

Writing Baseline Assessment Unit 3

Directions: Respond to the prompt by writing a full-length essay. You may use a separate piece of paper to plan your response.

Prompt: Would you rather have complete freedom in a dangerous world, or very little freedom in a world that is very safe? Answer the question in the form of a full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.

Write your essay here:

Name _____

Class _____

Vocabulary for Unit 3: *The Giver* — LIST 1

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Accustomed (uh-kuhs-tuhmd)

The dog was accustomed to getting food scraps from the table.



It took a few minutes for Carlie's eyes to become accustomed to the sun.


What's your **prediction**?

My Answer:

Correct Definition:

2. Conceivable (kuhn-see-vuh-buhl)

It is conceivable that the teacher will give a quiz today for last night's reading.



The girls look so alike; it's conceivable that they're twins.

What's your **prediction**?

My Answer:

Correct Definition:

3. Defy (dih-fahy)

Tahmir defied the school's policy about boys having long hair by refusing to cut his dreadlocks.



Mike defied his mother by going to the concert after she said no.

What's your **prediction**?

My Answer:

Correct Definition:

4. Diminish (dih-min-ish)

Buying jeans and a new shirt diminished the amount of money in Jayden's wallet.



Earth seemed to diminish as the spaceship gained velocity and speed.

What's your **prediction**?

My Answer:

Correct Definition:

5. Disquiet (dis-kwahy-it)

The families near the burn area were disquieted by the smoke in the skies.



There was a feeling of disquiet as Joe thought about his son leaving.

What's your **prediction**?

My Answer:

Correct Definition:

6. Exempt (ig-zempt)

All students with a 90% average or better were exempt from doing the project.



Mom made it clear that no one in the house was exempt from washing her hands.

What's your **prediction**?

My Answer:

Correct Definition:

7. Haste (heyst)

Kimberly left the house with such haste that she forgot her purse.



The lead car took off in haste.

What's your **prediction**?

My Answer:

Correct Definition:

8. Relish (rel-ish)

You could see in her eyes that she relished the cookies her mother made for her.



The baby relished the delicious ice cream on his birthday.

What's your **prediction**?

My Answer:

Correct Definition:

9. Solemn (sol-uhm)

In a solemn tone, the doctor told the family how ill their relative was.



Visiting the national graveyard is a solemn occasion.

What's your **prediction**?

My Answer:

Correct Definition:

10. Transmit (trans-mit)

It was an incredible discovery to learn sound waves could be transmitted in the air and picked by a radio receiver.



Someone wearing a mask is less likely to transmit the virus.

What's your **prediction**?

My Answer:

Correct Definition:

Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).



SET 1: Accustomed Conceivable Defied Diminished Disquieted

1. After Janay told her best friend that she wanted a party, it was ____ that her friend would tell the others.
2. After scrubbing the floor for a few minutes, Tom was pleased to see the spot ____ to almost nothing.
3. After a few meals, J'oi was growing ____ to the spiciness of the Mexican food.
4. Everyone felt ____ while waiting for the ambulance to arrive at the scene of a bad accident.
5. After being paralyzed from the waist down in a bad accident, Unique ____ the odds by playing multiple sports.

My answer

SET 2: Exempt Haste Relished Solemnly Transmitted

6. Yung always made mistakes in his paintings when he does them in ____.
7. Patrick ____ got down on one knee and asked Kelly if he could take her to dance.
8. If Barb buys \$50 worth of products, she will be ____ from shipping charges.
9. After eating only bland foods, Jasmine ____ the spicy, flavorful pizza.
10. We now know the Zika virus is ____ through mosquito bites.

My answer



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

SET 1:

Accustomed Conceivable Defied Diminish Disquieted

- Many teenagers get a job when they turn 16. It can be at a store, or cutting grass, or babysitting. Janice just turned 16.

It is _____ that Janice will get a job because _____.

My Answer	My Reason

- Leslie was worried about her test score. She had studied, but didn't feel good about her performance. She thought, if she could just see her test score, she might be able to relax for the weekend.

Leslie is _____ because _____.

My Answer	My Reason

3. Everyone thinks that being beautiful is just about a person's appearance. But if you have a bad attitude, it makes you less beautiful. If you treat others poorly, it makes you less beautiful. If you don't do right by your friends, it makes you less beautiful.

You can _____ your beauty by _____.

My Answer	My Reason

4. It was illegal to use any language other than the official language of the country. You could be put in jail if you spoke another language aloud. Rose Ann's father taught all his children their native language to make sure they knew it. He made them promise to teach their children, too.

Rose Ann's father _____ the government because _____.

My Answer	My Reason

5. Usually, when Cami asks his father for something, his father gets it. He asked his father for some new shoes; his father bought them. He asked his father for a new watch, his father got it. So Cami was shocked when he asked his father for a new phone, and his father didn't get it.

Cami is _____ to getting what he wants because _____.

My Answer	My Reason

SET 2:

Exempt Hastily Relish Solemn Transmit

6. After the play, one football player lay on the field, not moving. Everyone in the stands became quiet, and all the band members sat down and remained silent. One coach and the medic ran onto the field. Everything seemed to freeze until the player was able to stand.

It was a _____ moment on the field because _____.

My Answer	My Reason

7. Jarrell was thrilled to get a call saying he'd been picked for the reality show, but they said he only had 30 minutes to get to the airport. He ran through the house grabbing clothes, shoes, his favorite shirt, and his lucky necklace. He almost forgot underwear, but his mother said, "Don't forget your underwear!"

Jarrell had to pack _____ because _____.

My Answer	My Reason

8. Kelis was one of the best cheerleaders on the team. Not only could she do all the gymnastic moves, she was also a great dancer. During tryouts, everyone else had to perform a second dance, but not Kelis. She scored high enough on her first dance that she was not required to do a second.

Kelis was _____ from the second dance because _____.

My Answer	My Reason

9. Many kids today don't know about faxes or fax machines. There was a time when, if you wanted to send a document to someone in another place, you would use a machine connected to a phone line. The machine would scan the document and send it to the other person. Most people didn't own these machines, so they would have to go to a store to send the fax.

People used to _____ documents by fax because _____.

My Answer	My Reason

10. Ronald has four brothers and they all share the same bathroom. Saturday mornings are Ronald's favorite because all of his brothers have sports practice. This means Ronald can take a long shower and watch whatever show he wants while he eats his breakfast.

Ronald _____ Saturday mornings because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Send Anxiety Resist Familiar Excused Hurry Serious Believable Reduce Enjoyment

Words	My Answer
1. Accustomed	
2. Conceivable	
3. Defy	
4. Diminish	
5. Disquiet	
6. Exempt	
7. Haste	
8. Relish	
9. Solemn	
10. Transmit	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. What is something you were accustomed to doing in elementary school that you do not do in middle or junior high school? Explain why.

2. Is it conceivable that a teenager can do brave things — or can only adults do those things? Explain why.

3. Is there ever a noble or just reason to defy the government or a parent? If yes, explain why and when. If no, explain why not.

4. If a friend were anxious about meeting new people or giving a presentation, what advice would you give them to diminish their anxiety?

5. Do you ever feel disquiet when you are walking alone or in the dark? Explain why.

6. What is something you wish you were exempt from doing at school? Why?

7. Describe a situation in which you (or a character in a book or movie) had to redo something that was done in haste.

8. If you could only eat one food for the rest of your life, what one food would you relish forever? What makes it so good?

9. Do you think most religious services are solemn or joyful? Explain your thinking.

10. If you were able to transmit a special quality or ability to people just by touching them, what power, skill, or quality would you want to transmit?

Name _____ Class _____

THE GIVER — Chapter 1 (Pages 1-13)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Defy (di-fy) — p. 7
Purpose for Reading	
To learn about Jonas and his community.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 1: "It was almost December, and Jonas was beginning to be frightened." To Page 6: "That's what I am."	1. A: What does Jonas's concern with finding the right word to describe his feelings tell you about him as a character? B: What does it tell you about how this community views language? [RL 7.3]	
Start Page 6: "Who wants to be the first tonight..." To Page 9: "He guessed that his own had been, too, when he was a Seven."	2. What are Sevens and Elevens? [RL 7.1] 3. Define the term 'animal' in your own words. Then, compare your definition to Lily's. How are your definitions similar? How are they different? [RL 7.4]	

Start Page 9: “He listened politely, though not very attentively...”	4. A: What is a newchild? B: What do you think Jonas’s father’s job is based on what you have read about him? [RL 7.1]	
To Page 13: “This talk will be a private one with Jonas.”	5. What does Jonas’s family dinner reveal about marriage in his community? [RL 7.3]	
	6. Consider the following quotation: “Jonas sighed. This evening he almost would have preferred to keep his feelings hidden. But it was, of course, against the rules.” (12) A: What does this excerpt reveal about the community? B: How does Jonas appear to feel about this based on his reaction in the quote? [RL 7.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • What daily routines do you have in common with Jonas? How does his day vary from yours? • Do you think that the government should limit the size of families in real life? Why or why not? • Which of Jonas’s fears can you relate to? Which of them do you not relate to? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 1 (Pages 1-13). *5 minutes*



1. What is the *best* meaning of “**rituals**” as it is used in the following sentence on page 6? **[RL 7.4]**
*“It was one of the **rituals**: the evening telling of feelings.”*
 - A. parties
 - B. surprises
 - C. occasions
 - D. ceremonies
2. Which of the following events is an example of how this community makes precision of language a serious duty? **[RL 7.1]**
 - A. Children not being allowed to use the word ‘released’ jokingly
 - B. Asher being mocked and bullied by his classmates for using the wrong word
 - C. Jonas’s father reminding his sister Lily that each family can only have one male and one female child
 - D. Jonas immediately finding the right word to describe his feelings about the upcoming ceremony
3. Which of the following best describes Jonas’s attitude when he learns that his mother needs to release a criminal for breaking the rules three times? **[RL 7.6]**
 - A. Jonas feels relieved that justice is being carried out.
 - B. Jonas feels bad for the man and wishes there was another way.
 - C. Jonas feels embarrassed for the disgrace this will bring to the man’s family unit.
 - D. Jonas feels angry that someone would break the rules so many times without learning his lesson.
4. What does Jonas’s family’s attempts to soothe his mother reveal about this community’s family values? **[RL 7.1 & RL 7.3]**
 - A. They don’t use physical touch to soothe one another.
 - B. They value processing emotions in isolation away from others.
 - C. They want to help one another feel better when they are struggling emotionally.
 - D. They expect individual strength and self-reliance from everyone in the community.

Name _____ Class _____

Independent Practice for Chapter 1 (Pages 1-13)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

How does Jonas's community view those who don't follow the rules? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 2 (Pages 14-24)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how characters are shaped by the setting in which they live and the events which they experience. [RL 7.3]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To learn about the Ceremony of Twelves and how it will affect Jonas.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 14: "Jonas watched as his father poured a fresh cup of coffee." To Page 18: "... until the citizens forgot that it had ever gone to them for study."	1. What does the Ceremony of Ones reveal about the way this community views the value of each individual person? [RL 7.6]	
	2. A. How are families made in this community? B. What is the impact of forming families this way? [RL 7.3]	
	3. How is The Receiver different from other members of the Council of Elders? [RL 7.1]	

	4. What does the discussion of bicycles reveal about the community's approach to rule changes? [RL.7.3]	
Start Page 18: "His father continued." To Page 24: "... or how he might feel about it when the day came.	5. How does Jonas's father view the process of assigning professions? Why? [RL.6]	
	6. How will Jonas's experience at the Ceremony of Twelves be different from his father's? [RL.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • Make a guess about what would happen if a citizen did not want to do his or her Assignment. Do you think it would be tolerated? Why or why not? • Would you allow someone else to select your profession? Why or why not? • What are the pros and cons of the way this community forms families? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 2 (Pages 14-24). *5 minutes*



1. What is the *best* meaning of “**confided**” as it is used in the following sentence on page 15? [RL 7.4]

“I could have sneaked a look at the list prior to the ceremony,” Father confided. “The committee always makes the list in advance, and it’s right there in the office at the Nurturing Center.

“As a matter of fact,” he went on, “I feel a little guilty about this. But I did go in this afternoon and looked to see if this year’s Naming list had been made yet. It was right there in the office, and I looked up number Thirty-Six — that’s the little guy I’ve been concerned about — because it occurred to me that it might enhance his nurturing if I could call him by a name. Just privately, of course, when no one else is around.”

- A. said proudly
 - B. said publically
 - C. said privately
 - D. said ashamedly
2. What does the passage above reveal about Jonas’s father as a character? [RL 7.3]
- A. Jonas’s father is a bad man.
 - B. Jonas’s father is willing to break the rules to help someone.
 - C. Jonas’s father regrets breaking the rules to find out Gabe’s name.
 - D. Jonas’s father believes the rules are pointless, and he sees no point in following them.
3. On page 22, Jonas’s mother states, “*When I entered my training for Law and Justice, I found myself with people who shared my interests. I made friends on a new level, friends of all ages.*” What does this suggest about the role that Assignments have in guiding a person’s life? [RL 7.3]
- A. Assignments have no impact on a person’s life.
 - B. Assignments bring people with common interests together.
 - C. Assignments force citizens to become friends with people their own age.
 - D. Assignments prohibit citizens from being friends with anyone who is in another Assignment.
4. Which piece of evidence *best* supports the idea that Jonas thinks he can grow up without changing? [RL 7.1]
- A. “‘I enjoy the Naming,’ Jonas said.” (15)
 - B. “Jonas shivered. [...] The Ceremony of Twelves was the last of the Ceremonies. The most important.” (18)
 - C. ‘Jonas shook his head. ‘Asher and I will always be friends,’ he said firmly.” (22)
 - D. ““Did you still play at all, after Twelve?’ Jonas asked.” (23)

Name _____ Class _____

Independent Practice for Chapter 2 (Pages 14-24)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
How does the approaching Ceremony of Twelves affect Jonas? [RL 7.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 3 (Pages 25-32)
By Lois Lowry
DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To understand how the community views those who are different.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 25: "'Oh, look!' Lily squealed in delight." To Page 28: "I guess I'd better be quiet."	1. How are both Jonas and Gabriel different from most of their community? [RL 7.3]	
	2. How does this community view people who are physically different? [RL 7.6]	
	3. Compare the way this community views mothers with the way mothers are traditionally viewed in your culture. How are they different? [RL.6]	
Start Page 28: "Jonas turned to the school assignments on his desk." To Page 32: "... the newchild with	4. What does Jonas's decision to play catch with Asher reveal about him? [RL.7.3]	

his pale, solemn, knowing eyes.”	5. Why does Jonas take the apple home? [RL 7.1]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • How would you feel if your mistakes and rulebreaking were announced publicly? How does this practice benefit the community? • How do you think it would feel to be a Birthmother in this community? 	

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 3 (Pages 25-32). *5 minutes*



1. Reread the following passage from page 29:

“Lily was never quiet. Probably she should hope for an Assignment as Speaker, so that she could sit in the office with the microphone all day, making announcements. He laughed silently to himself, picturing his sister droning on in the self-important voice that all the Speakers seemed to develop, saying things like, ATTENTION, THIS IS A REMINDER TO FEMALES UNDER NINE THAT HAIR RIBBONS ARE TO BE NEATLY TIED AT ALL TIMES. He turned toward Lily and noticed to his satisfaction that her ribbons were, as usual, undone and dangling. There would be an announcement like that quite soon, he felt certain, and it would be directed mainly at Lily, though her name, of course, would not be mentioned. Everyone would know.”

How does the way the community is run affect Jonas’s opinion of Lily? **[RL 7.3]**

- A. Jonas feels bad for what is going to happen to Lily because of her violation.
 - B. Jonas is embarrassed by his sister because everyone knows what she does wrong.
 - C. Jonas is worried about which rules he has broken because he sees how Lily is treated.
 - D. Jonas judges Lily for not following the rules because judging others is accepted behavior.
2. In the same passage from page 29, how are Lily and Jonas’s points of view toward the Speaker different? **[RL 7.6]**
- A. Jonas cares more about being publicly humiliated by the Speaker than Lily does.
 - B. Lily cares more about being publicly humiliated by the Speaker than Jonas does.
 - C. Lily and Jonas both agree that the Speaker is unimportant.
 - D. Jonas does not care about the Speaker, but Lily does.
3. What is the best meaning of “**nondescript**” as it is used in the following sentence on page 30? **[RL 7.4]**
- “The apple had changed. Just for an instant. It had changed in mid-air, he remembered. Then it was in his hand, and he looked at it carefully, but it was the same apple. Unchanged. The same size and shape: a perfect sphere. The same **nondescript** shade, about the same as his own tunic.”*
- A. mysterious
 - B. unexciting
 - C. glittering
 - D. bleak
4. How does Jonas seeing the apple change in mid-air set the plot of the rest of the chapter into action? **[RL 7.3]**
- A. It causes Jonas to hide the apple in a bush because he is frightened by what happened.
 - B. It causes Jonas to take a bite of the apple to see if it tastes different, which makes him sick.
 - C. It causes Jonas to bring the apple home, get caught and be publicly humiliated by the Speaker.
 - D. It causes Jonas to bring the apple home, get caught and be punished when Lily finds it on his desk.

Name _____ Class _____

Independent Practice for Chapter 3 (Pages 25-32)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

What is more important to this community: the well-being of an individual or of the group? [RL.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapters 4 and 5 (Pages 33-50)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Disquiet (dis-kwahy-it) - page 44
Purpose for Reading	
To understand how the community handles the changes that come with age.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 33: "Jonas rode..." To Page 37: "... probably all of his friends were, too."	1. Jonas considers "the freedom to choose where to spend [volunteer] hours" to be "a wonderful luxury" (33). Why does Jonas feel this way? [RL 7.3]	
	2. Make a prediction about what Jonas's assignment will be based on what you know about him so far. [RL.7.3]	
Start Page 37: "He passed a caretaker walking slowly..." To Page 42: "'Right!' she hooted, and Jonas helped her from the tub."	3. How are newchildren and the elderly treated similarly in this community? [RL.7.3]	
	4. How is the release of one of the Old different from other times when people are released? [RL.7.3]	

Start Page 43: “Usually, at the morning ritual where...” To Page 50: “The Stirrings were gone.”	5. What do Lily and her Mother’s dreams reveal about how the community enforces rules? [RL 7.3]	
	6. Why are the Stirrings treated with medication? [RL 7.2]	
	7. Describe Jonas’s conflicting feelings about taking the pills for Stirrings. [RL 7.2]	
	8. What purpose does the dream sharing ritual have in this community? [RL 7.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • Compare the treatment of elderly people in Jonas’s community to how they are treated in your community. Which way do you think is best? • Where do you think the Old go when they are released? • How would you feel if you had to report all of your dreams and feelings to your family? • If you visited the community, what would you think of its rules and rituals? Which aspects of life in this community would you find particularly strange? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapters 4 and 5 (Pages 33-50). 5 minutes



1. What is the *best* meaning of “**serene**” as it is used in the following sentence on page 36? **[RL 7.4]**
*“It was a **serene** and slow-paced place, unlike the busy centers of manufacture and distribution where the daily work of the community occurred.”*
 - A. calm
 - B. secret
 - C. serious
 - D. confusing
2. Which detail from below *best* shows Jonas’s caring nature? **[RL 7.1]**
 - A. “She looked toward Jonas and smiled, but her dark eyes were clouded and blank. He realized she was blind.” (37)
 - B. “He had worked here before; he knew what to do.” (38)
 - C. “‘Your turn, Larissa,’ he said, reading the nametag on the woman’s robe. ‘I’ll just start the water and then help you up.’” (38)
 - D. “Jonas thought Larissa had drifted into sleep, as the Old often did, and he was careful to keep his motions steady and gentle so he wouldn’t wake her.” (39)
3. What does the dream-telling ritual reveal about the community’s values? **[RL 7.3]**
 - A. They value cleverness and imagination.
 - B. They value emotional peace over privacy.
 - C. They value family togetherness and sharing.
 - D. They value individuality over group togetherness.
4. Which statement *best* describes Jonas’s community? **[RL 7.3]**
 - A. The community encourages each person to feel proud of their uniqueness.
 - B. The community is made up of separate groups with different viewpoints.
 - C. The community has many rules that keep people safe, calm, and equal.
 - D. The community is lawless and people there are in constant danger.

Name _____ Class _____

Independent Practice for Chapters 4 and 5 (Pages 33-50)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
What does this community value more: freedom or peace? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

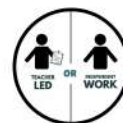
Name _____ Class _____

THE GIVER — Chapter 6 (Pages 51-62)
By Lois Lowry
DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how characters are shaped by the setting in which they live and the events which they experience. [RL 7.3]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To learn about family life in Jonas's community.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 52: "'Lily, please hold still,' Mother said again." To Page 53: "... making it wave, too."	1. How does grouping people by their age affect the way the citizens view themselves? [RL 7.3]	
Start Page 54: "It wasn't Gabriel." To Page 58: "Finally it was the morning of the Ceremony of Twelve."	2. Consider this quotation: "Normally such a newchild would be labeled Inadequate and released from the community." (54) What does this reveal about why newchildren don't receive their names until the Ceremony of Ones? [RL 7.3]	

	<p>3. Consider this quotation: “Fiona’s new brother had been named Bruno. It wasn’t a <i>great</i> name, Jonas thought, like — well, like Gabriel, for example. But it was okay.” (56)</p> <p>What does this quotation reveal about Jonas’ feelings for Gabriel? [RL 7.6]</p>	
	<p>4. Compare how this community responds to losing someone to the way your community responds. [RL 7.1]</p>	
	<p>5. What does the Murmur of Replacement ceremony indicate about how this community views its members? [RL 7.6]</p>	
<p>Start Page 58: “Now Father sat beside Mother in the audience.”</p> <p>To Page 62: “As if in answer to his unspoken wish, the signal came, and...”</p>	<p>6. A: What is Jonas’s attitude toward the Elders’ decisions? [RL 7.6]</p> <p>B: Why do you think he feels this way? [RL 7.1]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • What are some of the benefits and drawbacks of being matched with a spouse by the Committee of Elders? • What are some of the benefits and drawbacks of being given an Assignment by the Committee of Elders? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 6 (Pages 51-62). *5 minutes*



1. What is the *best* meaning of “**meticulously**” as it is used in the following sentence on page 61? **[RL 7.4]**

*“The community was so **meticulously** ordered, the choices so carefully made.”*

- A. lazily
 - B. hastily
 - C. thoroughly
 - D. aggressively
2. Which detail from the text *best* shows the level of thought the Committee of Elders puts into organizing community members’ lives? **[RL 7.1]**
- A. “Gabriel... had not yet gained the weight appropriate to his days of life nor begun to sleep soundly... Normally such a newchild would be labeled inadequate and released from the community.” (54)
 - B. “‘I heard about a guy who was absolutely certain he was going to be assigned Engineer, [...] and instead they gave him Sanitation worker.’” (60)
 - C. “‘If you don’t fit in, you can apply for Elsewhere and be released.’” (61)
 - D. “Even the Matching of Spouses was given such weighty consideration that sometimes an adult who applied to receive a spouse waited months or even years before a Match was approved and announced.” (61-62)
3. Reread the following passage from page 58:
- “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 into the podium with it. Fritz was a very awkward child who had been summoned for chastisement again and again. His transgressions were small ones, always: shoes on the wrong feet, schoolwork misplaced, failure to study adequately for a quiz. But each such error reflected negatively on his parents’ guidance and infringed on the community’s sense of order and success.”*
- How does the structure of the community affect Jonas’s point of view? **[RL 7.3]**
- A. It helps Jonas see Fritz’s potential.
 - B. It causes Jonas to look at Fritz and his parents as disappointments.
 - C. It makes Jonas feel like he should befriend Fritz to help him improve.
 - D. It forces Jonas to acknowledge the things Fritz does well instead of his mistakes.
4. Which detail from the passage above *best* supports the idea that members of this community see being different as undesirable? **[RL 7.1]**
- A. “Fritz, who lived in the dwelling next door to theirs, received his bike and almost immediately bumped into the podium with it”
 - B. “Fritz was a very awkward child”
 - C. “His transgressions were small ones, always: shoes on the wrong feet, schoolwork misplaced, failure to study adequately for a quiz”
 - D. “But each such error reflected negatively on his parents’ guidance and infringed on the community’s sense of order and success.”

Name _____ Class _____

Independent Practice for Chapter 6 (Pages 51-62)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
What role does love play in the creation of families in this community? [RL.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Vocabulary Quiz 1 for Unit 3: The Giver

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
---	----------------------------------

<p>1. Even though the obstacle course was difficult, and many people would tell a child to not do it, Karli decided that she would do it anyway. No one would tell her what she can’t do.</p> <p>A. Defiant B. Disquieted C. Conceivable</p>	<p>My answer</p>
<p>2. Angel wasted his day by napping and watching TV. Then he realized his mother would be home in 15 minutes. He rushed to clean up the kitchen and vacuum the floor.</p> <p>A. Exemption B. Haste C. Relish</p>	<p>My answer</p>
<p>3. Gregorio’s father hadn’t heard from him all day and that wasn’t like him. He usually called in the morning on his way to work and now it was noon. His father kept looking at his phone, worried.</p> <p>A. Exemption B. Haste C. Disquiet</p>	<p>My answer</p>
<p>4. I only eat vanilla ice cream with rainbow sprinkles. I get it every time I go to the ice cream shop. Even if they offer a sampling, I still get vanilla and rainbow sprinkles.</p> <p>A. Transmitted B. Conceived C. Accustomed</p>	<p>My answer</p>

	My answer
<p>5. It had been raining for three days. Nicole was so happy when the sun came out. She went for a long walk, soaking in the beautiful, warm sunshine.</p> <p>A. Diminish B. Relish C. Transmit</p>	
<p>6. During the war, some armies would use morse code or a system of long and short beeps to send information and share messages across battlelines.</p> <p>A. Transmit B. Defy C. Accustom</p>	
<p>7. At the memorial, most people spoke in hushed tones and there was no laughter. Parents held their kids hands and wouldn't let them run around and play. It was a serious affair.</p> <p>A. Conceivable B. Solemn C. Exempted</p>	
<p>8. The first day after laundry was done, the house smelled of fresh scent or sunny breeze. By the end of the week, you could barely smell it. It went from overwhelming to barely there.</p> <p>A. Exempted B. Solemn C. Diminished</p>	
<p>9. My father had been working hard on his job and getting promotions; if he keeps it up, he could be offered a Vice President position. There's only one other person ahead of him.</p> <p>A. Diminished B. Accustomed C. Conceivable</p>	
<p>10. Because of the hard times people were going through, the government allowed people to keep some of the money that would normally go to the government as taxes. People didn't have to do what would normally be required.</p> <p>A. Exemption B. Haste C. Solemn</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>11. <i>I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</i></p> <p>A. <i>Shared</i> B. <i>Dreamed</i> C. <i>Laughed</i></p>	<p>My answer</p> <p>A</p>
---	----------------------------------

	My answer
<p>11. Even though Imani had closed the door tightly, the wind blew it open with a ____ gust.</p> <p>A. Accustomed B. Defiant C. Solemn</p>	
<p>12. Because Moe had missed school when his grandmother died, the teacher ____ him from the quiz on the day he returned.</p> <p>A. Transmitted B. Diminished C. Exempted</p>	
<p>13. Yaneli works late and she usually has someone walk her to her car. Tonight everyone was busy, so she had to walk to the car alone. She felt ____ for the entire walk.</p> <p>A. Diminished B. Disquieted C. Exempted</p>	
<p>14. The painters had obviously worked ____: there was paint splattered on the floor, the wood moulding, and even the ceiling!</p> <p>A. Hastily B. Defiantly C. Solemnly</p>	
<p>15. Miriam ____ holding her infant grandson, because she knew the day would come when he would be too big for snuggles.</p> <p>A. Transmitted B. Accustomed C. Relished</p>	

	My answer
<p>16. When you buy a fish from the pet store, you have to keep them in the bag it came in and place the bag in the fishtank to ____ the fish to the new water temperature.</p> <p>A. Accustom B. Relish C. Transmit</p>	
<p>17. At the football game, the mood was ____ as the ROTC students presented the colors and the band played the “Star-spangled Banner.”</p> <p>A. Accustomed B. Solemn C. Transmitted</p>	
<p>18. Thomas knows his sister has lied to him before. Therefore, it’s ____ that she’s lying now.</p> <p>A. Conceivable B. Accustomed C. Diminishing</p>	
<p>19. To prevent mosquitoes from ____ malaria, a blood disease, many places spray chemicals to kill them and their eggs.</p> <p>A. Transmitting B. Relishing C. Disquieting</p>	
<p>20. With each presentation Yancey made, his fears ____ and he became more confident in talking to large groups of people.</p> <p>A. Disquieted B. Exempted C. Diminished</p>	

Name _____ Class _____

Unit 3: *The Giver*

Vocabulary Quiz 1 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part 2: Fill in the Blank

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____ Class _____

THE GIVER — Chapters 7 and 8 (Pages 63-81)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class:
Purpose for Reading	[None in this chapter]
To see how Jonas reacts to the Ceremony of Twelves and his Assignment.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 63: "Now Jonas's group had taken a new place..." To Page 71: "'Asher,' she said, 'Thank you for your childhood.'"	1. A: How many children are given Assignments each year? B: Why might the Committee of Elders plan it this way? [RL 7.1]	
	2. A: What does the story about Asher reveal about how this community treats those who do not adhere perfectly to the rules? [RL 7.3] B: Consider this quotation: "Eventually, for a period of time, Asher stopped talking altogether, when he was a Three." (70) What does this reveal about the effect of the community's way of raising children? [RL 7.6]	
Start Page 71: "The Assignments continued..."	3. During the Ceremony of Twelve, why does Jonas assume he must have done something wrong? [RL 7.3]	

To Page 75: “Please come to the stage now.”	4. Which words does Lowry use on pages 74-75 to show that Jonas needn’t worry about the Chief Elder’s plans for him? [RL 7.4]	
Start Page 75: “Earlier that day, dressing in his own dwelling...”	5. Why is it so important for the next Receiver-in-training not to fail? [RL.7.1]	
To Page 81: “Or what would become of him.”	6. What qualities does The Receiver need to possess? [RL 7.1]	
	7. How does Jonas’s view of himself shift at various points during this section of reading? [RL 7.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • Should twelve-year-olds be treated as adults? • Was Asher’s punishment when he was a Three appropriate for the mistakes he made? • Would you accept a job if it meant you had to endure pain while doing it? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapters 7 and 8 (Pages 63-81). 5 minutes



1. Reread the following passage from pages 69-70:

“The discipline wand, in the hand of the Childcare worker, whistled as it came down across Asher’s hands. Asher whimpered, cringed, and corrected himself instantly. ‘Snack,’ he whispered.

But the next morning he had done it again. And again the following week. He couldn’t seem to stop, though for each lapse the discipline wand came again, escalating to a series of painful lashes that left marks on Asher’s legs. Eventually, for a period of time, Asher stopped talking altogether, when he was a Three.”

What does this passage reveal about the way the community views small children? [RL.7.6]

- A. They view children with nervousness that leads to ignoring them.
 - B. They view children in an unforgiving way that leads to suffering.
 - C. They view children in a kind way that allows for mistakes.
 - D. They view children as too precious to hurt in any way.
2. Which words in the passage above *best* support the idea that this way of raising children actually hurts them? [RL.7.1]
- A. “whistled as it came down”
 - B. “whimpered, cringed”
 - C. “couldn’t seem to stop”
 - D. “discipline wand came again”

3. What is the *best* meaning of “**astonishment**” as it is used in the following sentence on page 76? [RL 7.4]

*“Then he heard the gasp — the sudden intake of breath, drawn sharply in **astonishment**, by each of the seated citizens.”*

- A. ailment
 - B. amusement
 - C. amazement
 - D. announcement
4. Reread the following passage from page 76:
- “‘We failed in our last selection,’ the Chief Elder said solemnly. ‘It was ten years ago, when Jonas was just a toddler. I will not dwell on the experience because it causes us all terrible discomfort.’ Jonas didn’t know what she was referring to, but he could sense the discomfort of the audience. They shifted uneasily in their seats.”*
- How does the way the Chief Elder describes what happened with the last Receiver-in-training affect Jonas’s point of view regarding his new role in the community? [RL 7.6]
- A. Jonas believes that he will fail and the community will be very disappointed in him.
 - B. Jonas assumes the previous Receiver-in-training failed because they were poorly trained.
 - C. Jonas believes that the role of The Receiver might not be a role anyone is capable of doing successfully.
 - D. Jonas assumes his new role will be extremely difficult, but that he has the community’s sympathy.

5. What piece of evidence *best* demonstrates how important choosing a Receiver is to the community? [RL 7.1]
- A. “‘Jonas has not been assigned,’ she informed the crowd, and his heart sank. ‘Jonas has been *selected*.’” (75)
 - B. “Sometimes we worry that the one assigned might not develop, through training, every attribute necessary.” (77)
 - C. “He is to be alone, apart, while he is prepared by the current Receiver for the job which is the most honored in our community.” (77)
 - D. “It must be a unanimous choice of the Committee. They can have no doubts, however fleeting [...] We have observed [Jonas] meticulously. There were no dreams of uncertainty.” (78)

Name _____ Class _____

Independent Practice for Chapters 7 and 8 (Pages 63-81)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
How is Jonas's view of himself different from the Committee's view of him? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____

Class _____

Vocabulary for Unit 3: *The Giver* — LIST 2

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Anguish (ang-gwish)

It was pure anguish watching her secret crush kiss another girl.



The artist made it look like the statue was in anguish.


What's your **prediction**?

My Answer:

Correct Definition:

2. Dejected (dih-jek-tid)

After her cat died, Sima felt dejected over the loss.



The panda bear looked dejected sitting in the cage.

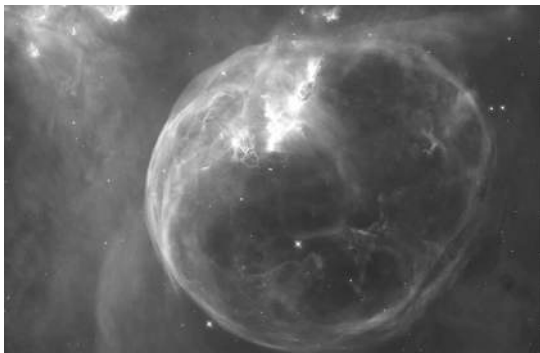
What's your **prediction**?

My Answer:

Correct Definition:

3. Expanse (ik-spans)

The new student felt intimidated looking out across the wide expanse of the cafeteria.



The universe is a great expanse, so its area is hard to measure.

What's your **prediction**?

My Answer:

Correct Definition:

4. Implore (im-plawr)

The teacher implored the students to study all the material before the test.



The dog looked imploringly at the hamburger as its owner ate it.

What's your **prediction**?

My Answer:

Correct Definition:

5. Linger (ling-ger)

Unfortunately, the smell of of Axe cologne lingered in the air long after the boy sprayed it.



The smell of the cookies lingered in the air long after Victoria finished baking.

What's your **prediction**?

My Answer:

Correct Definition:

6. Outlying (out-lahy-ing)

Aida's 100% percent was an outlying grade; the rest of the class scored in the 70s.



It took us two days to reach the outlying village.

What's your **prediction**?

My Answer:

Correct Definition:

7. Receptacle (ri-sep-tuh-kuhl)

Carlos needs a receptacle to hold his dirty clothes; they are everywhere!



Make sure you put all your trash in the correct receptacle!

What's your **prediction**?

My Answer:

Correct Definition:

8. Stealthily (stel-thuh-lee)

I listened out for our parents, as my brothers stealthily grabbed snacks from the kitchen.



The military invested millions of dollars in fighter jets that can fly stealthily under enemy radar.

What's your **prediction**?

My Answer:

Correct Definition:

9. Surge (surj)

The waves surged over the rocks and spilled onto the highway.



Donations surged after JoJo put out a donations box.

What's your **prediction**?

My Answer:

Correct Definition:

10. Treacherous (trech-er-uhs)

Most fantasy movies start with the characters going on a treacherous quest or journey.



The man walked dangerously close to the treacherous cliffs.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

SET 1: Anguished Outlying Expansively Implored Lingered

1. Many students in the ____ buildings at school struggle to make it to their next class on time.
2. In an effort to raise their grades, the students ____ the teacher to give them one more assignment.
3. Even after all the other people left the party, Lionel and Pattie ____, talking and sipping punch.
4. After being hit by a car, the dog let out an ____ howl. It must have hurt a lot!
5. We only had one or two solutions. Ms. Reidy asked us to think ____ and come up with more ideas.

My answer

SET 2: Dejected Receptacles Stealthily Surged Treacherous

6. White water rafting was ____ because the team couldn't see where the water was deep or where the boat could get stuck on underwater rocks.
7. After losing the game, Harold felt ____ and needed some time alone.
8. The squirrel moved quickly and ____ behind Pam to steal her walnuts.
9. When the home team was winning, the stands ____ with excitement; when they were losing, it was as quiet as a mouse.
10. Noelle keeps her desk organized by having ____ for everything: one for her pens and another for her papers.

My answer



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
relentless	He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.

SET 1:

Anguish Dejected Expanse Implore Lingered

1. Brynn really wanted a car. His only hope was his mother, who could buy him a car if she wanted to. He went to her on Monday and asked her. He went back on Tuesday and asked her. By Wednesday, he was desperate and begging.

Brynn _____ his mother because _____.

My Answer	My Reason

2. Toni and Kim have been friends since kindergarten. Four days ago, Kim moved away. Toni is trying to keep herself busy, but now she feels really sad. She did everything with Kim — what will she do now?

Toni feels _____ because _____.

My Answer	My Reason

3. It was Violet's first time cooking with garlic. Afterwards, no matter how many times she washed her hands, they still smelled like garlic. Finally, her mother told her she had to use a special soap to get the garlic smell off of her hands.

The smell of garlic _____ on Violet's hands because _____.

My Answer	My Reason

--	--

4. The second quarter was horrible to watch. Our team was behind by 40 points and the spread kept getting bigger. We missed free throws. We miss foul shots. Someone even double-dribbled. It was so embarrassing and painful to play every minute of the last quarter.

It was _____ to watch the team play because _____.

My Answer	My Reason

5. When we first moved into the house, the yard felt so big. I looked to the left and the right, and there was nothing but green grass. It seemed to go on forever. It seemed like the line of trees was a thousand miles away.

The yard felt like an _____ because _____.

My Answer	My Reason

SET 2:

Outlier Receptacle Stealthy Surged Treacherously

6. Koye is adventuresome. He likes to hike. Sometimes, his hikes take him up narrow pathways that run along high cliffs. I am so amazed that he will walk so close to the edge with no railing or safety net below.

Koye hikes _____ along the edge because _____.

My Answer	My Reason

7. Most of the students have traditional hair colors like brown, or blonde, or black. Mimi is different. She has bright red hair with a blue streak in the front. It doesn't bother her; she likes to be very different from most people.

Mimi is an _____ at her school because _____.

My Answer	My Reason

8. Pamina wanted to read her sister's diary, so she waited until her sister took a shower to look for it. She had to make sure her brother Dior didn't see her because he would either blackmail her or tell their sister. She moved quickly and quietly. No one saw her.

Pamina was _____ because _____.

My Answer	My Reason

9. At my apartment, they have a special container that holds all the leftover scraps of vegetable and fruit. They cover the food with dirt and sometimes even add in worms! In a month or two, they allow residents to take the dirt to use in their plants or start a garden. I like the idea that we are finding a way to recycle food instead of just throwing it away.

The apartment uses a _____ to compost food scraps because _____.

My Answer	My Reason

10. When the bell rang, all the students stood up and raced to the door to leave. It felt like the day had lasted forever and now the weekend was here.

The students _____ to the door because _____.

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: space distant dangerous leap secretive suffering depressed beg stay container

Words	My Answer
1. Anguish	
2. Dejected	
3. Expanse	
4. Implore	
5. Linger	
6. Outlying	
7. Receptacle	
8. Stealth	
9. Surge	
10. Treacherous	



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. Name a television show or movie that, if you could never see it again, you would be in anguish. Why do you like it so much?

2. What song do you like to listen to when you feel dejected? Why?

3. Would you rather travel to the expanse of space or the expanse of the ocean floor? Why?

4. If you could meet with the president, what is one thing you would implore him to do? Why?

5. Share a memory of a great teacher that lingers in your mind, even though you're no longer in their class.

6. Why do you think people choose to live in outlying villages and towns? Would you want to do that? Why or why not?

7. When you leave the grocery store, do you return the shopping cart to the correct receptacle or do you leave it anywhere? Why?

8. Would you describe yourself as a stealthy person? Why or why not?

9. Along the coasts, storm surges during large storms send water rushing into streets and homes. What do you think our society should do to deal with the problem of surging ocean water?

10. Name a treacherous character from a book, movie, or television show. Explain why you see this character as treacherous.

Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

Which of the rules from Jonas's community would you want to adopt into our society?
Which would you never want?

Explain using textual evidence from chapters 1-8 of *The Giver*.

Brainstorming:

Evidence & Page/Paragraph #	My Explanation

PART 2: During Discussion

Directions: Take notes in the chart during the discussion.



Reminder: Don't forget to use the discussion skill you've focused on in this unit.

<p>Examples of how you can introduce a new idea:</p> <ul style="list-style-type: none"> • <i>I noticed that...</i> • <i>I can't stop thinking about...</i> • <i>I'm wondering...</i> • <i>That reminds me of another story we read...</i> • <i>A theory I'm developing is...</i> 	<p>Examples of how you can check your understanding:</p> <ul style="list-style-type: none"> • <i>You just said that...</i> • <i>Let me see if I heard you right. You said...</i> • <i>What I understood was...</i> • <i>In other words, you're saying that...</i> • <i>It sounds like you think that...</i>
--	---

Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!
<ul style="list-style-type: none"> • How important is it for people to have choices? • How important is it for people to follow the rules? • What consequences might Jonas have faced if he refused to go along with the group? • How do you think the characters in this community's lives are changed by their experience with such strict rules?

PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.



- ☐ I used the discussion skill sentence starters to introduce new ideas and check my understanding.
- ☐ I supported my ideas with evidence from the text.
- ☐ I built on a classmate's idea by summarizing their position and adding my own ideas.
- ☐ I posed and responded to questions that moved the conversation forward.
- ☐ I actively incorporate others into the discussion by asking their opinion.
- ☐ If I revised my ideas throughout the discussion, I shared how they changed.

Name _____ Class _____

THE GIVER — Chapter 9 (Pages 82-90)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how characters are shaped by the setting in which they live and the events which they experience. [RL 7.3]	Let's pronounce these words together as a class: Solemn (sah -luhm) — p.83 Relish (reh -lish) — p.86 Exempt (ex- empt) — p.86 Accustom (uh-cuss -tuhm) — p.87 Diminish (dih- min -ish) — p.88 Conceivable (cuhn-see -vuh-bull) — p.90
Purpose for Reading	
To discover how Jonas is affected by his new Assignment.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 82: "Now, for the first time in his twelve years..." To Page 85: "You've been greatly honored, Jonas. Greatly honored."	1. How might Jonas's selection as The Receiver impact his relationships with his friends and family? [RL 7.3]	
	2. Consider this quotation: "'But we are never to speak the name, or to use it again for a newchild.' Jonas was shocked. A name designated Not-to-Be-Spoken indicated the highest degree of disgrace." (85) What does this reveal about the way the community views the last Receiver-in-training? [RL.7.6]	
Start Page 85: "Alone in his sleepingroom, prepared for bed; Jonas opened his folder at last."	3. Why does the author mention Benjamin and Fiona as Jonas is preparing to open his training folder? [RL 7.6]	

To Page 90: “But he would have no way of knowing if the answer he received were true.”	4. What does Rule #7 suggest about how Jonas might feel once he begins his training? [RL 7.1]	
	5. Consider the following quotation: “What if others — adults — had, upon becoming Twelves, received in <i>their</i> instructions the same terrifying sentence?” (90) What does this reveal about Jonas? [RL 7.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • What are the advantages and disadvantages of not being able to take pain medication? • Is being allowed to lie an advantage or disadvantage if no one else in your community is allowed to? • Have you ever felt what Jonas is feeling: that your relationships are changing beyond your control? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 9 (Pages 82-90). *5 minutes*



1. Consider this quotation on page 84: “‘I know,’ she added quickly, when her father gave her a warning glance. ‘I won’t mention his name. I know I’m not supposed to know his name.’”

What does Lily’s comment reveal about her as a character? **[RL 7.3]**

- A. She is planning on bragging to her friends that she knows Gabriel’s name.
 - B. She is worried about what other people will think about them having Gabriel at their house.
 - C. She is aware of the community’s expectation for her and her family’s relationship with Gabriel.
 - D. She is interested in seeing what will happen if people find out that her father has broken the rules.
2. What is the significance of Jonas being allowed to break the rules regarding rudeness? **[RL 7.3]**
 - A. This means Jonas can ask to visit Elsewhere.
 - B. This means Jonas can ask questions in his dreams.
 - C. This means Jonas can pull his sister’s hair without consequence.
 - D. This means Jonas can ask questions of any citizen if he has them.

3. Reread the following passage from page 29:

“The exemption from rudeness startled him. Reading it again, however, he realized that it didn’t compel him to be rude; it simply allowed him the option. He was quite certain he would never take advantage of it. He was so completely, so thoroughly accustomed to courtesy within the community that the thought of asking another citizen an intimate question, of calling someone’s attention to an area of awkwardness, was unnerving.”

Which sentence from the passage above *best* explains Jonas’s discomfort with his new rules? **[RL 7.1]**

- A. “The exemption from rudeness startled him.”
 - B. “Reading it again, however, he realized that it didn’t compel him to be rude; it simply allowed him the option.”
 - C. “He was quite certain he would never take advantage of it.”
 - D. “He was so completely, so thoroughly accustomed to courtesy within the community that the thought of asking another citizen an intimate question, of calling someone’s attention to an area of awkwardness, was unnerving.”
4. Which of the following statements *best* describes Jonas’s current understanding of pain? **[RL 7.6]**
 - A. Pain is terrible; take medicine to treat it as fast as possible.
 - B. Pain is something that humans should not bother to try to avoid.
 - C. Pain should not be controlled no matter how painful the experience is.
 - D. Pain should not be treated right away so that people remember it and learn from it.

Name _____ Class _____

Independent Practice for Chapter 9 (Pages 82-90)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
In what ways does Jonas begin to experience loneliness in Chapter 9? [RL 7.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 10 (Pages 91-99)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Haste (<i>hayst</i>) — p. 91 Transmit (trans- mit) — p.97
Purpose for Reading	
To learn more about Jonas's Assignment.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 91: “I go in here, Jonas...” To Page 96: “He was just as tired as I am today.”	1. Consider this quotation: “She looked up when he entered; then, to his surprise, she stood. It was a small thing, the standing; but no one had ever stood automatically to acknowledge Jonas’s presence before.” (92) What does this reveal about Jonas? [RL 7.3]	
	2. A: How does The Receiver having locks on his door impact Jonas? [RL 7.3] B: Why does it have that effect? [RL 7.3]	
	3. How has The Receiver been physically affected by his assignment? [RL 7.3]	
Start Page 96: “He sat forward suddenly...”	4. How does The Receiver feel about apologies? [RL.3]	

To Page 100: "... and placed his hands on Jonas's bare back."	5. Consider this quotation from The Receiver: "'It's the memories of the whole world,' he said with a sigh. 'Before you, before me, before the previous Receiver, and generations before him.'" (98) How does this statement affect Jonas's view of his community? [RL 7.6]	
	6. What does the conversation about snow reveal about this community? [RL 7.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • In your opinion, how important are memories? • Would you want to have someone else's memories? Why or why not? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 10 (Pages 91-100). *5 minutes*



1. What is the *best* meaning of “diminish” as it is used in the following passage on page 96? **[RL 7.4]**

“The failure of the previous selection was ten years ago, and my energy is starting to diminish. I need what strength I have remaining for your training. We have hard and painful work to do, you and I.”

- A. grow
- B. settle
- C. lessen
- D. spread

2. Which of the following reasons *best* explains why The Receiver is going to transmit the memory of snow to Jonas? **[RL 7.1]**

- A. To show how much smarter he is than Jonas.
- B. To scare Jonas away from becoming the next Receiver.
- C. To help him understand the feeling that sledding produces.
- D. To help him explain the memory to others when he gets home.

3. Reread the following passage from pages 93-94:

“All of 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.... He had never known that other books existed. But 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.”

What does the setting in this passage reveal about The Receiver? **[RL 7.3]**

- A. The Receiver has no use for furniture.
- B. The Receiver has access to knowledge others do not.
- C. The Receiver dislikes decoration and fine craftsmanship.
- D. The Receiver lives in a dwelling identical to others in the community.

4. Which detail from the passage *best* supports the idea that the Receiver of Memories is one of the most honored roles in the community? **[RL 7.4]**

- A. “All of those things were in this spacious room”
- B. “each was slightly different from those in his own dwelling”
- C. “fabrics on the upholstered chairs and sofa were slightly thicker”
- D. “a splendid cloth embroidered over its entire surface with intricate designs”

5. What does the Receiver’s decision to turn off the speaker before giving Jonas a memory reveal about the nature of memories? **[RL 7.2]**

- A. Memories are meant to be shared in person, not over technological connections.
- B. Memories are considered dangerous and not to be shared with the community.
- C. Memories are secret because they give great power to those who know them.
- D. Memories are sometimes embarrassing and so should be kept private.

Name _____ Class _____

Independent Practice for Chapter 10 (Pages 91-99)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
How is The Receiver's point of view regarding memories different from Jonas's? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 11 (Pages 101-110)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how characters are shaped by the setting in which they live and the events which they experience. [RL 7.3]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To learn about Sameness and how it shapes the community.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 101: "Jonas felt nothing unusual at first." To Page 104: "...that he had not moved at all."	1. How does the memory of sledding affect Jonas physically? [RL 7.3]	
Start Page 104: "The old man, still beside the bed..."	2. When Jonas receives his first memory, what does it reveal about Jonas and the Receiver's different points of view? [RL 7.6]	
To Page 106: "But you will find that that is not the same as power."	3. A: What does Jonas's reaction to the memory of snow suggest about how new information affects people's curiosity? [RL 7.2] B: What does this suggest about why the community limits people's access to information? [RL 7.3]	

	<p>4. How does Jonas's view of his community change after he receives his first few memories? [RL 7.6]</p>	
	<p>5. Consider this quotation: "I have great honor. So will you. But you will find that that is not the same as power." (106)</p> <p>What does The Receiver mean when he says this? [RL 7.1]</p>	
<p>Start Page 106: "Lie quietly now."</p> <p>To Page 110: "Call me The Giver," he told Jonas."</p>	<p>6. Consider this quotation: "'It hurt a lot,' Jonas said, 'but I'm glad you gave it to me. It was interesting. And now I understand better, what it meant, that there would be pain.'" (109)</p> <p>What does the quotation reveal about Jonas? [RL 7.3]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • Seattle has a heavy cloud cover 62% of the year. Would you want to live in a place with so little sun? Why or why not? • How could eliminating "weather" make people's lives better? How could it make them worse? • Do you agree with the community's decision to alter the climate to guarantee Sameness? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 11 (Pages 101-110). 5 minutes



1. Which statement *best* describes the way that The Receiver shares his memories with Jonas? [RL 7.1]
 - A. by reading aloud from old books
 - B. through skin-to-skin contact
 - C. through interactive films
 - D. by telling stories

2. What is the *best* meaning of “**obsolete**” as it is used in the following sentence on page 106? [RL 7.4]

*“It wasn’t a practical thing, so it became **obsolete** when we went to Sameness.”*

- A. imperative
 - B. mandatory
 - C. unnecessary
 - D. extravagant

3. Reread the following passage from page 102:

“One part of his consciousness knew that he was still lying there, on the bed, in the Annex room. Yet another, separate part of his being was upright now, in a sitting position, and beneath him he could feel that he was not on the soft decorated bedcovering at all, but rather seated on a flat, hard surface. His hands now held (though at the same time they were still motionless at his sides) a rough, damp rope. And he could see, though his eyes were closed. 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.”

What is the purpose of the imagery in the above passage? [RL.7.4]

- A. To teach The Giver what snow is
 - B. To teach the reader what snow is
 - C. To capture what Jonas is experiencing in real life
 - D. To show that the snowstorm is happening in Jonas’s mind

4. Consider this quotation from page 109:

“‘It hurt a lot,’ Jonas said, ‘but I’m glad you gave it to me. It was interesting. And now I understand better, what it meant, that there would be pain.’

The man didn’t respond. He sat silently for a second. Finally he said, ‘Get up, now. It’s time for you to go home.’”

What does the quotation reveal about The Receiver? [RL 7.1]

- A. The Receiver appreciates Jonas’s fascination with feeling pain.
 - B. The Receiver knows Jonas doesn’t really understand what pain is.
 - C. The Receiver is relieved that Jonas now knows what it means to feel high levels of pain.
 - D. The Receiver is tired of feeling the pain of humanity and wants Jonas to experience it for him.

Name _____ Class _____

Independent Practice for Chapter 11 (Pages 101-110)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
Explain the idea of Sameness and how it benefits the community. [RL.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapters 12 and 13 (Pages 111-135)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Anguish (ang -wish) — p. 127 Outlying (owt -ly-ing) — p.134
Purpose for Reading	
To discover how memories of life without Sameness will affect Jonas.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 111: ““You slept soundly, Jonas?” his mother asked at the morning meal.” To Page 114: “Then she looked at her watch, waved, and hurried toward the entrance.”	1. Consider this quotation: “Always, in the dream, it seemed as if there were a destination: a something — he could not grasp what — that lay beyond... But he did not know how to get there.” (112) What might the “something... that lay beyond” be? Think about Jonas’s hopes and make a prediction. [RL.7.3]	
	2. How does training to be The Receiver affect Jonas’s ability to interact with others? [RL 7.3]	
Start Page 114: “Jonas stood for a moment ...” To Page 121: “I’m going to give you a memory of a rainbow.”	3. In what way is Fiona’s hair a failure for the community? [RL.7.3]	

<p>Start Page 122: “Days went by, and weeks.”</p> <p>To Page 124: “And he was angry at himself, that he could not change that for them.”</p>	<p>4. Consider this quotation: “‘If everything’s the same, then there aren’t any choices! I want to wake up in the morning and <i>decide</i> things! A blue tunic, or a red one? ... I know it’s not important, what you wear. It doesn’t matter. But—’ ‘It’s the choosing that’s important, isn’t it?’ The Giver asked him.” (123)</p> <p>A: What does this dialogue reveal about how the memories are affecting Jonas? [RL 7.3]</p> <p>B: What does it reveal about The Giver? [RL 7.3]</p>	
<p>Start Page 125: “He tried.”</p> <p>To Page 128: “... stroking the lifeless elephant.”</p>	<p>5. How does receiving the memory of the poachers hunting elephants affect Jonas? [RL 7.3]</p>	
<p>Start Page 128: “‘Giver,’ Jonas asked once...”</p> <p>To Page 133: “The very highest honor.”</p>	<p>6. How does restricting citizens’ access to books make it easier to control them? [RL 7.3]</p>	
	<p>7. How did the failure of the previous Receiver-in-training affect the community? [RL 7.3]</p>	
	<p>8. What does the author’s word choice in this section of the text reveal about The Giver’s attitude toward the community’s Instructors? [RL 7.4]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • Would you want to live in a world with Sameness? Why or why not? • Should be allowed to make (potentially bad) choices, or should they be forced to live a risk-free life? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapters 12 and 13 (Pages 111-135). 5 minutes



1. What is the *best* meaning of “**fleeting**” as it is used in the following sentence on page 118? [RL 7.4]

*“This time it was not a **fleeting** impression. This time the sled had — and continued to have, as he blinked, and stared at it again — that same mysterious quality that the apple had had so briefly.”*

- A. lasting
- B. flashing
- C. gleaming
- D. lingering

2. Reread the following passage from page 112-113:

“Jonas listened. He was very aware of his own admonition not to discuss his training. But it would have been impossible, anyway. There was no way to describe to his friends what he had experienced there in the Annex room. How could you describe a sled without describing a hill and snow; and how could you describe a hill and snow to someone who had never felt height or wind or that feathery, magical cold? Even trained for years as they all had been in precision of language, what words could you use which would give another the experience of sunshine? So it was easy for Jonas to be still and to listen.”

Paraphrase Jonas’s realization based on the passage above. [RL 7.2]

- A. He can’t explain what he’s learning to his friends because they’re only interested in their own jobs.
- B. He can’t explain what he’s learning to his friends because they wouldn’t understand it.
- C. He wants to tell his friends what he’s learning even though he isn’t allowed to.
- D. He wants to share his passion with others in order to inspire them.

3. Which sentence from the options below *best* explains Jonas’s point of view toward dealing with pain? [RL 7.1]

- A. “But you have to suffer like that all the time” (131)
- B. “You described for me that the failure of the last new Receiver released painful memories to the community.” (135)
- C. “What is it that makes you suffer so much?” (135)
- D. “If you gave some of it to me, maybe your pain would be less.” (135)

4. Reread the following passage from page 123-124:

“‘He might make wrong choices.’

‘Oh.’ Jonas was silent for a minute. ‘Oh, I see what you mean. It wouldn’t matter for a newchild’s toy. But later it does matter, doesn’t it? We don’t dare to let people make choices of their own.’

‘Not safe?’ The Giver suggested.

‘Definitely not safe,’ Jonas said with certainty. ‘What if they were allowed to choose their own mate? And chose wrong? Or what if,’ he went on, almost laughing at the absurdity, ‘they chose their own jobs?’

‘Frightening, isn’t it?’ The Giver said.

Jonas chuckled. ‘Very frightening. I can’t even imagine it. We really have to protect people from wrong choices.’

‘It’s safer.’

‘Yes,’ Jonas agreed. ‘Much safer.’

What does this passage reveal about Jonas’s point of view regarding personal choice? [RL 7.6]

- A. Jonas thinks choice should be outlawed.
- B. Jonas thinks choice should be allowed.
- C. Jonas thinks choice is dangerous.
- D. Jonas thinks choice is annoying.

Name _____ Class _____

Independent Practice for Chapters 12 and 13 (Pages 111-135)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

How does experiencing colors change the way Jonas views his community? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Vocabulary Quiz 2 for Unit 3: The Giver

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
---	----------------------------------

<p>1. I was so looking forward to my Tia’s empanadas. They are perfect: crispy dough, cheesy filling, and the best chicken and red sauce. But we hit traffic on the way to her house and arrived late. I was broken-hearted to see there were no more empanadas.</p> <p>A. Expansive B. Dejected C. Treacherous</p>	<p>My answer</p>
<p>2. The “Save a Pet” commercial used pictures of sad dogs and dirty cats to emotionally ask people to donate money to save the animals.</p> <p>A. Linger B. Anguish C. Implore</p>	
<p>3. Rebecca wanted to try more foods, so she started with new fruits. Then she tried some new vegetables. Then she tried things like smoothies and ratatouilles. Within a few months, her diet has grown so wide!</p> <p>A. Expansive B. Stealthy C. Treacherous</p>	

	My answer
<p>4. With the hurricane getting closer to land, the waves are getting bigger and bigger. They are crashing over the rocks and starting to spill onto the boardwalk.</p> <p>A. Treacherous B. Surging C. Outlying</p>	
<p>5. Most of the students were sitting on the top few rows of the bleachers in the gym, but Charlene was sitting in the first row by herself.</p> <p>A. Outlying B. Expansive C. Surging</p>	
<p>6. The car swerved across the road in the rain. It was slippery and the driver had a hard time seeing out of the windshield and following the lines on the road.</p> <p>A. Treacherous B. Expansive C. Dejected</p>	
<p>7. My favorite teacher is Mrs. McGarity. I had her class in 4th grade. She taught us that we could do anything. I am now an adult and have become a teacher. Her effect on me has lasted all these years.</p> <p>A. Anguished B. Dejected C. Lingering</p>	
<p>8. Before I bought the hamper basket, I was putting my dirty clothes on the floor. It is incredible how much cleaner my room looks now that I have a container for them!</p> <p>A. Surge B. Dejection C. Receptacle</p>	
<p>9. The ski jumper took a bad fall in the Olympic trials. He broke his leg in three places and was unable to compete. I don't know what hurt him more: the broken bones, or losing his chance for a gold medal.</p> <p>A. Implore B. Anguish C. Linger</p>	
<p>10. Shopping for my friends' birthdays is so hard. I never quite know what they want. So right before their birthdays, I look at Instagram and Facebook to see things they liked or commented on. I feel like an investigator looking for a secret.</p> <p>A. Expansively B. Stealthily C. Treacherously</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>11. <i>I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</i></p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
--	----------------------------------

	My answer
<p>11. Not knowing what to do after losing her 5th job, Sami felt ____ when she thought of the bills she had to pay.</p> <p>A. Anguished B. Dejected C. Surged</p>	
<p>12. My sister’s perfume ____ in the air long after she has left.</p> <p>A. Lingers B. Implores C. Dejects</p>	
<p>13. Even though Abe wasn’t supposed to go to the skatepark, he ____ his mother to please let him go with his friends.</p> <p>A. Anguished B. Expanded C. Implored</p>	
<p>14. After giving me a shot, the nurse put the needle in the red ____ for dirty medical equipment.</p> <p>A. Anguish B. Receptacle C. Surge</p>	
<p>15. The high school felt ____ to Carlita, who was coming from a smaller private school.</p> <p>A. Expansive B. Stealth C. Outlying</p>	

	My answer
16. Malichi grew up on a(n) ____ farm and had never taken the long trip to the city. A. Stealthy B. Outlying C. Lingerin	
17. ____, Wilber ran up behind Xiomara and surprised her. A. Stealthily B. Dejectedly C. Imploringly	
18. The leader of the gang was only caught when his own gang members ____ turned against him. A. Treacherously B. Surgingly C. Lingeringly	
19. After the advertisement, there was a ____ of support for the candidate running for mayor. A. Dejection B. Anguishment C. Surge	
20. Waiting to see if his parents would find his missing dog was ____ for Tommy. A. Surge B. Anguish C. Outlier	

Name _____ Class _____

Unit 3: *The Giver*

Vocabulary Quiz 2 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part 2: Fill in the Blank

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____ Class _____

Narrative Writing Guided Practice Packet

PART 1: Understanding the Prompt

DIRECTIONS: Read the steps to take when you encounter a narrative prompt.



We ask ourselves:

1. From what point of view do I need to write my story? 1st or 3rd?
2. What pronouns would indicate that point of view?
3. Which character(s) and/or object(s) should appear in my story?
4. What details does the prompt tell me to include?

PART 2: Breaking Down a Sample Prompt

DIRECTIONS: Read the sample prompt and answer the questions that follow.



Willa Cather wrote this passage from a third-person point of view. Write a narrative story that describes the major events in the passage from the point of view of Ralph, emphasizing his thoughts and feelings about the narrator. Be sure to use details from the passage in developing your narrative.

1. From what point of view do I need to write my story? 1st or 3rd?

2. What pronouns would indicate that point of view?

3. Which character(s) and/or object(s) should appear in my story?

4. What details does the prompt tell me to include?

PART 3: Breaking Down the Unit 3 Prompt

DIRECTIONS: Read the Unit 3 prompt and answer the questions that follow. This will help you prepare to write the Unit 3 narrative.



NARRATIVE PROMPT

You have just read chapter 13 of *The Giver* by Lois Lowry. The Giver has just begun transferring memories to Jonas.

Lois Lowry wrote this passage from a third-person point of view from Jonas's perspective. What does it look/feel like for someone to transmit a memory instead of receiving one? Rewrite one of the training scenes in third-person from *The Giver's* perspective. **[W.3]**

1. From what point of view do I need to write my story? 1st or 3rd?

2. What pronouns would indicate that point of view?

3. Which character(s) and/or object(s) should appear in my story?

4. What details does the prompt tell me to include?

PART 4: Planning & Brainstorming

DIRECTIONS: Review the writing prompt. Then, brainstorm details to use for your story in the table.



NARRATIVE PROMPT
<p>You have just read chapter 13 of <i>The Giver</i> by Lois Lowry. The Giver has just begun transferring memories to Jonas.</p> <p>Lois Lowry wrote this passage from a third-person point of view from Jonas's perspective. What does it look/feel like for someone to transmit a memory instead of receiving one? Rewrite one of the training scenes in third-person from The Giver's perspective. [W.3]</p>

EVENTS <i>List 3-4 major events that will happen in your narrative story</i>	THOUGHTS <i>List 2-3 things The Giver thinks</i>	DIALOGUE <i>List 2-3 statements The Giver says</i>

PART 5: Reviewing Narrative Techniques

DIRECTIONS: The checklist includes techniques writers should use to make their story interesting. Review before proceeding to the next activity.



Narrative Writing Checklist:

- ☐ Establish a problem, situation, or setting.
- ☐ Use dialogue, thoughts, reflection, pacing and description to develop your narrative.
- ☐ Use precise words, telling details and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, they for third person point of view).

PART 6: Analyzing Narrative Techniques

DIRECTIONS: Read the excerpt from “Cooking Time” by Anita Roy. Analyze the techniques the writer uses to make the narrative interesting by answering the questions in the right-hand column.



Sample Paragraph from “Cooking Time” by Anita Roy	Answer the following questions to analyze the writer’s use of narrative techniques.
<p>[1] The minute the doorbell rang, I knew that something was wrong. The sound set my nerves jangling, as if it was plugged into my brain. My thoughts flew to the box in the basement, but before I could move, Marra had leaped up. “That will be Mandy,” she said. “About time, too.” She opened the door. Two men stood in the street. They had AgroGlobal written all over them: dark suits, short hair, clean shoes, mirrored shades.</p> <p>[2] “We’re looking for Miss Stella Jordan?” the first one said.</p> <p>[3] Marra looked back at me, worry in her dark eyes.</p> <p>[4] “You need to come with us,” he said.</p> <p>[5] I got up. “Can I just...”</p> <p>[6] “Now.”</p> <p>[7] There was no use protesting. I grabbed my bag and headed out.</p>	<p>A. Find Evidence: <u>Underline</u> details that reveal the setting or the situation.</p> <p>B. Find Evidence: <u>Underline</u> two examples of precise description or sensory language the narrator uses.</p> <p>C. Turn & Talk: What does the dialogue reveal?</p> <p>D. Find Evidence: <u>Underline</u> one example of character thoughts.</p>

PART 7: Incorporating Key Details from Chapters 10-12



DIRECTIONS:

1. Read through the collection of quotations from chapters 10-12 of *The Giver*.
2. Underline or highlight 5-7 key details in the table below that you could use in your narrative to establish the situation, setting, or character.
3. As you write your narrative, reference key details from these moments.

1	"‘I am not, actually, as old as I look,’ he told Jonas. ‘This job has aged me.’" (96)
2	"My energy is starting to diminish. I need what strength I have remaining for your training. We have hard and painful work to do, you and I." (96)
3	"He rested for a moment, breathing deeply. ‘I am so <i>weighted</i> with them,’ he said." (99)
4	"Jonas felt nothing unusual at first. He felt only the light touch of the old man’s hands on his back." (101)
5	"He was filled with energy, and he breathed again, feeling the sharp intake of frigid air. Now, too, he could feel cold air swirling around his entire body. [...] The touch of the man’s hands seemed to have disappeared." (101-102).
6	"The sled, with Jonas himself upon it, began to move through the snowfall, and he understood instantly that now he was going downhill. No voice made an explanation. The experience simply explained itself to him." (103)
7	"The old man wiped his forehead with his sleeve. ‘Whew,’ he said. ‘It was exhausting. But you know, even transmitting that tiny memory to you--I think it lightened me just a little.’" (104)
8	"‘All I gave you was one ride, on one sled, in one snow, on one hill. I have a whole world of them in my memory. I could give them to you, one by one, a thousand times, and there would still be more.’" (105)
9	"This time, as he lay basking in the wonderful warmth, he felt the passage of time. His real self was aware that it was only a minute or two; but his other, memory-receiving self felt hours pass in the sun. His skin began to sting. Restlessly he moved one arm, bending it, and felt a sharp pain in the crease of his inner arm at the elbow. ‘Ouch,’ he said loudly, and shifted on the bed." (109)
10	"‘And the sled?’ he said. ‘It had that same thing: the color red. But it didn’t <i>change</i> , Giver. It just <i>was</i> .’ ‘Because it’s a memory from the time when color <i>was</i> .’" (120)

PART 8: Drafting Your Story

DIRECTIONS: Read the narrative prompt and draft your narrative. Be sure to use the Narrative Writing Checklist as you write.



NARRATIVE PROMPT

You have just read chapter 13 of *The Giver* by Lois Lowry. The Giver has just begun transferring memories to Jonas.

Lois Lowry wrote this passage from a third-person point of view from Jonas's perspective. What does it look/feel like for someone to transmit a memory instead of receiving one? Rewrite one of the training scenes in third-person from *The Giver's* perspective. **[W.3]**

Narrative Writing Checklist:

- ☐ Establish a problem, situation, or setting.
- ☐ Use events to create a smooth progression of experiences.
- ☐ Use dialogue, thoughts, reflection, pacing and description to develop your narrative.
- ☐ Use precise words, telling details and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, they for third person point of view).

Name _____ Class _____

Grammar and Usage Activities: WRITING COMPOUND-COMPLEX SENTENCES

PART 1: Analyzing Sentences



DIRECTIONS: Read the example sentences below and answer the questions.

REVIEW OF COMPOUND SENTENCES

Atari 2600 was one of the oldest video game consoles, but the Magnavox Odyssey is actually older.

The Odyssey was released in 1972, and it was the first commercial home video game console.

1. Review the two sentences above. What do you know or notice about compound sentences?

REVIEW OF COMPLEX SENTENCES

When I visited my uncle, I told him about my love of old games.

He said that I could have his Atari if he could find it in his basement.

2. Review the two sentences above. What do you know or notice about complex sentences?

COMPOUND-COMPLEX SENTENCES

When we went into the basement, there were boxes everywhere, and I didn't think we would ever find it.

I promised myself that I would search every box, but I was ready to give up after I'd searched just three.

3. Review the two sentences above. What do you know or notice about the sentences?

PART 2: Notes on Compound-Complex Sentences

DIRECTIONS: Review the key points about compound-complex sentences below. Then complete the practice exercises on the following pages.

COMPOUND-COMPLEX SENTENCES NOTES
<ul style="list-style-type: none"> Compound-complex sentences include two independent clauses and one dependent clause. They use coordinating conjunctions to connect independent clauses and they use subordinating conjunction to connect a dependent clause. They follow the same comma rules as compound and complex sentences.

CONJUNCTION REVIEW	
Coordinating Conjunctions Used to connect two independent clauses	
For	And
Nor	But
Or	Yet
So	
Comma Rule: When using a coordinating conjunction to connect to independent clauses, always place a comma before the conjunction.	
Subordinating Conjunctions Used to connect a dependent clause with an independent clause	
After	Although
As	When
While	Until
Before	Because
If	Since
Comma Rules <ol style="list-style-type: none"> When a subordinating conjunction is used at the beginning of a sentence, use a comma to separate the two clauses. <ul style="list-style-type: none"> Example: After I do my homework, I play video games. When a subordinating conjunction is used in the middle of a sentence, do not use a comma. <ul style="list-style-type: none"> Example: I play video games after I do my homework. 	

PART 3: Combining Independent Clauses into Compound-complex Sentences

DIRECTIONS: Complete exercises 1-4 below by combining the independent clauses into compound-complex sentences using the suggested conjunctions. Use the example below as a guide.

EXAMPLE		
Independent Clauses	Suggested Conjunctions	Your Sentence
<ul style="list-style-type: none"> My uncle found the Atari We ran upstairs We started connecting the Atari to the TV 	<ul style="list-style-type: none"> After And 	<i>After my uncle found the Atari, we ran upstairs, and we started connecting the Atari to the TV.</i>

	Independent Clauses	Suggested Conjunctions	Your Sentence
1.	<ul style="list-style-type: none"> It was a very old console We had trouble getting it to work Eventually we figured it out 	<ul style="list-style-type: none"> Because But 	
2.	<ul style="list-style-type: none"> The television flickered The title screen flashed on the screen Simple 8-bit music began to play 	<ul style="list-style-type: none"> As And 	
3.	<ul style="list-style-type: none"> The games were simple They were still fun We played for hours 	<ul style="list-style-type: none"> Although And 	
4.	<ul style="list-style-type: none"> We played every game We liked "Dodge 'Em" the best We played it endlessly 	<ul style="list-style-type: none"> After So 	

PART 4: Choosing the Best Conjunctions

DIRECTIONS: Complete exercises 1-4 below. Choose the best conjunctions to combine the three independent clauses into one compound-complex sentence. Remember to add commas. Use the example below as a guide.

EXAMPLE		
Independent Clauses	Possible Conjunctions	Your Sentence
<ul style="list-style-type: none"> • My uncle found the Atari • We ran upstairs • We started connecting the Atari to the TV 	<ul style="list-style-type: none"> • And / But • After / Because 	<i>After my uncle found the Atari, we ran upstairs, and we started connecting the Atari to the TV.</i>

	Independent Clauses	Possible Conjunctions	Your Sentence
1.	<ul style="list-style-type: none"> • "Dodge 'Em" looks like a simple game • It is challenging • It requires quick reactions 	<ul style="list-style-type: none"> • But / So • Because / If 	
2.	<ul style="list-style-type: none"> • We were hungry • My uncle ordered pizza • I kept playing 	<ul style="list-style-type: none"> • And / So • After / While 	
3.	<ul style="list-style-type: none"> • The pizza came • It was cold • It was delicious 	<ul style="list-style-type: none"> • But / For • Before / When 	
4.	<ul style="list-style-type: none"> • We played for hours • We eventually got tired • We went to sleep 	<ul style="list-style-type: none"> • Or / So • Because / Until 	

PART 5: Combining More Independent Clauses into Compound-complex Sentences

DIRECTIONS: Complete exercises 1-4 below by combining the independent clauses into compound-complex sentences. Remember to add commas. Use the example below as a guide.

EXAMPLE	
Independent Clauses	Your Sentence
<ul style="list-style-type: none"> • My uncle found the Atari • We ran upstairs • We started connecting the Atari to the TV 	<i>When my uncle found the Atari, we ran upstairs, and we started connecting the Atari to the TV.</i>

	Independent Clauses	Your Sentence
1.	<ul style="list-style-type: none"> • Atari was successful • Other companies started making consoles • Nintendo became most popular 	
2.	<ul style="list-style-type: none"> • You purchased a Nintendo • It came with two games • Both games were popular 	
3.	<ul style="list-style-type: none"> • “Super Mario Bros” was a popular game • Nintendo created several sequels • Mario and Luigi became famous 	
4.	<ul style="list-style-type: none"> • “Duck Hunt” was a unique game • You used a gun rather than a controller • It got boring after a while 	

PART 6: Adding a Clause

DIRECTIONS: Fill in each blank with a dependent or independent clause to create a complete complex-compound sentence. Remember to add commas.

EXAMPLE	
<i>After we found the Atari,</i>	we ran upstairs, and we started connecting the Atari to the TV.

1. When my friends play video games, they play fantasy games	
--	--

2. Because I play video games so often		but sometimes I still lose!
--	--	-----------------------------

3. After I finish my homework, I usually play video games	
---	--

4. When I play games with my younger sister		but sometimes we get to play what I want.
---	--	---

PART 7: Writing Compound-Complex Sentences

DIRECTIONS: Write a compound-complex sentence about each of the topics below.

PROMPT	YOUR SENTENCE
1. Write a compound-complex sentence about any memory you have of video games from when you were younger.	
2. Write a compound-complex sentence about whether you think video games are a valuable way to spend your time.	
3. Write a compound-complex sentence about something you think is more fun than video games.	

Name _____ Class _____

THE GIVER — Chapter 14 (Pages 136-148)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Expanse (ex- pan -ce) — p. 136 Linger (ling -er) — p. 138
Purpose for Reading	
To consider the unique way in which The Receiver of Memory serves the community.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 136: "It was much the same, this memory..." To Page 139: "Again and again he dreamed of the anguish and the isolation on the forsaken hill."	1. Consider this quotation: "He sat, and looked at his own leg, where it lay straight on the bed, unbroken. The brutal slice of pain was gone. But the leg ached horribly, still, and his face felt raw." (138) Why does Jonas experience leg pain even after he is finished receiving the memory? [RL 7.1]	
Start Page 139: "The daily training continued, and now..." To Page 143: "Now it was ominous. It meant, he knew, that nothing	2. What does The Giver's story about the last time he gave advice to the Committee of Elders reveal about The Giver and The Committee's different points of view toward the lost pilot? [RL 7.6]	

could be changed.”	<p>3. Consider this excerpt: “But why can’t <i>everyone</i> have the memories? I think it would seem a little easier if the memories were shared. You and I wouldn’t have to bear so much by ourselves, if everybody took a part.” (142)</p> <p>A: What does the excerpt reveal about Jonas as a character? [RL 7.3]</p> <p>B: How does The Committee of Elders’ point of view differ from Jonas’s? [RL 7.6]</p>	
<p>Start Page 143: “The newchild, Gabriel, was growing...”</p>	<p>4. What does Jonas’s mother’s unwillingness to wake up in the middle of the night to comfort Gabe reveal about her as a character? [RL.3]</p>	
<p>To Page 146: “I’ll take the night off and we’ll let Mother get some sleep, too.”</p>	<p>5. Why does Jonas hope that Larissa is the one who will be there to take care of the twin who is going to be released to Elsewhere? [RL 7.1]</p>	
<p>Start Page 146: “Gabe slept soundly...”</p> <p>To Page 148: “He decided not to tell.”</p>	<p>6. How does accidentally giving a memory to Gabe affect Jonas? [RL 7.3]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • How might the past’s famine and destruction have contributed to the community’s current structure? • Should Jonas turn himself in to The Giver and confess that he gave a memory to Gabe? Why or why not? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 14 (Pages 136-148). 5 minutes



1. What is the *best* meaning of “**benefit**” as it is used in the following sentence on page 145? [RL 7.4]

*“Larissa’s life Elsewhere would be quiet and serene as **benefit** the Old; she would not welcome the responsibility of nurturing a newchild who needed feeding and care, and would likely cry at night.”*

- A. suited
 - B. contrasted
 - C. enjoyed
 - D. bothered
2. Which of the following options *best* represents the way this community as a whole views babies? [RL 7.1 & RL 7.6]
- A. Maintaining an orderly community is more important than any individual baby.
 - B. People should respect nature and celebrate every child born into the community.
 - C. Babies are not as important as adults, so they are the community’s lowest concern.
 - D. It is very important that children grow up in the loving family that gave birth to them.

3. Reread the following passage from page 147:

“Jonas rose and went to him. Gently he patted Gabriel’s back. Sometimes that was all it took to lull him back to sleep. But the newchild squirmed fretfully under his hand. Still patting rhythmically, Jonas began to remember the wonderful sail that The Giver had given him.... He was not aware of giving the memory; but suddenly, he realized that it was becoming dimmer, that it was sliding through his hand into the being of the newchild. Gabriel became quiet. Startled, Jonas pulled back what was left of the memory with a burst of will. He removed his hand from the little back and stood quietly beside the crib.”

Which sentence from the passage above *best* explains Jonas’s reason for deciding to give the entire sailboat memory to Gabriel? [RL 7.1]

- A. “Gently he patted Gabriel’s back.”
 - B. “But the newchild squirmed fretfully under his hand.”
 - C. “He was not aware of giving the memory; but suddenly, he realized that it was becoming dimmer”
 - D. “Gabriel became quiet.”
4. Why does Jonas decide not to tell The Giver that he has successfully given a memory of a sailboat to Gabe? [RL 7.1 & RL 7.6]
- A. Jonas is worried that he did something he wasn’t supposed to do.
 - B. Jonas is worried that he hurt Gabriel when giving him the memory.
 - C. Jonas is worried that The Giver will tell the Committee what he has done.
 - D. Jonas is worried that The Giver will be jealous that Jonas is also giving memories to people.

Name _____ Class _____

Independent Practice for Chapter 14 (Pages 136-148)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

Why does the community consider the role of Receiver of Memory both necessary and honorable? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapters 15-16 (Pages 149-162)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll examine how the author develops one of the novel's themes in this chapter. [RL 7.2]	Let's pronounce these words together as a class: Implor (<i>im-plor</i>) — p. 151
Purpose for Reading	
To examine how the memories Jonas receives affect his opinion of his community.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 149: “Jonas entered The Annex room and realized immediately that...” To Page 151: “‘Forgive me,’ he said.”	1. A: How does possessing all of the memories of the past affect The Giver? [RL 7.3] B: What does Jonas’s offer reveal about him as a character? [RL 7.3]	
	2. Read all of page 150. How does the author's use of color enhance the description of what Jonas experiences? [RL 7.4]	
	3. Consider this quotation: “The noise continued all around: the cries of the wounded men, the cries begging for water and for Mother and for death. Horses lying on the ground shrieked, raised their heads, and stabbed randomly toward the sky with their	

	<p>hooves. From the distance, Jonas could hear the thud of cannons. Overwhelmed by pain, he lay there in the fearsome stench for hours, listened to the men and animals die, and learned what warfare meant.” (151)</p> <p>A: How does the author’s use of auditory imagery help show what war is truly like? [RL 7.4]</p> <p>B: How might experiencing the memory of warfare affect Jonas? [RL 7.3]</p>	
<p>Start Page 152: “Jonas did not want to go back.”</p> <p>To Page 153: “Although he had through the memories learned about the pain of loss...”</p>	<p>4. A: How does experiencing warfare affect Jonas’s attitude toward receiving memories? [RL 7.6]</p> <p>B: How does it develop his relationship with The Giver? [RL 7.3]</p>	
<p>Start Page 153: “Jonas felt the joy of it as soon as the memory began.”</p> <p>To Page 159: “I did like the light they made. And the warmth.”</p>	<p>5. How does experiencing the memory of a family celebrating Christmas change the way Jonas views his community? [RL 7.6]</p>	
<p>Start Page 158: “‘Father? Mother?’ Jonas asked tentatively...”</p> <p>To Page 162: “Something within him, something that had...”</p>	<p>6. Consider this excerpt: “‘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... And everybody would have memories.’” (161)</p> <p>What does this excerpt reveal about Jonas as a character? [RL 7.3]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> Is being proud of someone the same thing as loving them? What has Jonas’s community gained by giving up love? Do you think the trade was worth it? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapters 15-16 (Pages 149-162). *5 minutes*



1. What is the *best* meaning of “**grotesquely**” as it is used in the following sentence on page 150? **[RL 7.4]**

*“The colors of the carnage were **grotesquely** bright: the crimson wetness on the rough and dusty fabric, the ripped shreds of grass, startlingly green, in the boy’s yellow hair.”*

- A. very
- B. hardly
- C. ordinarily
- D. sickeningly

2. Reread the following passage from page 151:

“The boy sighed. His head fell back, his lower jaw dropping as if he had been surprised by something. A dull blankness slid slowly across his eyes. He was silent.”

Which option *best* describes the meaning of the phrase “a dull blankness slid slowly across his eyes”? **[RL 7.4]**

- A. The soldier began to cry.
- B. The soldier went cross-eyed.
- C. The soldier’s eyes started to water.
- D. The soldier’s eyes glazed over as he died.

3. In Chapter 16 Jonas experiences a memory of love. Which of the following pieces of evidence *best* supports the theme that having love is worth the chance of being hurt? **[RL 7.1]**

- A. “I can see why it’s your favorite. I couldn’t quite get the word for the whole feeling of it, the feeling that was so strong in the room.” (157)
- B. “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.” (158)
- C. “He could feel that there was risk involved [...] ‘Still,’ he said slowly, almost to himself, ‘I did like the light they made. And the warmth.’” (159)
- D. “‘Father? Mother? ... Do you love me?’ There was an awkward silence for a moment. Then father gave a little chuckle.” (159)

4. What does Jonas’s conversation with his parents about love reveal about the way living in this community has shaped them? (pages 159-160) **[RL 7.3]**

- A. Because they honor The Receiver, his parents treat Jonas’s questions very seriously.
- B. Because they have never experienced love, his parents think of it as an unnecessary part of life.
- C. Because they have been hurt in the past, his parents have no desire to have love in their future.
- D. Because they experienced the memories when they were young, his parents know all about love already.

Name _____ Class _____

Independent Practice for Chapters 15-16 (Pages 149-162)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
Compare and contrast what Jonas learns from the memories he receives in Chapters 15 and 16. [RL 7.2]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 17 (Pages 163-173)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Surge (sirj) - p.167
Purpose for Reading	
To track how Jonas's opinion of his community is changing.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 163: "TODAY IS DECLARED AN UNSCHEDULED HOLIDAY." To Page 166: "They were <i>felt</i> ."	1. Consider this excerpt: "But now Jonas had experienced real sadness. He had felt grief. He knew that there was no quick comfort for emotions like those. These were deeper and they did not need to be told. They were <i>felt</i> ." (166) What does this excerpt reveal about Jonas as a character? [RL 7.3]	
Start Page 166: "Today, he felt happiness." To Page 170: "Jonas knew with certainty that he could change nothing."	2. What does Jonas's reaction to the game of war reveal about his and Asher's different points of view? [RL 7.6]	
	3. Why does Jonas turn down Fiona's offer to ride bikes by the river? [RL 7.6]	

<p>Start Page 170: “Back in their dwelling...”</p> <p>To Page 173: “Father groaned. ‘Lily,’ he said. ‘It’s bedtime.’”</p>	<p>4. Why does Jonas ask his father for details about the process of releasing a newchild? [RL 7.1]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • How would you feel if you knew something that you couldn’t tell your friends? • Who would you rather have as a friend: Jonas or Asher? Why? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 17 (Pages 163-173). 5 minutes



1. What is the *best* meaning of “**suppressing**” as it is used in the following sentence on page 167? [RL 7.4]

*“They dropped to the ground and lay **suppressing** giggles.”*

- A. faking
 - B. hushing
 - C. noticing
 - D. squealing
2. How does Jonas’s reaction to the game of war reveal his changing perspective toward his community’s way of life? [RL 7.6]
- A. Jonas is starting to reject his community’s way of life.
 - B. Jonas fears his friends are going to shoot him and he’s going to lose the game.
 - C. Jonas misses his carefree childhood and is excited to play with his friends again.
 - D. Jonas is starting to accept his community’s way of life as something meant to help people not suffer.
3. Reread the following passage from page 168:

“Then they were all silent, standing awkwardly, and the only sound was the sound of Jonas’s shuddering breaths. He was struggling not to cry. Gradually, ... the other children looked at each other nervously and went away. ... ‘You ruined it,’ Asher said in an irritated voice.”

How does this scene demonstrate the community’s reasons for having a Receiver of Memory? [RL.3]

- A. It reveals that the difference between children and adults is their understanding of history.
 - B. It shows that having memories of cruelty and suffering makes life harder and less carefree.
 - C. It gives an example of how losing the memories would lead to foolish decision-making.
 - D. It illustrates that suffering can make a person selfishly desire the suffering of others.
4. Which of the following pieces of evidence *best* reflects Jonas’s current attitude about the possibility of changing his community? [RL 7.1]
- A. “Jonas sighed. It was no use.” (169)
 - B. “He felt such love for Asher and Fiona.” (170)
 - C. “He was struggling not to cry.” (168)
 - D. “He had a sudden choking feeling, as if it were difficult to breathe” (168)

Name _____ Class _____

Independent Practice for Chapter 17 (Pages 163-173)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
How does the author reveal Jonas's changing point of view toward his community in Chapter 17? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Grammar Quiz for Unit 3: *The Giver*

PART 1: Writing Compound-Complex Sentences

Directions: Write a compound-complex sentence that responds to each prompt below.

1. Prompt: Write a compound-complex sentence about your dream job.

2. Prompt: Write a compound-complex sentence about your favorite class.

Name _____ Class _____

THE GIVER — Chapter 18 (Pages 174-181)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Dejected - (de- jeck -ted) — p.174 Implore (im- plor) — p.178
Purpose for Reading	
To learn how Rosemary affected the community.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 174: "'Giver', Jonas asked the next afternoon, 'Do you ever think about release?'"	1. A: How are Jonas and Rosemary's attitudes as Receivers similar? B: How does Rosemary's decision to ask for release affect Jonas's view of her? [RL 7.6]	
	2. What does the following quotation reveal about the life of the Receiver of Memories? [RL 7.3] "I gave her happy memories: a ride on a merry-go-round; a kitten to play with; a picnic. Sometimes I chose one just because I knew it would make her laugh, and I so treasured the sound of that laughter in this room that had always been so silent." (177)	

	<p>3. A: How did Rosemary's decision to apply for release affect The Giver? [RL 7.3]</p> <p>B: How did it impact the community? [RL 7.6]</p>	
	<p>4. Find a piece of evidence from Chapter 18 that shows how hard it is for The Giver to talk about Rosemary. [RL 7.1]</p>	
<p>Start Page 179: "A thought occurred to Jonas."</p> <p>To Page 181: "His thoughts seemed to be elsewhere, and his eyes were troubled."</p>	<p>5. What do The Giver's repeated pleas for Jonas to not go near the river reveal about him? [RL 7.3]</p>	
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<ul style="list-style-type: none"> • Why do you think Rosemary requested release? • If Jonas were to leave, would it be helpful or harmful for the community in the long run? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 18 (Pages 174-181). *5 minutes*



1. What is the *best* meaning of “**gravely**” as it is used in the following sentences on page 180? **[RL 7.4]**

*“The Giver looked at him **gravely**. ‘You just stay away from the river, my friend,’ he said.
‘The community lost Rosemary after five weeks and it was a disaster for them.’”*

- A. kindly
 - B. angrily
 - C. seriously
 - D. curiously
2. Which of the following options *best* describes Jonas’s point of view on release? **[RL 7.6]**
- A. Release should never be anyone’s choice because asking for it is cowardly.
 - B. Release allows the community to be rid of its undesirable or failing members.
 - C. Release is a reasonable option for people who are unhappy in the community.
 - D. Release is an illogical choice because there is no better place than this community.
3. Which of the following was a result of the previous Receiver applying for release? **[RL 7.1]**
- A. No one in the community speaks Rosemary’s name ever again.
 - B. The following year a newchild is named Rosemary in honor of her.
 - C. The Committee of Elders changes the rules to say that all Receivers must be male.
 - D. The Giver starts Jonas’s training by quickly building his tolerance to painful memories.
4. Reread the following passage from page 178:
- “I didn’t give her physical pain. But I gave her loneliness. And I gave her loss. I transferred a memory of a child taken from its parents. That was the first one. She appeared stunned at its end.’ Jonas swallowed. Rosemary, and her laughter, had begun to seem real to him, and he pictured her looking up from the bed of memories, shocked.”*
- How does the community’s practice of separating newchildren from their birthmothers affect Rosemary’s reaction to the memory in the passage? **[RL 7.3]**
- A. Rosemary understands that this is the best way for everyone.
 - B. Rosemary is shocked by the pain the parents feel in the memory.
 - C. Rosemary thinks the parents in the memory are being foolish and overdramatic.
 - D. Rosemary believes that the child in the memory will be happier away from their parents.

Name _____ Class _____

Independent Practice for Chapter 18 (Pages 174-181)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

How does learning about what happened to Rosemary affect the way Jonas views his own role in the community?
[RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 19 (Pages 182-189)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how an author develops and contrasts the points of view of different characters in a text. [RL 7.6]	Let's pronounce these words together as a class: Receptacle (re-sep-tic-uhl) — p. 187
Purpose for Reading	
To fully understand the customs surrounding Release.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 182: “Jonas glanced at the clock.” To Page 184: “‘Shhh,’ The Giver said, his eyes on the screen.”	1. Consider this quotation: “‘They never let children watch. It’s very private’... He was afraid that his father wouldn’t like it, if he watched something so private.” (183) What does this reveal about Jonas as a character? [RL 7.3]	
	2. How does seeing the room where the twin’s release will take place affect Jonas? [RL 7.6]	
Start Bottom of Page 184: “Jonas’s father, wearing his nurturing uniform, ...” To Page 189: “Jonas felt a ripping sensation inside himself, the feeling of	3. Consider this quotation: “With an odd, shocked feeling, Jonas recognized the gestures and posture and expressions. They were familiar. He had seen them before.” (187-188) How does Jonas’s role as The Receiver allow him to understand what has happened to the twin? [RL 7.3]	

terrible pain clawing its way forward to emerge in a cry.”	4. How does witnessing the twin’s release affect Jonas? [RL 7.3]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • Why do you think The Giver encourages Jonas to watch the release? Do you think The Giver was right to do this? Why or why not? • How does this chapter affect your view of the community? • What do you think Jonas will do next? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 19 (Pages 182-189). *5 minutes*



1. What is the *best* meaning of “**seldom**” as it is used in the following sentence on page 182? **[RL 7.4]**

*“There was so much work to be done, always, that he and The Giver **seldom** simply sat and talked, the way they just had.”*

- A. never
- B. rarely
- C. typically
- D. frequently

2. Why does the author choose to have Jonas’s father speak to the twin the same way he speaks to Gabe? **[RL 7.1]**

- A. To show that Jonas’s father thinks the twin could be good friends with Gabe.
- B. To show that Jonas’s father is childish and speaks in that tone all day at work.
- C. To show that Jonas’s father thinks what he’s doing is completely normal and okay.
- D. To show that Jonas’s father wants to take the twin home and care for him like he has for Gabe.

3. Reread the following passage from page 186:

“‘Watch,’ The Giver said. ‘Now he cleans him up and makes him comfy,’ Jonas told him. ‘He told me.’ ‘Be quiet, Jonas,’ The Giver commanded in a strange voice. ‘Watch.’ Obediently Jonas concentrated on the screen, waiting for what would happen next. He was especially curious about the ceremony part.” (186)

What does this passage reveal about Jonas? **[RL 7.3]**

- A. Jonas is too curious about what is going on to be patient.
- B. Jonas thinks he already knows what’s going to happen during the release.
- C. Jonas doesn’t trust that his father is going to do what he said he does during releases.
- D. Jonas pays close attention to the procedure because he has no idea what’s going to happen next.

4. What does the passage from Question #3 reveal about The Giver? **[RL 7.3]**

- A. The Giver wants Jonas to see for himself what takes place during a release.
- B. The Giver thinks Jonas’s father is disgraceful, and he wants Jonas to understand why.
- C. The Giver feels like Jonas needs to suffer as much as possible to become a good Receiver.
- D. The Giver wants Jonas to know what happens during a release so he can tell the rest of his community about it.

5. Reread the following passage from pages 188-189:

“There she was — my last glimpse of that beautiful child — waiting. They brought in the syringe and asked her to roll up her sleeve. You suggested, Jonas, that perhaps she wasn’t brave enough? I don’t know about bravery: what it is, what it means. I do know that I sat here numb with horror. Wretched with helplessness. And I listened as Rosemary told them that she would prefer to inject herself. Then she did so. I didn’t watch. I looked away.”

Which of the following statements *best* fits The Giver’s definition of bravery based on the passage above? **[RL 7.1 & RL 7.2]**

- A. Bravery is easy to define and recognize.
- B. Bravery is sticking to what is safe and known.
- C. Bravery is facing the ugly, terrible truth and going forward anyway.
- D. Bravery is something people push themselves to show so they can get the approval of others.

Name _____ Class _____

Independent Practice for Chapter 19 (Pages 182-189)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.

How does the author develop Jonas's changing point of view toward his community in Chapter 19? [RL 7.6]

2. DISCUSS

A. Turn & Talk (2 minutes)

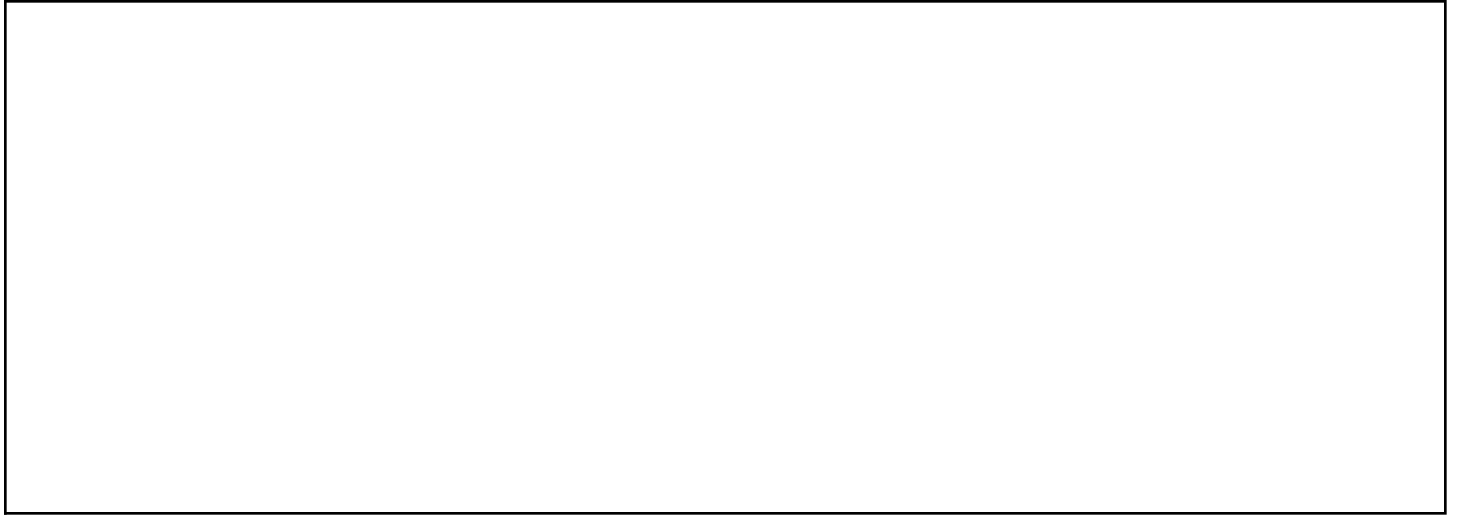
Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*



Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

Now that Jonas knows what “release” really is, what should his next steps be?

Explain using textual evidence from chapters 9-19 of *The Giver*.

Brainstorming:

Evidence & Page/Paragraph #	My Explanation

PART 2: During Discussion

Directions: Take notes in the chart during the discussion.



Reminder: Don't forget to use the discussion skill you've focused on in this unit.

<p>Examples of how you can introduce a new idea:</p> <ul style="list-style-type: none"> • <i>I noticed that...</i> • <i>I can't stop thinking about...</i> • <i>I'm wondering...</i> • <i>That reminds me of another story we read...</i> • <i>A theory I'm developing is...</i> 	<p>Examples of how you can check your understanding:</p> <ul style="list-style-type: none"> • <i>You just said that...</i> • <i>Let me see if I heard you right. You said...</i> • <i>What I understood was...</i> • <i>In other words, you're saying that...</i> • <i>It sounds like you think that...</i>
--	---

Interesting Points My Classmates Made	Questions I Have	My New Ideas

Keep the discussion going!
<ul style="list-style-type: none"> • If Jonas were to bring the information he has learned to the members of his community, do you think his family unit would support him? • Are there any elements of our own society that you completely disagree with to the point where you would consider leaving behind everything you know? Explain. • Is it possible to get someone else to change their behavior if they don't see anything wrong with what they're doing? • Do you believe one person seeing a problem in society is enough to bring about change within that society?

PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.



- ☐ I used the discussion skill sentence starters to introduce new ideas and check my understanding.
- ☐ I supported my ideas with evidence from the text.
- ☐ I built on a classmate's idea by summarizing their position and adding my own ideas.
- ☐ I posed and responded to questions that moved the conversation forward.
- ☐ I actively incorporate others into the discussion by asking their opinion.
- ☐ If I revised my ideas throughout the discussion, I shared how they changed.

Name _____ Class _____

THE GIVER — Chapter 20 (Pages 190-203)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll analyze how characters' actions and reactions shape the plot of the story. [RL 7.3]	Let's pronounce these words together as a class: [None in this chapter]
Purpose for Reading	
To analyze how Jonas's changing views of his community influence his actions.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 190: "I won't! I won't go home!"	1. How does learning the truth about releases change the way Jonas views his community? [RL 7.6]	
To Page 193: "Jonas watched him, and listened."	2. Consider this quotation: "The worst part of holding the memories is not the pain. It's the loneliness of it. Memories need to be shared." (193) How do The Giver's words help convince Jonas to join him in making a plan? [RL 7.3]	
Start Page 194: "It was late at night, now."	3. What does The Giver's decision to stay behind when Jonas leaves reveal about their different points of view in the passage? [RL 7.6]	
To Page 197: "... when I'm gone."		

Start Page 197: “Jonas went home the next morning, cheerfully greeted his parents...”	4. A: How does the structure of the community make it easier for Jonas to plan an escape? [RL 7.3] B: Provide a detail from the text which supports your answer to A. [RL 7.1]	
To Page 203: “‘Her name was Rosemary,’ The Giver said.”	5. What might The Giver mean when he says he wants to be with his daughter Rosemary? [RL 7.1 & RL 7.6]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • How do memories both weaken and empower Jonas? • Rudeness reflects poorly on parenting in this community. Do you think this is the same in our society? • Do you agree with The Giver’s choice to stay behind in the community? Why or why not? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 20 (Pages 190-203). *5 minutes*



1. What is the *best* meaning of “ **rueful** ” as it is used in the following sentence on page 192? **[RL 7.4]**

*“The Giver gave a **rueful** , anguished, empty laugh.”*

- A. furious
- B. terrified
- C. sorrowful
- D. embarrassed

2. What does the Giver understand about the community that Jonas does not? **[RL 7.6]**

- A. That Jonas’s father lies about his job to protect Jonas and Lily’s feelings.
- B. That people in the community don’t have feelings, so they don’t know killing is wrong.
- C. That the Chief of Elders will hurt The Giver if he tries to tell anyone the truth about feelings.
- D. That it’s better to release a newchild than to let it grow up being identical to another person.

3. Reread the following passage from page 197:

“I began to hear something truly remarkable, and it is called music. I’ll give you some before I go.”

Jonas shook his head emphatically. ‘No, Giver,’ he said. ‘I want you to keep that, to have with you, when I’m gone.’”

Why does Jonas *most likely* say this? **[RL 7.3]**

- A. Jonas knows that everyone needs memories of good things to balance out the bad.
- B. Jonas thinks seeing colors is better than hearing music, so he doesn’t need those memories.
- C. Jonas knows that memories of music won’t take away any of the horrible memories he has experienced.
- D. Jonas doesn’t want the community to have music once he’s gone, so he doesn’t want The Giver’s memories of it.

4. Which of the following pieces of evidence *best* shows how The Giver feels about his daughter, Rosemary? **[RL 7.1]**

- A. “When my work here is finished, I want to be with my daughter.” (202)
- B. “The Giver smiled, and nodded.” (203)
- C. “For the first time in their long months together, Jonas saw him look truly happy.” (203)
- D. ““Her name was Rosemary,” The Giver said.” (203)

Name _____ Class _____

Independent Practice for Chapter 20 (Pages 190-203)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
How does Jonas's shifting point of view move the plot forward in Chapter 20? [RL 7.3]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapters 21-22 (Pages 204-218)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll examine how the author develops one of the novel's themes in this chapter. [RL 7.2]	Let's pronounce these words together as a class: Stealth (stelth) — p. 204
Purpose for Reading	
To determine why Jonas makes the choices he does.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 204: "It would work." To Page 207: "... Father had said, in his sweet, sing-song voice."	1. How does the structure of this section contribute to its meaning? [RL 7.5]	
	2. Consider this quotation: "'It's bye-bye to you, Gabe, in the morning,' Father had said, in his sweet, sing-song voice." (207) How does the author's choice of words contribute to the mood? [RL 7.4]	
Start Page 207: "Jonas reached the opposite..." To Page 213: "Finally there was an entire day and night when they did not come at all."	3. What does Jonas's decision to run reveal about how his point of view is different from that of his community? [RL 7.6]	
	4. How is Jonas affected by being forced to rush his escape? [RL 7.3]	

	5. How does Jonas demonstrate creative thinking during his escape? [RL 7.1]	
Start Page 214: “Now the landscape was changing.”	6. How does venturing further and further away from Sameness affect Jonas’s views on his community? [RL 7.6]	
To Page 218: “He no longer cared about himself.”	7. At the end of Chapter 22 Jonas finds that “he no longer cared about himself” (218). What wisdom has Jonas gained since he first became The Receiver? [RL 7.6]	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> • How has Jonas’s time as The Receiver prepared him for this trip? • What do you think Jonas will find as he gets farther and farther from his community? • Jonas takes a huge risk for someone he loves. For whom would you be willing to take such a risk? Why? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapters 21-22 (Pages 204-218). *5 minutes*



1. Chapter 21 begins: “That night, Jonas was forced to flee” (205). What does the word **forced** reveal about Jonas’s point of view? **[RL.7.6]**

- A. Jonas thinks that he must do what he believes is right.
- B. Jonas thinks that he has no right to make his own choices.
- C. Jonas thinks he must obey The Giver’s commands at all times.
- D. Jonas thinks he doesn’t have the power to go against his community.

2. What is the *best* meaning of “**vigilant**” as it is used in the following sentence on pages 212-213? **[RL 7.4]**

*“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.”*

- A. irritated
- B. confused
- C. unaware
- D. observant

3. Reread the following passage from page 218:

“You have never been starving, he had been told. You will never be starving. Now he was. If he had stayed in the community, he would not be. It was as simple as that. Once he had yearned for choice. Then, when he had a choice, he made the wrong one: the choice to leave. And now he was starving. But if he had stayed... His thoughts continued. If he had stayed, he would have starved in other ways. He would have lived a life hungry for feelings, for color, for love. And Gabriel? For Gabriel there would have been no life at all. So there had not really been a choice.”

How does the author’s use of the word ‘**starving**’ impact the meaning of the passage? **[RL 7.4]**

- A. It shows that humans want to be able to make choices about their own lives even if they make ‘wrong’ choices.
- B. It shows that the two boys do not have enough food and are not likely to survive their journey.
- C. It shows that a person’s need for love is as strong as their need for food.
- D. It shows that people need both food and safety from outside threats.

4. What is the theme of the passage from question 3? **[RL 7.2]**

- A. Freedom is not worth dying for.
- B. A person needs to feed both their body and their soul.
- C. It is foolish to risk your own safety to save someone else.
- D. It’s better to make the safe choice even if you live with regret.

Name _____ Class _____

Independent Practice for Chapters 21-22 (Pages 204-218)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
How has learning to love changed Jonas's life? [RL.2]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

THE GIVER — Chapter 23 (Pages 219-225)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Skills Focus	Vocabulary
In this lesson, you'll examine how the author develops one of the novel's themes in this chapter. [RL 7.2]	Let's pronounce these words together as a class: Treacherous (treh-chur-us) — p.222 Surge (surj) — p. 224
Purpose for Reading	
To determine how Jonas has changed and what he wants most.	

During Reading

Directions: Start and stop at the page(s) indicated. Answer the questions and be prepared to share with your class.



Page Number	DURING READING QUESTIONS	STUDENT RESPONSE
Start Page 219: “Jonas felt more and more certain...” To Page 225: “But perhaps it was only an echo.”	1. How do the events of the plot in this section shape the relationship between Jonas and Gabe? [RL.7.3]	
	2. Consider this quotation: “The bicycle stopped. It would not move. He got off and let it drop sideways into the snow. For a moment he thought how easy it would be to drop beside it himself, to let himself and Gabriel slide into the softness of snow, the darkness of night, the warm comfort of sleep.” (220-221) How does Jonas’s temptation to give up during the snowstorm reinforce his community’s decision to move to Sameness? [RL 7.6]	
	3. A: How does Jonas’s decision to continue passing memories to Gabe affect them both? [RL 7.3] B: What does this suggest about the novel’s theme? [RL 7.2]	

	<p>4. How does Jonas's ability to recall memories affect him in the final pages of the novel? [RL.7.2]</p>	
	<p>5. A: What do you think happens to Jonas and Gabe at the end of the novel? [RL 7.1]</p> <p>B: Which detail from the chapter provides the best clue for your answer? [RL 7.1]</p>	
OPTIONAL: End of Chapter Discussion Questions	<ul style="list-style-type: none"> Although many of Jonas's memories have left him, the feelings have not. Why do you think that is? What do you think is the most important theme in <i>The Giver</i>? 	

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for Chapter 23 (Pages 219-225). 5 minutes



1. What is the *best* meaning of “**crested**” as it is used in the following sentence on page 223? [RL 7.4]

*“He reached the place where the hill **crested** and he could feel the ground under his snow-covered feet become level. It would not be uphill anymore.”*

- A. fell
- B. peaked
- C. inclined
- D. disappeared

2. Reread the following passage from page 221:

“He pressed his hands into Gabriels’ back and tried to remember sunshine. For a moment it seemed that nothing came to him, that his power was completely gone. Then it flickered suddenly, and he felt tiny tongues of heat begin to creep across and into his frozen feet and legs. He felt his face begin to glow and the tense, cold skin of his arms and hands relax. For a fleeting second he felt that he wanted to keep it for himself, to let himself bathe in sunlight, unburdened by anything or anyone else. But the moment passed and was followed by an urge, a need, a passionate yearning to share the warmth with the one person left for him to love. Aching from the effort, he forced the memory of warmth into the thin, shivering body in his arms.”

How does Jonas’s decision in this passage develop a theme of the novel? [RL 7.2]

- A. Jonas shows regret for his decisions and a longing to return to his home.
- B. Jonas rejects the temptation to be self-centered and instead sacrifices for love.
- C. Jonas tries to save Gabe so that someone will be alive to remember and tell his story.
- D. Jonas gives his warmth to Gabe because he is tired of struggling and has chosen to die.

3. Reread the following passage from page 222:

“If only he had had time to receive more warmth from The Giver before he escaped! Maybe there would be more left for him now.”

What does this passage suggest about memories? [RL 7.2]

- A. We should try to receive the wisdom of our elders while we have the chance.
- B. We should let our elders handle our problems for us because they have more wisdom.
- C. We should disregard memories because they aren’t helpful in solving the future’s problems.
- D. We should not take someone’s memories from them because they may need those memories in the future.

4. Reread the following passage from page 224:

“‘We’re almost there, Gabriel,’ he whispered, feeling quite certain without knowing why. ‘I remember this place, Gabe.’ And it was true. But it was not a grasping of a thin and burdensome recollection; this was different. This was something that he could keep. It was a memory of his own.

He hugged Gabriel and rubbed him briskly, warming him, to keep him alive. The wind was bitterly cold. The snow swirled, blurring his vision. But somewhere ahead, through the blinding storm, he knew there was warmth and light.”

What does this passage suggest about memories? [RL 7.2]

- A. Memories only distract a person from the reality of day-to-day life.
- B. Memories of better times give a person strength and hope in times of trouble.
- C. Memories are enjoyable but not especially useful to a person who is struggling.
- D. Memories can drag a person down by keeping them stuck in the sorrow of the past.

Name _____ Class _____

Independent Practice for Chapter 23 (Pages 219-225)



1. WRITE (10 minutes)

Think and write silently in response to the following question. Refer to multiple pieces of evidence.
What motivates Jonas to continue on in Chapter 23 despite the snowstorm? [RL 7.2]

2. DISCUSS

A. Turn & Talk (2 minutes)

Discuss your ideas and evidence with a partner.

B. Share Out (3 students)

Share your ideas with your teacher and classmates.

3. REVISE (10 minutes)

- *Use ideas from our discussion to make your initial response even stronger!*
- *Write your revised response as a complete paragraph including multiple pieces of evidence.*

Name _____ Class _____

Unit 3 Essay

PART 1: Essay Prompt

Directions: Read the essay prompt about *The Giver*.



PROMPT
How does gaining feelings change Jonas's opinion of his community? Remember to use evidence from the text to support your ideas. [W.1]

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you created an outline for this essay in a previous lesson, use it to help you draft. As you draft your essay, be sure to apply the skills you've practiced in writing lessons throughout this unit.

