

The Giver

by
Lois Lowry

Literature Study Packet

Completed by:

A Very Short Biography of Ms. Lois Lowry



Lois Lowry was born on March 20, 1937, in Honolulu, Hawaii, to Katharine, a teacher, and Robert Hammersberg, an army dentist who was stationed near Pearl Harbor. Lois, her siblings, and her mother moved away to Pennsylvania before the Pearl Harbor bombings in 1941. By her own account, her childhood was safe, happy, and predictable. Her father was deployed for several years, so Lowry grew up largely without his presence.

Lowry learned to read at an early age, and she loved to create stories in her mind as a child. She graduated from high school at sixteen and matriculated at Pembroke College, a women's college that was connected to and was later absorbed into Brown University, where she studied writing with the hope of becoming a novelist.

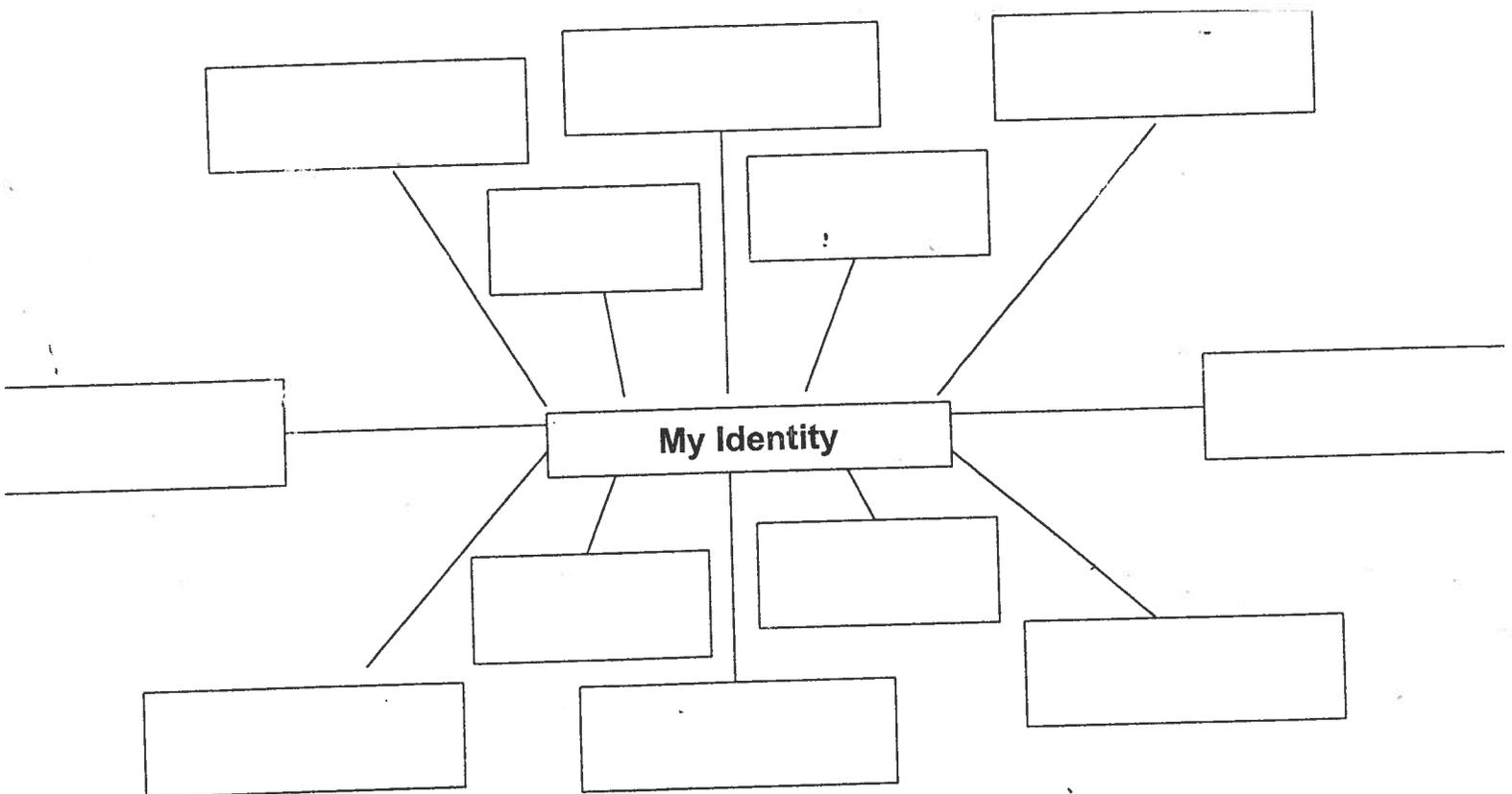
Lowry has written around 40 books, most for children. She has won countless awards for her writing, among them, 2 Newberry Medal Awards (one of the most highly regarded awards that can be given to an author of children's literature.)

For more information about Lois Lowry, go to <http://www.loislowry.com/>

The Giver – Pre-reading Activity

According to the Merriam Webster dictionary, the word “identity” means - *the distinguishing character or personality of an individual*. In other words, it’s what makes individuals unique and different from one another.

Think about your own identity. In the graphic organizer below, write down any ideas and characteristics of your identity that you can think of. What makes you unique and special? What makes you who you are?



Name: _____

The Giver Comprehension Questions

Directions:

Answer the following questions. All answers should be in complete sentences (explain all answers in 2-3 sentences) and written neatly on your own sheet of paper. *Answers must be rephrased in your own words.*

Chapter 1:

1. Describe Jonas' family's evening ritual.
2. List all the reasons that a community member can be released.
3. What is the rule about family units?

Chapter 2:

1. When do new children turn One?
2. How do family units get a second new child?
3. Who is The Receiver?

Chapter 3:

1. What do Gabriel and Jonas have in common?
2. Describe the life of a Birthmother.
3. What happens to Jonas as a result of his decision to take an apple?

Chapter 4:

1. Why does Jonas have no idea about what his assignment will be?
2. What tasks do Jonas, Asher, and Fiona perform?
3. What happens at a release of the Old?

Chapter 6:

1. Where do released members go?
2. Describe the Ceremony of Loss.
3. How are spouses chosen?

Chapter 7:

1. Why would Asher have been a poor Instructor of Threes?
2. Describe the discipline methods for Threes.
3. What is Asher's assignment? What is Fiona's assignment?

Chapter 8:

1. Why isn't Jonas assigned?
2. How does the committee select a Receiver?
3. What are the qualities The Receiver must have?

Chapter 9:

1. How does the selection make Jonas feel? Why is this an unusual feeling for him?
2. What happened to the previous selection?
3. What are Jonas' rules? How does he react to each of them?

Chapter 10:

1. Why does the attendant's behavior surprise Jonas?
2. What was the explanation for the locks? Why are they unusual?
3. Describe The Receiver.

Chapter 11:

1. Describe how the memory is given to Jonas.
2. What happens to The Receiver's memory when he gives it to Jonas?
3. What is the first painful memory Jonas receives?
4. What does the old Receiver of Memory tell Jonas to call him?

Chapter 12:

1. What does Jonas dream about?
2. How are the Old punished?
3. Why do the faces change for Jonas at the Ceremony?

Chapter 13:

1. Why does Jonas think lack of color is "unfair"?
2. What memory does Jonas receive?
3. What happened when the previous Receiver-in-training failed?

Chapter 14:

1. How is the new memory of a sled ride different?
2. Why does Jonas feel lonely that evening?
3. What release is Jonas' father preparing for?
4. What happens to Larissa?

Chapter 15:

1. What memory does The Giver give Jonas?

Chapter 16:

1. What does Jonas learn from the birthday memory?
2. Which memory is The Giver's favorite?
3. What new words, concepts or emotions does Jonas learn in this memory?

Chapter 17:

1. How does Jonas feel now about the ritual of family members telling their feelings?
2. What are Asher and the other children playing?
3. Why does Father bring home a discipline wand now?

Chapter 18:

1. What painful memories did The Giver give to Rosemary?
2. What happened to the previous Receiver-to-be?
3. Why was Rosemary's failure a disaster?
4. What would occur if something happened to Jonas after one year of training?

Chapter 19:

1. How is Jonas able to watch the twin's release after it happened?
2. Describe Father's attitude about the release.

Chapter 20:

1. What does The Giver identify as the worst part of keeping the memories?
2. Why does The Giver need to stay in the community?
3. What is the plan that Jonas and The Giver have created?

Chapter 21:

1. How does Jonas get Gabe to sleep?
2. What was the routine during Jonas and Gabe's journey?
3. Why does Jonas give Gabe memories of snow when the planes fly overhead?

Chapter 22:

1. What evidence do you have that Jonas is near Elsewhere?
2. What is the "plane" that Gabe sees?
3. What is Jonas' biggest fear?
4. What is Jonas' feeling at the end of the chapter?

Chapter 23:

1. What memory does Jonas give Gabe? Why?
2. What is waiting at the top of the hill?
3. What do you think happens to Gabe and Jonas at the end and even after the book ends?

VOCABULARY WORKSHEET CHAPTERS 1-2 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. IMMEDIATELY, the rasping voice through the speakers had said. (2)
2. Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above. (3)
3. I guess I just got distraught watching them. (4)
4. Apprehensive, Jonas decided. That's what I am. (4)
5. He's a sweet little male with a lovely disposition. (7)
6. We have him in the extra care section for supplementary nurturing, but the committee's beginning to talk about releasing him. (7)
7. . . . because it occurred to me that it might enhance his nurturing if I could call him by a name. (12)
8. Well, it was clear to me—and my parents later confessed that it had been obvious to them, too—what my aptitude was. (15)

Part II Match the vocabulary words with their dictionary definitions

- | | |
|---------------------|-------------------------------|
| ___ 1. rasping | A. fearful; anxious |
| ___ 2. palpable | B. easily perceived; obvious |
| ___ 3. distraught | C. a harsh, grating sound |
| ___ 4. apprehensive | D. talent |
| ___ 5. disposition | E. personality |
| ___ 6. nurturing | F. improve |
| ___ 7. enhance | G. very upset; agitated |
| ___ 8. aptitude | H. helping to grow or develop |

VOCABULARY WORKSHEET CHAPTERS 3-5 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. Lily, he decided, would have to learn that soon, or she would be called in for chastisement because of her insensitive chatter. (20)
2. "I think I'd like that," Lily said petulantly. (22)
3. No one had mentioned it, not even his parents, because the public announcement had been sufficient to produce the appropriate remorse. (23)
4. All of his volunteer hours would be carefully tabulated at the Hall of Open Records. (28)
5. "And of course," she added primly, "all lives are meaningful. I don't mean that they aren't." (31)

Part II: Match the vocabulary words with their dictionary definitions.

- | | |
|---------------------|-----------------------------------|
| ___ 1. chastisement | A. in a precise and proper manner |
| ___ 2. petulantly | B. recorded and filed |
| ___ 3. remorse | C. regret |
| ___ 4. tabulated | D. punishment |
| ___ 5. primly | E. in an ill-tempered way |

VOCABULARY WORKSHEET CHAPTERS 6-7 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. The little girl nodded and looked down at herself, at the jacket with its row of large buttons that designated her as a Seven. (40)
2. Jonas stowed his bicycle beside Mother's and made his way through the throng to find his group. (41)
3. He had been given an unusual and special reprieve from the committee, and granted an additional year of nurturing before his Naming and Placement. (42)
4. The audience applause, which was enthusiastic at each naming, rose in an exuberant swell when one parental pair, glowing with pride, took a male newchild and heard him named Caleb. (44)
5. He knew that his parents cringed a little, as he did, when Fritz, who lived in the dwelling next door to theirs, received his bike and almost immediately bumped the podium with it. (45)
6. His transgressions were small ones, always: shoes on the wrong feet, schoolwork misplaced, failure to study adequately for a quiz. (45)
7. But each such error reflected negatively on his parents' guidance and infringed on the Community's sense of order and success. (46)
8. The Instructors of Threes were in charge of the acquisition of correct language. (54)
9. Even the applause, though enthusiastic, seemed serene when Fiona was given the important Assignment of Caretaker of the Old. (56)
10. Jonas sat, dazed, as they moved into the Thirties and then the Forties nearing the end. (57)

Vocabulary Worksheet Chapters 6-7 - *The Giver* Page 2

Part II: Match the vocabulary words to their dictionary definitions.

- | | |
|-----------------------|--------------------------------|
| ___ 1. designated | A. confused; bewildered |
| ___ 2. throng | B. violations of laws or rules |
| ___ 3. reprieve | C. pardon |
| ___ 4. exuberant | D. purchase |
| ___ 5. cringed | E. high-spirited |
| ___ 6. transgressions | F. indicated; pointed out |
| ___ 7. infringed | G. calm |
| ___ 8. acquisition | H. shrank back in fear |
| ___ 9. serene | I. intruded |
| ___ 10. dazed | J. crowd |

VOCABULARY WORKSHEET CHAPTERS 8-10 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. They applauded at the final Assignment; but the applause was piecemeal, no longer a crescendo of united enthusiasm. (59)
2. The Community, relieved from its discomfort by her benign statement, seemed to breathe more easily. (59)
3. I apologize to you in particular. I caused you anguish. (60)
4. Therefore the selection must be sound. It must be a unanimous choice of the Committee. (62)
5. 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. (64)
6. From this moment you are exempted from the rules governing rudeness. (68)
7. From this moment you are prohibited from dream-telling. (68)
8. But the most conspicuous difference was the books. (74)
9. The failure of the previous selection was ten years ago, and my energy is starting to diminish. (76)
10. At first it's exhilarating: the sled; 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. . ." (78)

Vocabulary Worksheet Chapters 8-10 - *The Giver* Page 2

Part II: Match the vocabulary words to their definitions.

- | | |
|----------------------|--------------------------------------|
| ___ 1. crescendo | A. decrease |
| ___ 2. benign | B. agonizing physical or mental pain |
| ___ 3. anguish | C. noticeable |
| ___ 4. unanimous | D. freed from obligation |
| ___ 5. spontaneously | E. causing to feel energetic |
| ___ 6. exempted | F. unrehearsed |
| ___ 7. prohibited | G. a gradual increase in volume |
| ___ 8. conspicuous | H. complete agreement |
| ___ 9. diminish | I. harmless |
| ___ 10. exhilarating | J. forbidden |

VOCABULARY WORKSHEET CHAPTERS 11-13 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. He was filled with energy, and he breathed again, feeling the sharp intake of frigid air. (80)
2. He could see a bright, whirling torrent of crystals in the air around him, and he could see them gather on the backs of his hands, like cold fur. (81)
3. Tentatively he opened his eyes—not his snow-hill-sled eyes, for they had been open throughout the strange ride. (82)
4. It wasn't a practical thing, so it became obsolete when we went to Sameness. (84)
5. You should be able to perceive the name without being told. (84)
6. He was aware of his own admonition not to discuss his training. (84)
7. When I was observing you, before the selection, I perceived that you probably had the capacity, and what you describe confirms that. (92)
8. it was so—oh, I wish language were more precise. (92)
9. “You’ve come quickly to that conclusion,” he said. (95)
10. “It was chaos,” he said. (104)

Vocabulary Worksheet Chapters 11-13 - *The Giver* Page 2

Part II: Match the vocabulary words to their definitions.

- | | |
|--------------------|---|
| ___ 1. frigid | A. no longer in use |
| ___ 2. torrent | B. to become aware of through the senses |
| ___ 3. tentatively | C. exact |
| ___ 4. obsolete | D. the end or finish |
| ___ 5. perceive | E. a heavy downpour |
| ___ 6. admonition | F. ability to learn |
| ___ 7. capacity | G. uncertain; hesitant |
| ___ 8. precise | H. confusion |
| ___ 9. conclusion | I. very cold |
| ___ 10. chaos | J. a reminder of a forgotten task or duty |

VOCABULARY WORKSHEET CHAPTERS 14-16 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. The sled moved forward, and Jonas grinned with delight, looking forward to the breathtaking slide down through the invigorating air. (108)
2. It was not enough to assuage the pain that Jonas was beginning, now, to know. (110)
3. Excruciating hunger and starvation. (111)
4. Now it was ominous. It meant, he knew, that nothing could be changed. (113)
5. Gabriel had been bathed and was lying, for the moment, hugging his hippo placidly in the small crib that had replaced the basket. . . . (114)
6. The Giver looked up at him, his face contorted with suffering. (118)
7. 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. (121)
8. The Nurturers were very optimistic about Gabriel's future. (128)

Vocabulary Worksheet Chapters ¹⁴⁻¹⁶ ~~14-15~~ - *The Giver* Page 2

Part II: Match the vocabulary words to their definitions.

- | | |
|---------------------|--------------------------------|
| ___ 1. invigorating | A. hopeful; expecting the best |
| ___ 2. assuage | B. twisted; disfigured |
| ___ 3. excruciating | C. unfavorable; threatening |
| ___ 4. ominous | D. to relieve |
| ___ 5. placidly | E. overjoyed |
| ___ 6. contorted | F. peacefully |
| ___ 7. ecstatic | G. agonizing |
| ___ 8. optimistic | H. refreshing; stimulating |

VOCABULARY WORKSHEET CHAPTERS 17-19 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

1. And his new, heightened feelings permeated a greater realm than simply his sleep. (131)
2. Feelings surged within Jonas. (133)
3. "Me," Jonas said in a dejected voice. (139)
4. The Giver looked at him gravely. "You must stay away from the river, my friend," he said. (144)
5. "Wretched with helplessness." (151)

Part II: Match the vocabulary words with their definitions.

- | | |
|------------------|--------------------------------|
| ___ 1. permeated | A. requiring serious thought |
| ___ 2. surged | B. spread or flowed throughout |
| ___ 3. dejected | C. depressed |
| ___ 4. gravely | D. miserable |
| ___ 5. wretched | E. increased suddenly |

VOCABULARY WORKSHEET CHAPTERS 20-23 - *The Giver*

Below are the sentences in which the vocabulary words appear in the text. Read the sentences. Use any clues you can find in the sentences combined with your prior knowledge then write what you think the underlined words mean in the spaces provided.

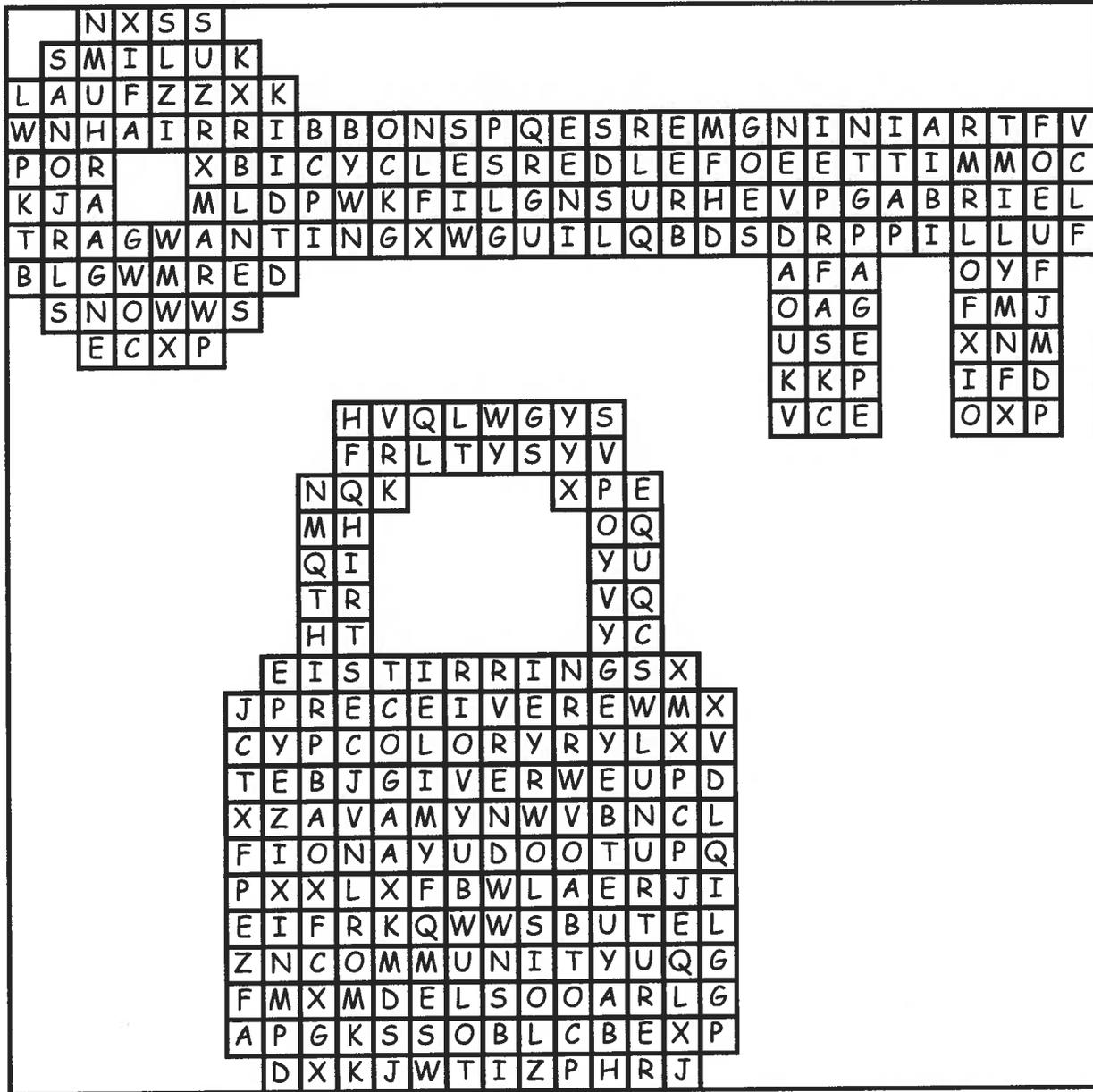
1. It's the same life that you would have, if you had not been chosen as my successor. (153)
2. She's very efficient at her work, your red-haired friend. (153)
3. By midday Jonas's absence would become apparent, and would be a cause for serious concern. (160)
4. All of it—all the things they had thought through so meticulously—fell apart. (163)
5. "Yes, we did," Mother agreed emphatically. (165)
6. Together the fugitives slept through the first dangerous day. (167)
7. As he pedaled through the nights, through isolated landscape now, with the communities far behind and no sign of human habitation around him or ahead, he was constantly vigilant, looking for the next nearest hiding place should the sound of engines come. (169)
8. it was a subtle change, hard to identify at first. (170)
9. During his twelve years in the Community he had never felt such simple moments of exquisite happiness. (171)
10. But the hill was treacherously steep; he was impeded by the snow and his own lack of strength. (177)

Vocabulary Worksheet Chapters 20-23 - *The Giver* Page 2

Part II: Match the vocabulary words to their definitions.

- | | |
|---------------------|-------------------------------------|
| ___ 1. successor | A. visible; easily seen |
| ___ 2. efficient | B. people running away |
| ___ 3. apparent | C. lovely |
| ___ 4. meticulously | D. one who comes next |
| ___ 5. emphatically | E. extremely concerned with details |
| ___ 6. fugitives | F. alert; watchful |
| ___ 7. vigilant | G. stopped progress |
| ___ 8. subtle | H. indirect; faint |
| ___ 9. exquisite | I. expressed forcefully |
| ___ 10. impeded | J. done with a minimum of waste |

Word Search: Book - The Giver



JONAS
 ASHER
 COLOR
 COMMITTEE OF ELDERS
 STIRRINGS
 LOIS LOWRY
 BICYCLE

GABRIEL
 SNOW
 RED
 RECEIVER
 COMMUNITY
 HAIR RIBBONS

FIONA
 SLED
 NURTURER
 GIVER
 WANTING
 TRAINING

Time Line

Construct a time line of Jonas's life beginning with the Ceremony of Twelve to after his escape from the community. Include 10 or more events on your time line.

Choose two events to illustrate. Use only black, white, and gray before Jonas's escape from the community and choose many colors to draw events after his escape. When all events have been completed and illustrated in the sections below, cut the sections from this page and paste them together in the proper order.

