feeling of love he observes among the family members in the memory. Analyze how a family in our society would function without love between its members.
8. Who does Jonas wish could be his grandparent? Is this possible?
9. Any form of risk is avoided in the community. Examine the types of risk we experience in our daily lives.
10. Explain how being proud of someone is not the same thing as loving them. Do you think Jonas's parents understand the concept of love? Why or why not?
11. What does Jonas admit to Gabriel? How does Jonas convey love to Gabriel?

### **Chapter Seventeen**

1. What effect does discontinuing the pills have on Jonas?
2. Discuss why Jonas reacts so strongly to the game played by his groupmates.
3. Explain the statement, "he [Jonas] knew that such times had been taken from him now."
4. Explain what Father must do after the identical twins are born.

### **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? \_\_\_\_\_

Name \_\_\_\_\_

Period \_\_\_\_\_

**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 \_\_\_\_\_

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

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

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8. Do you actually take it Elsewhere Father Jonas asked \_\_\_\_\_

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9. What is your favorite Jonas asked The Giver \_\_\_\_\_

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

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Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Eighteen—Twenty**  
**Note-Taking and Summarizing: Chapters 18-19**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_ Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapter 20**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

## **Chapters Eighteen—Twenty Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the following questions for Chapters 18-20. Write your answers on a separate piece of paper using complete sentences.

### **Chapter Eighteen**

1. What rule was added to the Receiver's job description ten years ago?
2. Compare and contrast Rosemary and Jonas.
3. Examine the irony of Rosemary being stunned by the memory of a child being taken from its parents.
4. Explain why Rosemary applied for release.
5. Generalize what would happen to the memories if Jonas disappeared.

### **Chapter Nineteen**

1. Infer why identical twins are not allowed in the community.
2. Why do you think The Giver encourages Jonas to watch the video of the twin's release? Should The Giver have done this? Why or why not?
3. What does Jonas's father do to the infant?
4. Show how an actual release differs from Jonas's expectations of one.
5. Explain how seeing the release changed Jonas's opinion of his father.
6. Assess if Rosemary truly understood release before she asked for one. How did Rosemary choose to deal with the memories?

### **Chapter Twenty**

1. Does Jonas feel more attached to his family unit or to The Giver? Give reasons to support your answer.
2. Explain how the infant is a metaphor for Jonas.
3. Relate how the memories empower as well as destroy Jonas.
4. Discuss how The Giver wants to change the community from within.
5. How did The Giver first experience life beyond the community?
6. Infer why Jonas and The Giver think a society exists outside the community.
7. Summarize Jonas's escape plan.
8. Conclude why The Giver believes Rosemary is his daughter. How does he think he can be with her?
9. Decide what the author foreshadows at the end of this chapter. What clues lead you to this conclusion?

**Chapters Eighteen–Twenty**  
**Standards Focus: Character Development**

An author reveals information about a novel’s **characters** in a variety of ways. A character may provide information about him or herself by sharing his/her thoughts, words, and actions with the reader. Likewise, a narrator or other characters can also provide the reader with insight about a particular person.

**Directions:** *Using the clues, locate specific quotes or descriptions about Jonas to show examples of his behavior or personality throughout the novel. Use these excerpts to write a paragraph about Jonas on the next page.*

1. How Jonas feels about the upcoming Ceremony (Chapter 1): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What Jonas initially believes release is like (Chapter 4): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How Jonas feels about the Elders’ decisions (Chapter 6): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. When Jonas experiences seeing beyond (Chapter 8): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. When Jonas learns of a world beyond the community (Chapter 10): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. How Jonas feels about the world outside the community (Chapter 12): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How Jonas feels about all the citizens having memories (Chapter 14): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. When Jonas learns about love and real families (Chapter 16): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Chapters Eighteen–Twenty**  
**Assessment Preparation: Precise Word Choice**

Authors carefully select the words they use when writing. Using a specific word can subtly change the mood, strength, and meaning of a text.

**Directions:** *Below are excerpts from the novel that include precise language. Rewrite each sentence substituting a similar, but less specific, word for the word in bold print. Then explain why the bold-print word more effectively conveys the author’s meaning. An example has been completed for you. Use your definitions list or a dictionary for help.*

**Ex.** “Me,” Jonas said in a **dejected** voice. He was not looking forward to the end of the training, when he would become the new Receiver.

- a. Rewrite Sentence: “Me,” Jonas said in a depressed voice. He was not looking forward to the end of the training, when he would become the new Receiver.
  - b. Explanation: Dejected conveys the depth of Jonas’s sadness, and that he does not want to be the new Receiver. Depressed just tells the reader that Jonas is sad.
1. The Giver hesitated painfully, as if saying the name aloud might be **excruciating**. “Her name was Rosemary,” he told Jonas, finally.

- a. Rewrite Sentence: \_\_\_\_\_  
\_\_\_\_\_
- b. Explanation: \_\_\_\_\_  
\_\_\_\_\_

2. “I [Giver] couldn’t bring myself to **inflict** physical pain on her [Rosemary].”

- a. Rewrite Sentence: \_\_\_\_\_  
\_\_\_\_\_
- b. Explanation: \_\_\_\_\_  
\_\_\_\_\_

3. “I wish I could watch,” he [Jonas] added, as an **afterthought**.

- a. Rewrite Sentence: \_\_\_\_\_  
\_\_\_\_\_
- b. Explanation: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_

4. "I [Giver] do know that I sat here numb with horror. **Wretched** with helplessness."

a. Rewrite Sentence: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

5. "I [Giver] am **empowered** to lie. But I have never lied to you [Jonas]."

a. Rewrite Sentence: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

6. "I [Giver] think that they [citizens] can, and that they will **acquire** some wisdom."

a. Rewrite Sentence: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

7. Confronted by a situation which they [citizens] had never faced before, and having no memories from which to find either **solace** or wisdom, they would not know what to do and would seek his [Giver's] advice.

a. Rewrite Sentence: \_\_\_\_\_

b. Explanation: \_\_\_\_\_



Name \_\_\_\_\_ Period \_\_\_\_\_

**Chapters Twenty-One—Twenty-Three**  
**Note-Taking and Summarizing: Chapter 21**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_

Period \_\_\_\_\_

**Note-Taking and Summarizing: Chapters 22-23**

<b>Setting</b>	
<b>Characters</b>	
<b>Summary of the Chapter</b>	
<b>Prediction of Coming Events</b>	

Name \_\_\_\_\_

## **Chapters Twenty-One—Twenty-Three Comprehension Check**

**Directions:** To help you understand all aspects of the novel, answer the questions for Chapters 21-23. Write your answers on a separate sheet of paper in complete sentences.

### **Chapter Twenty-One**

1. What forces Jonas to flee the community sooner than he has planned?
2. Discuss how Jonas staying overnight with The Giver leads to the death of Gabriel.
3. Show how the author lets the reader believe that Gabriel has died.
4. Infer why citizens may not leave their dwellings at night or travel outside the community.
5. Create a different escape plan for Jonas and Gabriel.
6. Explain how Jonas nurtures Gabriel more than the Nurturers do, and how this is different from the newchildren's caretakers being called Nurturers.
7. Describe how the author uses planes to bookend the novel. What is the author's purpose?
8. How well do you think The Giver's plan to return memories to the community works?
9. Relate how the author introduces elements of science fiction into the novel.
10. Estimate how far Jonas and Gabriel have traveled and if they have reached other communities.

### **Chapter Twenty-Two**

1. Analyze how the natural world changes as Jonas and Gabriel flee the community.
2. Discriminate between Jonas's and Father's methods of nurturing children.
3. Tell how Jonas's survival instincts while he is fleeing the community differ from those he lived in the community.
4. Differentiate how Jonas feels about his survival compared to how he felt in the community.

### **Chapter Twenty-Three**

1. Examine what Jonas experiences: Is the snow just a figment of his imagination? Is the snow real? Is Jonas freezing and/or starving to death?
2. Contrast Gabriel when he is fleeing the community to how he behaves in the community.
3. Imagine and describe what the boundary between the community and the outside world looks like.
4. Assess if Jonas is dreaming, dying, or really escaping the community. What clues lead you to think whether a sled would be waiting if the scene is real?
5. What clues lead the reader to think that Jonas is reaching for a world that he thought existed?
6. Lois Lowry intended the ending of the novel to be ambiguous. Discuss the ending. Why or why not? Discuss other possibilities for the ending.

## Chapters Twenty-One—Twenty-Three

### Standards Focus: Elements of Plot

**Plot** is the related series of events that create the action in a novel. There are several parts of a plot:

- **Exposition**- the beginning of the novel that gives background information on the setting and characters
- **Rising action**- the development of complications and problems within the novel
- **Climax**- the turning point of the novel when the protagonist makes an important decision that often changes the direction of the story
- **Falling action**- the action that occurs after the climax when the story begins to wrap up
- **Resolution**- the conclusion of the novel when the loose ends are tied up

**Directions:** Complete the chart below, filling in each box with a short description of the action that corresponds with each box.

