

UNIT 3

THE GIVER



*Unless otherwise noted, this content
is licensed under the [CC BY-NC-SA](#)
4.0 license.*

WHAT ARE WE GOING TO LEARN?

Let's read the following quotation.

“Let everything happen to you.
Beauty and terror. Just keep going.
No feeling is final.”

~ Rainer Maria Rilke

Turn & Talk (1 minute):

Do you agree or disagree?
Why or why not?

WHAT ARE WE GOING TO LEARN?

With which statement
do you agree most?

**RAISE YOUR HAND to
Show Your Answer**

A

Memories and emotions make life more complicated and are not necessary.

B

Memories and emotions can help people make important decisions.

C

Memories and emotions weigh people down and make moving forward difficult.

D

Memories and emotions add to the beauty of life.

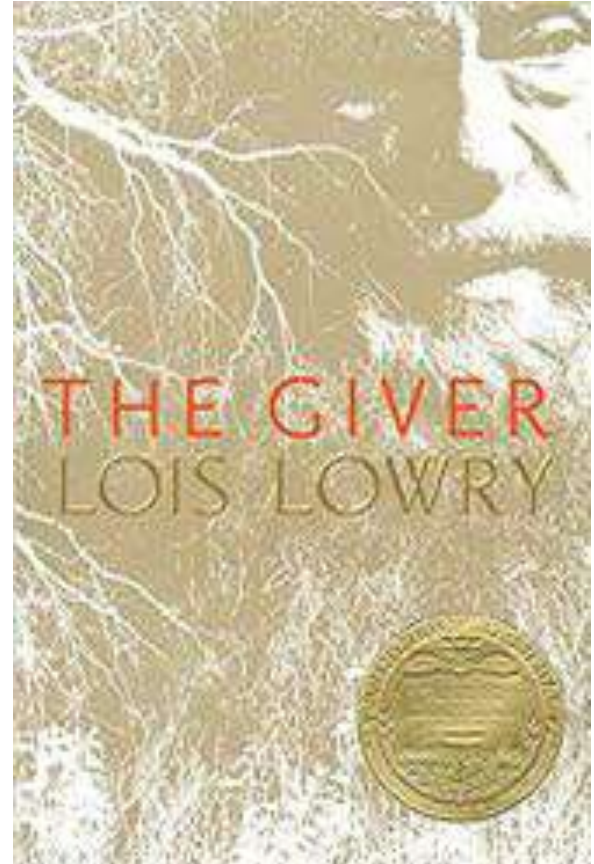
WHAT ARE WE GOING TO LEARN?

We will be reading the novel

The Giver

by Lois Lowry,

and will examine our beliefs about
freedom, control, and community.



WHAT ARE WE GOING TO LEARN?

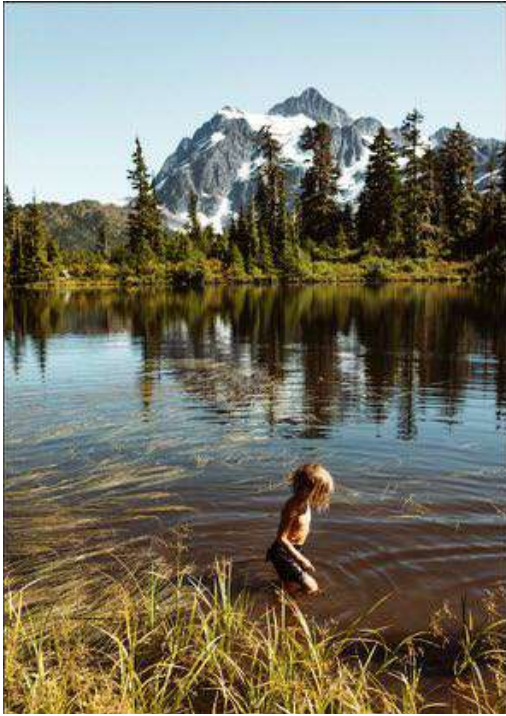
Lois Lowry is an award-winning
American novelist.

She is known for writing about difficult
subject matter for young audiences.

Her most-recognized works are her two
Newbery Medal-winning novels:
Number the Stars (1990)
and *The Giver* (1994).



In this unit, we'll examine how the author uses setting to develop the story's characters.



In order to analyze the ways setting helps develop characters we will:



Notice

details about the setting which the author presents to the reader.



Track

the characters' thoughts and feelings about the setting and what they experience there.



Ask

how the place and community have influenced the characters.

WHAT'S NEXT?

In the next activity, we'll learn more about the vocabulary in this unit.

COMMON LIT 360 CURRICULUM

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.

1. Begin by looking at the photo.
Ask yourself, **What do I see?**
(One kind flying in the air.
They are not being controlled or told where to go.)


2. 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.

3. Then, look at the example sentence.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
No, "complete" works in the example sentence as well.

4. Finally, write or type a prediction in the last box.

Example: Absolute (ab-suh-lute)

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



Andrew absolute (broke) to go wherever they like.


What's your prediction?

My Answer: complete

Correct Definition:

2. Accommodated (uh-kuh-uh-ree)

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



It took a few minutes for (her) eyes to become accommodated to the sun.


What's your prediction?

My Answer:

Correct Definition:

3. Considerable (kuh-uh-uh-ree)

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



The girl took so little, it's considerable that they be better.

What's your prediction?

My Answer:

Correct Definition:

Unit 3: *The Giver*

Common Core State Standards for English Language Arts

Writing Baseline Assessment Goal-Setting Tool

Name _____ Class _____

Writing is an important skill that prepares you to succeed in school, work, and life. It helps you communicate your ideas well and express your creativity. It helps you become a stronger reader and a better thinker. None of us is born a strong writer, but we become strong writers through regular, intentional practice. Use this goal-setting tool to help you reflect on your writing skills and plan for a year of big achievements.

Part 1: Share your perceptions about writing

Directions: Rate how much you agree or disagree with the statements about writing. Then, respond to the short answer questions that follow. This will help you prepare for a writing conference with your teacher.



	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I enjoy writing.	1	2	3	4	5
I practiced writing every day in school last year.	1	2	3	4	5
I am comfortable sharing my writing with others.	1	2	3	4	5
I try to imitate the techniques of other writers.	1	2	3	4	5
I know how to improve my writing.	1	2	3	4	5
I enjoy revising my writing to make it better.	1	2	3	4	5
I will continue to revise a writing assignment until it is my best work.	1	2	3	4	5

1. What kind of writing do you enjoy most?

2. If you could write about one thing all year long, what would it be?

3. What is hard for you as a writer?



Part 2: Reflect on your Writing Baseline Assessment scores

Directions: A baseline assessment is a test at the beginning of the year that helps your teacher understand how to help you improve. Your teacher has scored your Writing Baseline Assessment. Use the scores and teacher comments on your Student Feedback Form to answer the reflection questions.

4. Write the scores you received for each writing category:

Writing Category	My score
Thesis	
Organization	
Evidence	
Analysis	
Writing Conventions	
Overall Score	

5. What were the greatest areas of strength in your writing?

6. What were the areas of writing that needed the most improvement?

Part 3: Set Goals

Directions: Answer the questions below.



7. List at least **three** ways that you would like to improve in your writing between now and the end of the school year.

- Goal 1:

- Goal 2:

- Goal 3:

8. How can your teacher help you meet these goals?

GRADE 6-10 ARGUMENTATIVE WRITING RUBRIC

Directions: Use this rubric to score students' Writing Baseline Assessment and plan instructional next steps.

Grade 6-10 Argumentative Writing Rubric 4-Point Section					
Score	4	3	2	1	Not Scored
Thesis	Thesis or claim is clearly stated. It is specific and relevant to the task and purpose.	Thesis or claim is adequately stated . It responds to the prompt but may be general or broad.	Thesis or claim is attempted , but may be somewhat confusing or ambiguously related to the task and purpose.	Thesis or claim is missing or not relevant to the task and purpose.	<ul style="list-style-type: none"> • Insufficient (includes copied text) • Not written in English • Not aligned to the task and/or purpose
Organization	Demonstrates a clear, logical organizational structure that supports the development of the thesis: <ul style="list-style-type: none"> • A strong introduction and conclusion • Logical and coherent grouping and ordering of key points and evidence within and across body paragraphs • Strong transitions that demonstrate the relationship between ideas • Clearly addresses alternate or opposing arguments (beginning at 7th grade) 	Demonstrates a satisfactory organizational structure that generally supports the thesis: <ul style="list-style-type: none"> • An adequate introduction and conclusion • Logical grouping and ordering of key points and evidence within and across body paragraphs • Some effective transitions between ideas • Adequately addresses alternate or opposing arguments (beginning at 7th grade) 	Demonstrates a general organizational structure which may lack a sense of direction: <ul style="list-style-type: none"> • Introduction or conclusion is weak • Some key points and evidence that are not grouped or ordered logically • Some confusing transitions or connections between ideas • Addresses alternate or opposing arguments in a confusing or unclear way (beginning at 7th grade) 	Demonstrates a weak organizational structure: <ul style="list-style-type: none"> • Introduction and conclusion may be weak or missing • Key points and evidence that are not grouped or ordered logically • Few transitions or connections between ideas • Does not address alternate or opposing arguments (beginning at 7th grade) 	
Evidence	Includes strong and relevant evidence to support thesis/claim, key points, and overall argument All evidence is contextualized with attention to information intended readers may need.	Includes relevant evidence to support thesis/claim, key points, and overall argument Most evidence is contextualized with attention to information intended readers may need.	Evidence or supporting details may be insufficient or only somewhat relevant . Evidence is inconsistently contextualized with attention to information intended readers may need.	Evidence or supporting details are largely missing . If evidence is present, no context is provided.	

Grade 6-10 Argumentative Writing Rubric 4-Point Section

Score	4	3	2	1	Not Scored
Analysis	<p>Explanations/analysis develop ideas and insight in the essay, and support a credible and convincing line of reasoning.</p> <p>Effectively uses a variety of elaborative techniques, such as making connections or comparisons, using analogies or anecdotes, etc.</p> <p>Reflects precise and carefully selected language for clarity and effect</p> <p>Tone is clearly appropriate for the task, audience, and purpose.</p>	<p>Explanations/analysis develop ideas and make connections, and support a coherent line of reasoning.</p> <p>Adequately uses some elaborative techniques, such as making connections or comparisons, using analogies or anecdotes, etc.</p> <p>Reflects use of language that is functional and appropriate</p> <p>Tone is generally appropriate for the task, audience, and purpose.</p>	<p>Explanations/analysis mostly summarize or restate evidence, but the line of reasoning may be difficult to follow or underdeveloped.</p> <p>Uses weak or imbalanced elaborative techniques.</p> <p>Reflects mostly simplistic language</p> <p>Tone is uneven or somewhat ineffective for the task, audience, and purpose.</p>	<p>Explanations/analysis may be missing or show a lack of understanding. There is no line of reasoning.</p> <p>Mostly appeals to emotions instead of using elaborative techniques.</p> <p>Language is unclear or confusing</p> <p>Tone is ineffective for the task, audience, and purpose.</p>	<ul style="list-style-type: none"> • Insufficient (includes copied text) • Not written in English • Not aligned to the task and/or purpose

Grade 6-10 Argumentative Writing Rubric 2-Point Section

Score	2	1	Not Scored
Writing Conventions	<p>Reflects adequate control of most writing conventions; contains occasional errors that do not interfere with clarity or message</p>	<p>Reflects partial control of writing conventions; contains errors that interfere with clarity or message</p>	<ul style="list-style-type: none"> • Insufficient (includes copied text) • Not written in English • Not aligned to the task and/or purpose

STUDENT FEEDBACK FORM

Directions: Fill out this form based on the scores you gave students on the Grade 6-10 Argumentative Writing Rubric. Then, share this synthesis of your feedback with students to help them [reflect on](#) and improve their writing.

Writing category	Student score	Total points possible	Teacher comments
Thesis		/4	
Organization		/4	
Evidence		/4	
Analysis		/4	
Writing Conventions		/2	
Overall Score		/18	

Using CommonLit's Supplemental Text Sets

What is the supplemental text set?

Each CommonLit unit is accompanied by a set of supplemental texts. These texts range in both their complexity and thematic links to the unit. Each text is available digitally and prepared with an annotation task, Guided Reading Mode multiple choice questions, and Assessment multiple choice and short-answer questions.

Why use supplemental texts?

Because the texts vary in complexity, teachers can use the texts to support and challenge a wide range of learners. The texts provide an opportunity for remediation and extension within each unit.

Here are a few suggestions on how to implement the supplemental texts:

- **Independent, In-Class reading:** Provide a text to students to read independently in class. This provides students with an opportunity for sustained silent reading. During this time, the teacher can also pull a group of students to read with.
- **Small Group or Partner In-Class Reading:** Provide a text to students to read in partners or small groups in class. This provides students with a chance to collaborate on content connected to the theme of the unit. During this time, the teacher can also pull a group of students to read with.
- **Homework:** Provide students with a text to read independently at home. The teacher can choose to assign the Assessment Questions and/or Guided Reading Mode questions to all or some students.
- **Student Choice:** Use the text set as an opportunity to have students pull from a supplemental “library.” Keep in mind that you will want to be transparent about the complexity of each text so students can make the best choice about a text that meets their learning needs.

CHAPTER OVERVIEW: CHAPTER 1

(This page does not appear on the student copy.)

About this chapter

In this chapter, readers are introduced to Jonas and his world.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how the community views rulebreakers. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 1 (Pages 1-13)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	A: <i>Jonas is a very careful and cautious young man. He is eager to comply with the rules so as to avoid the shame and public embarrassment that happens when someone makes a mistake in his community. He also may lack understanding of what feelings are.</i> <ul style="list-style-type: none"> HINT: "Jonas was careful with language. Not like his friend, Asher, who talked too fast and mixed things up, scrambling words and phrases until they were barely recognizable and often very funny." (4) B: <i>His community values preciseness of language. They are quick to correct those who slip up.</i> <ul style="list-style-type: none"> HINT: "And I thank you, because once again you have provided an opportunity for a lesson in language. 'Distraught' is too strong an adjective to describe salmon-viewing." (5)
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]	Sevens and Elevens are age groups of children. <ul style="list-style-type: none"> HINT: "When we were Sixes, we went and shared a whole school day with a group of Sixes in their community." (8) <i>Student answers will vary, but should include the idea that we view animals as creatures that are not human. Lily doesn't know what animals are because they do not exist in the community. Therefore, her definition relates to people who are not in control of themselves or their emotions.</i> <ul style="list-style-type: none"> HINT: The Merriam-Webster dictionary definition of 'animal' is: one of the lower animals (less advanced in the scale of

		<p><i>evolutionary development) as distinguished from human beings.</i></p> <ul style="list-style-type: none"> HINT: “Neither child knew what the word meant, exactly, but it was often used to describe someone uneducated or clumsy, someone who didn’t fit in.” (7)
<p>Start Page 9: “He listened politely, though not very attentively...”</p> <p>To Page 13: “This talk will be a private one with Jonas.”</p>	<p>4. A: What is a newchild?</p> <p>B: What do you think Jonas’s father’s job is based on what you have read about him? [RL 7.1]</p>	<p><i>A: A newchild is a baby.</i></p> <p><i>B: A Nurturer is similar to a pediatrician and a nanny. They provide all of the care for newchildren.</i></p> <ul style="list-style-type: none"> HINT: “But he isn’t growing as fast as he should, and he doesn’t sleep soundly.” (9) HINT: “He and the other Nurturers were responsible for all the physical and emotional needs of every newchild during its earliest life.” (9)
	<p>5. What does Jonas’s family dinner reveal about marriage in his community? [RL 7.3]</p>	<p><i>The conversation reveals that family units are created by individuals being ‘given’ spouses and children rather than choosing them.</i></p> <ul style="list-style-type: none"> HINT: “Most of the people on the night crew had not even been given spouses because they lacked, somehow, the essential capacity to connect to others, which was required for the creation of a family unit.” (10)
	<p>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)</p> <p>A: What does this excerpt reveal about the community?</p> <p>B: How does Jonas appear to feel about this based on his reaction in the quote? [RL 7.3]</p>	<p><i>A: This reveals that personal privacy is not afforded to members of this community.</i></p> <p><i>B: Jonas seems disappointed by this given the fact that he sighs. It also shows that Jonas will comply even though he doesn’t want to because he is obedient.</i></p>
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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 7.3]**
 - 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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 2

(This page does not appear on the student copy.)

About this chapter

In this chapter, readers learn more about how the community is organized and about the importance of the Ceremony of Twelves.

This chapter's skill focus

In this lesson, students will analyze how **characters** are shaped by the **setting** in which they live and the events that they experience. [RL 7.3]




This chapter's writing prompt

How does the approaching Ceremony of Twelves affect Jonas? [RL 7.3]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how the upcoming Ceremony of Twelves makes Jonas feel. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 2 (Pages 14-24)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Individuality is not valued at all in this community, which they show by not recognizing birthdays. Instead, all children born within the same year become the next age group on the same day and are considered to be the same age. Past age twelve, most adults have no idea how old they are.</i> <ul style="list-style-type: none"> HINT: "Each December, all the newchildren born in the previous year turned One... Some were already walking, wobbly on their unsteady legs; others were no more than a few days old, wrapped in blankets, held by their Nurturers." (14-15)
	2. A. How are families made in this community? B. What is the impact of forming families this way? [RL 7.3]	<i>A: The community assigns spouses to certain adults. They control which adults give birth to children. Only fifty newchildren are born each year. Married couples must apply to have a newchild join their family. Newchildren aren't part of families until they are named and assigned to a family unit at the Ceremony of Ones.</i> <i>B. The population size is strictly controlled. Families are formed based on planning and logic, rather than love and chance.</i> <ul style="list-style-type: none"> HINT: "'The year we got Lily, we knew, of course, that we'd receive our female, because we'd made our application and been approved. But I'd been wondering and wondering what her name would be.'" (15)
	3. How is The Receiver different from other members of the Council of Elders? [RL 7.1]	<i>The Receiver only deals with the most important problems within the community, which could mean that The Receiver has a more important role than the other Elders.</i> <ul style="list-style-type: none"> HINT: "Sometimes, if it was a very important rule — unlike the one governing the age for bicycles — it would have to go,

		<p><i>eventually, to The Receiver for a decision. The Receiver was the most important Elder.” (17)</i></p>
	<p>4. What does the discussion of bicycles reveal about the community’s approach to rule changes? [RL 7.3]</p>	<p><i>Rule changes must be approved by the Committee of Elders. The process is very slow and rules are rarely changed.</i></p> <ul style="list-style-type: none"> HINT: “There was talk about changing the rule and giving the bicycles at an earlier age. A committee was studying the idea. When something went to a committee for study, the people always joked about it. They said that the committee members would become Elders by the time the rule change was made.” (17)
<p>Start Page 18: “His father continued.”</p> <p>To Page 24: “... or how he might feel about it when the day came.</p>	<p>5. How does Jonas’s father view the process of assigning professions? Why? [RL.6]</p>	<p><i>He has a very positive view of the process because his assignment exactly matches his skills and interests.</i></p> <ul style="list-style-type: none"> HINT: “I had always loved the newchildren more than anything.” (19) HINT: “They were happy for me, that my Assignment was what I wanted most. I felt very fortunate.” (20)
	<p>6. How will Jonas’s experience at the Ceremony of Twelves be different from his father’s? [RL.3]</p>	<p><i>Unlike his father, Jonas has no idea what his Assignment will be. He will be more nervous than his father, who felt so confident and calm.</i></p> <ul style="list-style-type: none"> HINT: “Unlike his father, he had no idea what his Assignment would be. But he knew that some would disappoint him.” (20)
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 3

(This page does not appear on the student copy.)

About this chapter

Chapter 3 sheds light on the community's attitude toward those who are different.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

What is more important to this community: the well-being of an individual or of the group? **[RL 7.6]**

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how the community views those who are different. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 3 (Pages 25-32)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Jonas and Gabe both have light-colored eyes. Most members of the community have dark eyes.</i> <ul style="list-style-type: none"> HINT: “It was the first thing Jonas noticed as he looked at the newchild peering up curiously from the basket. The pale eyes. Almost every citizen in the community had dark eyes... But there were a few exceptions: Jonas himself, and a female Five who he had noticed had the different, lighter eyes.” (25)
	2. How does this community view people who are physically different? [RL 7.6]	<i>They think that being different is bad; that’s why they consider it rude to bring attention to differences between people. Jonas himself is embarrassed and self-conscious because he doesn’t want any attention brought to the fact that he’s different.</i> <ul style="list-style-type: none"> HINT: “No one mentioned such things; it was not a rule, but it was considered rude to call attention to things that were unsettling or different about individuals.” (25-26) HINT: “the light eyes were not only a rarity but gave the one who had them a certain look ... He felt self-conscious realizing that he, too, had that look.” (26)
	3. Compare the way this community views mothers with the way mothers are traditionally viewed in your culture. How are they different? [RL 7.6]	<i>Student answers will vary. The community in the novel views Birthmother as an undesirable Assignment. Birthmothers are seen as lazy and unintelligent. Students may say that this contrasts with a respect or reverence for mothers in their own communities.</i> <ul style="list-style-type: none"> HINT: “There’s very little honor in that Assignment.” (27) HINT: “Three births, and that’s all. After that, they are laborers for the rest of their adult lives.” (27)

<p>Start Page 28: “Jonas turned to the school assignments on his desk.”</p> <p>To Page 32: “... the newchild with his pale, solemn, knowing eyes.”</p>	<p>4. What does Jonas's decision to play catch with Asher reveal about him? [RL.7.3]</p>	<p><i>Jonas is kind. He joins Asher because Asher enjoys the game. Jonas isn't particularly interested in it himself, but his friend enjoys it, so he goes along with it.</i></p> <ul style="list-style-type: none"> HINT: “It was effortless for Jonas, and even boring, though Asher enjoyed it, and playing catch was a required activity for Asher because it would improve his hand-eye coordination, which was not up to standards.” (30)
	<p>5. Why does Jonas take the apple home? [RL 7.1]</p>	<p><i>Jonas takes the apple home because he notices it “change”. He wants to examine it more closely to see if he can make it happen again.</i></p> <ul style="list-style-type: none"> HINT: “But suddenly Jonas had noticed, following the path of the apple through the air with his eyes, that the piece of fruit had — well, this was the part that he couldn't adequately understand — the apple had changed.” (30) HINT: “He had held a magnifying glass to it. He had tossed it several times across the room, watching, and then rolled it around and around on his desktop, waiting for the thing to happen again.” (31)
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTERS 4 AND 5

(This page does not appear on the student copy.)

About this chapter

These chapters illuminate the society's treatment of the Old and their attitude toward sexual attraction.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

What does this community value more: freedom or peace? [RL 7.6]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how the community handles the changes that come with age. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____

Class _____

TEACHER COPY: *THE GIVER* — Chapters 4 and 5 (Pages 33-50)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Jonas feels like any freedom at all is a wonderful luxury because members of his community are not often allowed the freedom to choose. Volunteer hours are an exception.</i> <ul style="list-style-type: none"> HINT: "The freedom to choose where to spend those hours had always seemed a wonderful luxury to Jonas; other hours of the day were so carefully regulated." (33)
	2. Make a prediction about what Jonas's assignment will be based on what you know about him so far. [RL.7.3]	<i>Student answers will vary. Jonas doesn't really seem interested in any of the Assignments that have been discussed so far. This may lead students to predict he will be assigned a role that readers haven't learned of yet.</i> <ul style="list-style-type: none"> HINT: "He realized, though, that not focusing on one area meant he was left with not the slightest idea — not even a guess — of what his Assignment would be." (37)
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]	<i>Both newchildren and the elderly are cared for by fellow community members and released if the circumstances require it.</i> <ul style="list-style-type: none"> HINT: "Last night he had watched his father bathe the newchild. This was much the same." (38)
	4. How is the release of one of the Old different from other times when people are released? [RL.7.3]	<i>When one of the Old is released, there is a celebration of that person's life. Other adults are released as punishment. When a newchild is released, it is considered very sad.</i> <ul style="list-style-type: none"> HINT: "This morning we celebrated the release of Roberto ... It was wonderful." (40) HINT: "you should have seen his look. Pure happiness, I'd call it." (41)

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]	<i>The dreams show just that the community uses punishments and fear to control its citizens.</i> <ul style="list-style-type: none"> HINT: “Lily... had, against the rules, been riding her mother’s bicycle and been caught by the Security Guards.” (43) HINT: “his mother told of a dream fragment, a disquieting scene where she had been chastised for a rule infraction she didn’t understand.” (44)
	6. Why are the Stirrings treated with medication? [RL 7.2]	<i>Stirrings are medicated away as a way to manage citizens’ feelings and actions. If they were allowed to feel sexual attraction, they might prefer to choose their own spouses. Preventing them from feeling sexual attraction makes it easier for the Committee to choose the “ideal” spouse for each person.</i> <ul style="list-style-type: none"> HINT: “I wanted her to take off her clothes and get into the tub.... I wanted to bathe her.” (45) HINT: “It’s just the pills.... the treatment for Stirrings.” (48) HINT: “The Stirrings were gone.” (50)
	7. Describe Jonas’s conflicting feelings about taking the pills for Stirrings. [RL 7.2]	<i>Jonas is “proud” that he gets to do something grown up like his parents and Asher do. On the other hand, he liked experiencing the Stirrings, and part of him hopes to experience them again. [NOTE: This is the first time readers see Jonas wanting to feel something.]</i> <ul style="list-style-type: none"> HINT: “Jonas felt oddly proud to have joined those who took the pills.” (49) HINT: “he had liked the feelings that his mother had called Stirrings.” (49) HINT: “the dream slipped away from his thoughts. Very briefly, a little guiltily, he tried to grasp it back.” (50)
	8. What purpose does the dream sharing ritual have in this community? [RL 7.3]	<i>Dream sharing lets citizens express their feelings so that their feelings can be controlled. Whatever feelings cannot be dismissed through explanation and analysis are prevented with medication.</i> <ul style="list-style-type: none"> HINT: “He paused. He knew he had to tell it all, that it was not only all right but necessary to tell all of a dream. So he forced himself to relate the part that made him uneasy.” (45) HINT: “The Stirrings were gone.” (50)
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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)

Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 6

(This page does not appear on the student copy.)

About this chapter

In this chapter, readers learn how families in Jonas's society are formed.

This chapter's skill focus

In this lesson, students will analyze how **characters** are shaped by the **setting** in which they live and the **events** that they experience. [RL 7.3]




This chapter's writing prompt

What role does love play in the creation of families in this community? [RL 7.3]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on what family life is like in the community. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 6 (Pages 51-62)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Community members rarely view themselves as individuals; instead, they see themselves as members of a group. Their age determines how much responsibility they are given and which rules apply to them. Once children pass age twelve, however, their age's importance is replaced by their Assignment's importance.</i> <ul style="list-style-type: none"> HINT: "The little girl nodded and looked down at herself, at the jacket with its row of large buttons that designated her as a Seven. The front-buttoned jacket was the first sign of independence, the first very visible symbol of growing up. The bicycle, at Nine, would be the powerful emblem of moving gradually out into the community, away from the protective family unit." (52)
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]	<i>Newchildren are not named right away because there is a possibility they will need to be released if they do not thrive in their first year of life. Naming something humanizes it, so the community deliberately holds off on naming newchildren so that it will be easier to release them if necessary.</i> <ul style="list-style-type: none"> HINT: "Those who were released--even as newchildren--were sent Elsewhere and never returned to the community." (54)
	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)	<i>This shows that Jonas is favoring Gabriel even though he isn't officially part of their family unit. He is partial to Gabriel over other newchildren.</i> <ul style="list-style-type: none"> HINT: "Even Jonas ... was glad that Gabe had not been released." (55)

	What does this quotation reveal about Jonas' feelings for Gabriel? [RL 7.6]	
	4. Compare how this community responds to losing someone to the way your community responds. [RL 7.1]	<i>Student answers will vary. In the novel, when someone leaves the community unexpectedly and tragically, the community performs the Ceremony of Loss. They say the lost person's name throughout the day, slowly getting quieter and less frequent.</i> <ul style="list-style-type: none"> HINT: "The entire community had performed the Ceremony of Loss together, murmuring the name Caleb throughout an entire day, less and less frequently, softer in volume, as the long and somber day went on, so that the little Four seemed to fade away gradually from everyone's consciousness." (56)
	5. What does the Murmur of Replacement ceremony indicate about how this community views its members? [RL 7.6]	<i>This community does not view its members as individuals at all. They assume a person can be replaced just by being given the same name as a former member.</i> <ul style="list-style-type: none"> HINT: "This new Caleb was a replacement child." (56)
Start Page 58: "Now Father sat beside Mother in the audience." To Page 62: "As if in answer to his unspoken wish, the signal came, and..."	6. A: What is Jonas's attitude toward the Elders' decisions? [RL 7.6] B: Why do you think he feels this way? [RL 7.1]	A: Jonas trusts in the Elders completely. <ul style="list-style-type: none"> HINT: "Jonas shrugged. It didn't worry him. How could someone not fit in? The community was so meticulously ordered, the choices so carefully made." (61) HINT: "He was certain that his Assignment, whatever it was to be, and Asher's too, would be the right one for them." (62) B: Jonas trusts the Elders because he hasn't been given a reason not to. His life has gone fairly smoothly up to this point, planned with care, so he doesn't doubt them. His family has also assured him many times that the Committee of Elders doesn't make mistakes.
OPTIONAL: End of Chapter Discussion Questions	<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*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTERS 7 AND 8

(This page does not appear on the student copy.)

About this chapter

In these chapters, readers discover that Jonas is unique in the community and has received a very important and unusual assignment.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

How is Jonas's view of himself different from the Committee's view of him? [RL 7.6]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jonas's reactions to the Ceremony of Twelves and his Assignment. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____

Class _____

TEACHER COPY: *THE GIVER* — Chapters 7 and 8 (Pages 63-81)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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 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]	A: <i>Each year there are fifty children that enter the workforce, assuming that no one is Lost or Released before they turn Twelve.</i> <ul style="list-style-type: none"> HINT: "There were always fifty in each year's group, if none had been released" (15) B: <i>The Committee of Elders plans it this way to ensure that there are always new workers available to the community. It also ensures there is always a predictable number of working citizens to count on.</i>
	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]	A: <i>They are treated cruelly: physically punished and made fun of for their failures.</i> <ul style="list-style-type: none"> HINT: "The audience howled with laughter." (68) HINT: "for each lapse the discipline wand came again, escalating to a series of painful lashes that left marks on Asher's legs." (70) B: <i>The punishment doesn't teach Asher not to mix up his words; it only embarrasses and scares him, so much so that he avoids speaking entirely so he won't be punished. This shows that shame and physical force are not effective teachers even though the committee claims they work.</i>
Start Page 71: "The	3. During the Ceremony of Twelve, why does Jonas assume he must have done something wrong? [RL 7.3]	<i>Jonas assumes he did something wrong because that is usually the reason why someone is skipped over during a ceremony. He also</i>

Assignments continued... ” To Page 73: “What had he done wrong?”		<i>trusts that the Elders would never make a mistake, so they must have a good reason for skipping him.</i> <ul style="list-style-type: none"> HINT: “Once, long ago, it was whispered among the children, an Eleven had arrived at the Ceremony of Twelve only to hear a public announcement that he had not completed the required number of volunteer hours and would not, therefore, be given his Assignment. He had been permitted an additional month in which to complete the hours, and then given his Assignment privately, with no applause, no celebration; a disgrace that had clouded his entire future.” (36)
Start Page 74: “The audience was clearly ill at ease.” 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]	<i>Lowry uses the words/phrases “vibrant,” “gracious,” “smiling,” “her benign statement,” “flowed”, and “reassuringly” to create a calming mood in an otherwise tense and emotionally charged room.</i>
Start Page 75: “Earlier that day, dressing in his own dwelling...” To Page 81: “Or what would become of him.”	5. Why is it so important for the next Receiver-in-training not to fail? [RL 7.1]	<i>Receiver of Memory is the most honored job in the community, and there is only one. The current Receiver is getting quite old, and he may not live long enough to train another new Receiver if Jonas were to fail at it. Also, the last failure somehow caused discomfort to the whole community.</i> <ul style="list-style-type: none"> HINT: “We failed in our last selection... it causes us all terrible discomfort.” (76) HINT: ““We have not been hasty this time,’ she continued. ‘We could not afford another failure.’” (77)
	6. What qualities does The Receiver need to possess? [RL 7.1]	<i>The Receiver must possess: Intelligence, Integrity, Courage, Wisdom, and the Capacity to See Beyond.</i> <ul style="list-style-type: none"> HINT: See pages 78-79.
	7. How does Jonas’s view of himself shift at various points during this section of reading? [RL 7.3]	<i>As he walks to the stage, Jonas is sure that he’s a failure. Then, when the Committee first tells Jonas he must possess the ability to See Beyond, Jonas experiences even deeper self-doubt; however, after Jonas experiences Seeing Beyond as he looks out at the crowd, he feels self-assured for the first time.</i> <ul style="list-style-type: none"> HINT: “But when he looked out across the crowd, the sea of faces, the thing happened again. The thing that had happened with the apple. They changed.” (80) HINT: “Briefly he felt a tiny sliver of sureness for the first time.” (80)
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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

During Discussion: Student Voice Tracker

Note to Teachers: Use this resource to capture notes on student participation during discussion.

Focus Discussion Skill: _____

Student Name	Tally the # of times the student has spoken	Tally the # of times student has used this unit’s focus discussion skill	Additional Notes

5 Ways to Have a Great Class Discussion

Preparing for A Class Discussion

Below are five different ways to conduct classroom discussions. Read over the options and select the one that best fits the needs and personality of your classroom. Before starting any discussion, give students time to prepare talking points with their student-facing brainstorming handouts.

1. Silent Discussion (Distance Learning Option)

In this type of discussion, students write their answer to the discussion question on a piece of paper. Then they pass the paper to a classmate, who reads the answer and responds. This discussion is done on paper or a digital discussion board.

How to:

1. The teacher gives each student a paper with the discussion question at the top.
2. Students respond to the question by writing their answer down. Students should be given about 2 minutes to write.
3. Students pass their paper (and response) to another person. Then they respond to the comment on the new paper they were just handed.
4. Students continue passing the papers and responding. As this activity progresses, students will need to read all of the comments on the paper they were handed, so they may need more than two minutes.
5. Students should support their claims with text evidence and use the discussion sentence starters that were taught before the discussion started.
6. This type of discussion typically lasts between 10 and 15 minutes. Students should respond 5-10 times on different papers.

Preparation considerations:

- How will you have students pass the discussion papers?
- What will your noise expectations be? We recommend complete silence.
- How will you grade student participation?
- How will you share examples of successful “discussions” once writing is over?

Variations:

- Have a variety of discussion questions being passed around the room at the same time. For example, half the students have one discussion question and the other half have a different discussion question.

Distance Learning Option:

- Have students respond digitally. If you use Google Classroom, here’s a short [tutorial](#) on how to post a question that students can respond to.

2. Concentric Circles

In this type of discussion, students stand in concentric circles, facing a partner. Students have short discussions with a variety of partners as the concentric circles shift one person to the right or left.

How to:

1. Students form concentric circles and face a partner. Each student should have one partner.
2. Teacher poses the first discussion question and gives a time limit for discussion (no more than 2 minutes). Pairs begin the conversation. Each partner in the duo should share their thoughts on the discussion question.
3. Students should support their claims with text evidence and use the discussion strategy that was taught before the discussion started.
4. After the time limit has been reached, the teacher instructs one of the circles to shift one student to the left or the right.
5. New pairs are formed and begin discussing the discussion question again.
6. The teacher shifts the circles again and may pose new discussion questions as needed.
7. This type of discussion typically lasts between 10 and 15 minutes.

Preparation considerations:

- How will you arrange your classroom so everyone can stand in concentric circles?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should each partner discussion last?
- How will you quiet the class down when the discussion time limit has been reached?

Variations:

- Have students stand in lines facing each other, instead of circles.

3. Conversation Stations

In this type of discussion, students begin discussion in groups of 4-6, then 2 of those students rotate to a new group as the teacher poses a new discussion question.

How to:

1. Students are arranged in groups of 4-6.
2. Teacher poses the first discussion question and gives a time limit for discussion (no more than four minutes).
3. Groups begin the conversation. Each student in the group should share their thoughts on the discussion question.
4. Students should support their claims with text evidence and use the discussion skill that was taught before the discussion started.
5. After the time limit has been reached, the teacher instructs two of the students from each group to join a new group.
6. The teacher poses a new discussion question and again allows 3-4 minutes for discussion. This process is repeated until the time for discussion is over and/or all discussion questions have been answered.
7. This type of discussion typically lasts between 15-20 minutes.

Preparation considerations:

- How will you arrange your classroom so everyone can be in a group of 4-6 students?
- How will you decide which students should rotate? Should the same students rotate each time?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should each group discussion last?
- How will you quiet the class down when the discussion time limit has been reached?

Variations:

- Have more or less than two students change groups for each discussion question.
- Have the same students change groups each time.
- Have different students change groups each time.

4. Fishbowl

In this type of discussion, one pair of students have a discussion while the rest of the class observes. There are many variations of this discussion protocol that can get all students talking to one another.

How to:

1. Two students sit facing each other. The rest of the class forms a circle around them.
2. Teacher poses the first discussion question and gives a time limit for discussion (2-4 minutes, but the time limit depends on the age of your students and their ability to maintain a conversation).
3. The pair begin the conversation. Both students should share their thoughts on the discussion question.
4. Students should support their claims with text evidence and use the discussion strategy that was taught before the discussion started.
5. After the time limit has been reached, the teacher has a couple options: pose a new question to the same students, sub in a new student for one of the original students in the pair, or sub in two new students.
6. This process is repeated until the time for discussion is over and/or all discussion questions have been answered.
7. This type of discussion typically lasts between 15-30 minutes.

Preparation considerations:

- Which two students should be the first pair in the fishbowl?
- Will you have other students enter the center of the fishbowl?
- What will students who are observing be instructed to do? Take notes? Grade the discussion?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should each group discussion last?

Variations:

See step 5 in “How to” for several options.

5. Socratic Seminar

In this type of discussion, students sit in a circle and have a free-flowing discussion about an open-ended question that is related to texts they've read.

How to:

1. All students sit in a circle.
2. Teacher poses the discussion question.
3. Students begin the conversation. All students are encouraged to talk, and they don't need to raise their hands to participate.
4. Students should support their claims with textual evidence and use the discussion skill (i.e. acknowledging their peer's idea) that was taught before the discussion started.
5. If the conversation stalls, the teacher may allow for silence or pose another open-ended discussion.
6. Socratic Seminars typically last between 10 and 30 minutes, depending on students' experience participating in discussions, students' ages, and the number of questions posed.

Preparation considerations:

- How will you arrange the desks in your classroom so everyone can sit in a circle?
- What should students take with them to the discussion? Paper? Pencil? Texts?
- How will you grade student participation?
- How long should the discussion last?
- What are the additional open-ended questions that you will ask students when the conversation stalls?

Variations:

- Half of the students sit in an inner circle, while the other half observe from an outer circle. Reverse roles half-way through the discussion. Students should be taking notes on their discussion handout.
- Another option is to allow individual students from the outer circle to join the conversation as the discussion progresses.

Note: Inspiration for this list of discussion protocols came from www.cultofpedagogy.com. "Conversation Stations" is based on the work of Sarah Brown Wessling.

CHAPTER OVERVIEW: CHAPTER 9

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jonas is frightened when he is given permission to be rude and to lie.

This chapter's skill focus

In this lesson, students will analyze how **characters** are shaped by the **setting** in which they live and the **events** which they experience. [RL 7.3]




This chapter's writing prompt

In what ways does Jonas begin to experience loneliness in Chapter 9?
[RL 7.3]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jonas's Assignment affects him. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 9 (Pages 82-90)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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:
Purpose for Reading	Solemn (sah-luhm) — p.83
To discover how Jonas is affected by his new Assignment.	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

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...”	1. How might Jonas's selection as The Receiver impact his relationships with his friends and family? [RL 7.3]	<i>Jonas now feels different and separate from everyone else in his life. For the first time, he feels like he is on his own instead of part of a larger group. The people in his life seem to sense this and are behaving differently toward him as a result.</i> <ul style="list-style-type: none"> HINT: “there was just a moment when things weren't quite the same, weren't quite as they always had been through the long friendship.” (84) HINT: “The evening meal was quieter than usual.” (84)
To Page 85: “You've been greatly honored, Jonas. Greatly honored.”	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]	<i>The community views the former Receiver-in-training as a disgrace. The collective shame the community feels toward this person is so great that they won't speak of her anymore.</i>
Start Page 85: “Alone in his sleepingroom, prepared for	3. Why does the author mention Benjamin and Fiona as Jonas is preparing to open his training folder? [RL 7.6]	<i>Lowry mentions some of Jonas's peers to contrast their experiences to his. This emphasizes how unusual Jonas's situation is.</i> <ul style="list-style-type: none"> HINT: “He imagined Benjamin... beginning to read pages of rules and instructions with relish.” (86)

bed; Jonas opened his folder at last."		<ul style="list-style-type: none"> HINT: "His own folder was startlingly close to empty. Inside there was only a single printed sheet." (86)
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]	<i>It suggests that he may want to apply for release once his training begins because of how difficult it is.</i> <ul style="list-style-type: none"> HINT: "He remembered uneasily what the Chief Elder had said about the pain that would come with his training. She had called it indescribable." (88) HINT: "It had never occurred to him that under any circumstances, ever, he might apply for release." (89)
	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]	<i>This quotation reveals that Jonas is beginning to question his society. Now that he knows he has permission to lie, he is beginning to wonder if he's been lied to before. This idea scares him.</i> <ul style="list-style-type: none"> HINT: "Asher did not lie. Lily did not lie. His parents did not lie. No one did. Unless..." (89) HINT: "This new thought was frightening." (89-90)
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*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 10

(This page does not appear on the student copy.)

About this chapter

In this chapter, readers meet The Receiver and begin to understand what Jonas's Assignment entails.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

How is The Receiver's point of view regarding memories different from Jonas's? [RL 7.6]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how The Receiver views his Assignment. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____

Class _____

TEACHER COPY: *THE GIVER* — Chapter 10 (Pages 91-100)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>It reveals that Jonas is now considered to be an important person in the community. His presence commands respect which is evidenced by the Attendant standing to acknowledge him.</i>
	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]	A: <i>The Receiver having a locked office makes Jonas uncomfortable.</i> • HINT: "She seemed to notice his discomfort" (92) • HINT: "'There is nothing dangerous here,' she told him." (93) B: <i>The expectation of privacy is not common within this community. Citizens are expected to share their most intimate feelings, dreams, and physical space with others.</i> • HINT: "No doors in the community were locked, ever." (92)
	3. How has The Receiver been physically affected by his assignment? [RL 7.3]	<i>It has aged him beyond his years.</i> • HINT: "I know I look as if I should be scheduled for release very soon. But actually I have a good deal of time left." (96)
Start Page 96: "He sat forward suddenly..."	4. How does The Receiver feel about apologies? [RL 7.3]	<i>The Receiver doesn't apologize. This suggests he has no desire to engage in the rules of politeness and that the rules of the community don't apply to him.</i> • HINT: "He waited, but the man did not give the standard acceptance-of-apology response." (95)

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]	<i>Jonas realizes that he has an extremely limited knowledge of what life is. He doesn't have a concept of what "the world" is or why it is important.</i> <ul style="list-style-type: none"> HINT: "I thought there was only us. I thought there was only now." (98)
	6. What does the conversation about snow reveal about this community? [RL 7.3]	<i>This community has somehow eliminated snow. That is why Jonas cannot understand The Receiver's simile: he doesn't have any knowledge of what snow and sleds are.</i> <ul style="list-style-type: none"> HINT: "'That meant nothing to you, did it?' he asked. 'I didn't understand it, sir.'" (99) HINT: "'You don't know what snow is, do you?' Jonas shook his head." (99)
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

Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 11

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jonas receives his first memories and readers learn about Sameness.

This chapter's skill focus

In this lesson, students will analyze how **characters** are shaped by the **setting** in which they live and the **events** that they experience. [RL 7.3]




This chapter's writing prompt

Explain the idea of Sameness and how it benefits the community. [RL 7.3]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on the idea of Sameness in this community. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 11 (Pages 101-110)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>The setting impacts Jonas physically by making him shiver. Then he feels the cold air followed by snowflakes hitting his skin. Mentally, the setting startles Jonas at first. He is then filled with energy. Once he is on the sled, he feels excitement and peace at the same time.</i> <ul style="list-style-type: none"> HINT: "Comprehending all of those things as he sped downward, he was free to enjoy the breathless glee that overwhelmed him." (103) HINT: "The cold air, the total silence, the feeling of balance and excitement and peace." (103) HINT: "He pushed with his body, moving it forward, not wanting the exhilarating ride to end." (104)
Start Page 104: "The old man, still beside the bed..." To Page 106: "But you will find that that is not the same as power."	2. When Jonas receives his first memory, what does it reveal about Jonas and the Receiver's different points of view? [RL 7.6]	<i>Jonas thinks gaining memories is interesting and fun; he wants to learn more. The Receiver, on the other hand, is exhausted by the experience and doesn't want to waste time by sharing the same types of memories repeatedly.</i> <ul style="list-style-type: none"> HINT: "I think I could steer, by pulling the rope. I didn't try this time, because it was so new." (105) HINT: "But there's no time, really, just to play." (105) HINT: "It's a very distant memory. That's why it was so exhausting — I had to tug it forward from many generations back." (105)

	<p>3. A: What does Jonas's reaction to the memory of snow suggest about how new information affects people's curiosity? [RL 7.2]</p> <p>B: What does this suggest about why the community limits people's access to information? [RL 7.3]</p>	<p><i>A: Jonas instantly becomes more curious and starts asking questions after receiving the memory. This suggests that new information sparks curiosity.</i></p> <ul style="list-style-type: none"> <i>HINT: "'Why don't we have snow, and sleds, and hills?' he asked." (105)</i> <i>HINT: "'But what happened to those things? Snow, and the rest of it?'" (106)</i> <p><i>B: The leaders of the community don't want people to be curious; they want them to simply obey. When people accept things as they are without wondering why or how, they are fully under control.</i></p>
	<p>4. How does Jonas's view of his community change after he receives his first few memories? [RL 7.6]</p>	<p><i>Jonas begins to wish that some things had not been gotten rid of in exchange for Sameness.</i></p> <ul style="list-style-type: none"> <i>HINT: "Jonas frowned. 'I wish we had those things, still. Just now and then.'" (106)</i>
	<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><i>From The Receiver's point of view, he is not consulted nearly enough by the Committee of Elders. Even though he has wisdom, people don't necessarily want to hear it or know about it. He is suggesting that wisdom is only useful if people listen to it.</i></p> <ul style="list-style-type: none"> <i>HINT: "The old man smiled. 'So do I,' he said. 'But that choice is not ours.'" (106)</i>
<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>7. What does the quotation reveal about Jonas? [RL 7.3]</p>	<p><i>The quotation reveals that Jonas is curious and eager to learn more about life, even if it requires some pain. It also reveals he has a very limited understanding of what pain actually is or can be.</i></p> <ul style="list-style-type: none"> <i>HINT: "'You told me, too, that it would be painful.'" (108)</i> <i>HINT: "He looked quizzically at the old man." (108)</i> <i>HINT: "'I'm brave. I really am.' Jonas sat up a little straighter." (108)</i>
<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTERS 12 AND 13

(This page does not appear on the student copy.)

About this chapter

In these chapters, Jonas learns about colors and choice, and he wrestles with the reality of grief.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <i>70 total minutes for this lesson</i>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how memories of life without Sameness affect Jonas. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
↑ Recommended! ↑		

Name _____

Class _____

TEACHER COPY: *THE GIVER* — Chapters 12 and 13 (Pages 111-135)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>Student answers will vary. The “something” Jonas speaks of could represent any of the hopes that Jonas has for this society. At this point, it could be the hope that the community can somehow return to experiencing weather or find a way for more people to See Beyond. Perhaps the “something” is an entirely new community where Sameness is not enforced.</i> <i>It is more difficult for him to interact with others because he can’t discuss his training or share his dreams. Also, no words can accurately describe what he’s experienced because of how far-removed the subjects (hills, snow, sunshine) are from this society.</i> <ul style="list-style-type: none"> HINT: “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” (112)
Start Page 114: “Jonas stood for a moment ...” To Page 121: “I’m going to	3. In what way is Fiona’s hair a failure for the community? [RL.7.3]	<i>Fiona has red hair, which makes her unique, but no one is supposed to be unique in this community.</i> <ul style="list-style-type: none"> HINT: “Your friend Fiona has red hair — quite distinctive” (119)

give you a memory of a rainbow.”		<ul style="list-style-type: none"> HINT: “We’ve never completely mastered Sameness. I suppose the genetic scientists are still hard at work trying to work the kinks out. Hair like Fiona’s must drive them crazy.” (119-120)
<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>A: The dialogue shows that, now that Jonas has experienced the way things were before Sameness, he wants the ability to make choices. He is starting to doubt the wisdom of Sameness.</p> <ul style="list-style-type: none"> HINT: “‘We shouldn’t have!’ Jonas said fiercely.” (121) HINT: “‘It isn’t fair that nothing has color!’” (122) <p>B: The quote shows that The Giver understands Jonas’s frustration over not having the ability to make any choices in his life, no matter how small. He is able to empathize with Jonas because he has also experienced the freedom of choice as well as how stifling Sameness is.</p> <ul style="list-style-type: none"> HINT: “‘It’s the choosing that’s important, isn’t it?’ The Giver asked him.” (123)
<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><i>Jonas is weighed down emotionally by the things he learns from The Giver. This memory is where he learns what blood is, and that colors themselves can evoke feelings. He also learns what grief is from watching the elephants mourn the member of their herd that was killed.</i></p> <ul style="list-style-type: none"> HINT: “One evening he came home from his training weighted with new knowledge. The Giver had chosen a startling and disturbing memory that day.” (125) HINT: “He felt himself overwhelmed with a new perception of the color he knew as red.” (126)
<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><i>They cannot learn about the past or what life used to be like. They do not have a concept of choice (like Jonas now does, which is obviously frustrating to him), so they are not upset about the way their lives play out.</i></p> <ul style="list-style-type: none"> HINT: “Your living arrangements will have to be different from those of most family units, because books are forbidden to citizens. You and I are the only ones with access to the books.” (128) HINT: “He knew that they contained all of the knowledge of centuries” (129)
	<p>7. How did the failure of the previous Receiver-in-training affect the community? [RL 7.3]</p>	<p><i>All of the memories the previous Receiver had been given escaped out into the community’s consciousness again. They didn’t know how to cope with the feelings, and so they suffered greatly.</i></p> <ul style="list-style-type: none"> HINT: “The people had access to them. Apparently that’s the way it was, once. Everyone had access to memories... They really suffered for a while.” (131)

	<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><i>It shows how much contempt The Giver has for the Instructors. His language suggests he is dismissive of technical training that is devoid of emotional knowledge or awareness.</i></p> <ul style="list-style-type: none"> HINT: "'They know nothing,' The Giver said bitterly. (132) HINT: "This was different, and far beyond rude. This was a terrible accusation." (132) HINT: "The Giver flicked his hand as if brushing something aside." (132)
<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)

QUESTION 4 ON THE FOLLOWING PAGE

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

LESSON OVERVIEW:

NARRATIVE WRITING GUIDED PRACTICE ACTIVITIES

(This page does not appear on the student copy.)

How should I use these narrative writing activities?

In CommonLit 360, narrative writing activities can be used flexibly according to the needs of your classroom and students. They can be used as short, whole-class practice or homework. Students can work independently or in groups as needed. These activities support students toward writing the unit's narrative and build students' overall fluency with techniques that they can apply to other writing tasks throughout the curriculum.

Skills at a glance

Students will learn how to break down a narrative writing prompt; plan for character, setting, and conflict; and develop description and dialogue in a story.
[W.3.A, W.3.B]

Culminating narrative writing 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. **[W.3]**

What activities are included?

Part	Lesson Activities	Time
Part 1	Understanding the Prompt: This activity provides students with a protocol for understanding the requirements of a narrative writing prompt.	2 min
Part 2	Breaking Down a Sample Prompt: In this activity, students practice breaking down a sample prompt.	5 min
Part 3	Breaking Down the Unit 3 Prompt: Students break down the narrative prompt for this unit as a first step in planning their story.	5 min
Part 4	Planning and Brainstorming: Students create a plan for events, dialogue, and character thoughts in their story.	10 min
Part 5	Reviewing Narrative Techniques: Students review a checklist of narrative techniques that writers use to make their storytelling more effective.	2 min
Part 6	Analyzing Narrative Techniques: In this activity, students analyze the beginning of a story for the author's use of narrative techniques.	8 min
Part 7	Incorporating Key Details: In this activity, students review a collection of quotations from the novel and select the key details that they can incorporate into their own narrative.	10 min
Part 8	Drafting Your Story: Students synthesize their planning to draft a complete narrative.	40 min
~85 min total		

Name _____ Class _____

TEACHER COPY: Narrative Writing Guided Practice Packet

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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?

• *First person; Ralph's point of view.*

2. What pronouns would indicate that point of view?

• *I, me, my, mine*

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

• *Ralph, the narrator, and other characters Ralph interacts with.*

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

• *The events that occurred between Ralph and the narrator; details from the passage.*

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?

- *Third person limited; The Giver's*

2. What pronouns would indicate that point of view?

- *He, him, his*

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

- *The Giver and Jonas*

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

- *What it feels like to give/receive a memory and details from the training scenes*

PART 4: Planning & Brainstorming

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

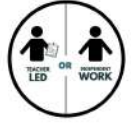


NARRATIVE PROMPT
<p>You have just read chapter 13 of <i>The Giver</i> by Lois Lowry. The Giver has just begun transferring memories to Jonas.</p> <p>Lois Lowry wrote this passage from a third-person point of view from Jonas's perspective. What does it look/feel like for someone to transmit a memory instead 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>
<ol style="list-style-type: none"> 1. <i>The Giver decides which memory he will give to Jonas</i> 2. <i>The Giver decides on the sunburn memory</i> 3. <i>He presses his hands to Jonas's back and transmits the memory</i> 4. <i>The Giver feels the memory leaving him as he gives it to Jonas</i> 	<ul style="list-style-type: none"> • <i>A person with hundreds of memories alone of leaves changing colors should find it simple to pick one</i> • <i>The remembrance rose slowly from within the depths of his being; it was dull at first, entangled in the web of other memories similar to this particular one.</i> • <i>The Giver noticed that the pain began to subside. It was suddenly harder for him to hold onto it, which let him know that he had successfully passed it onto Jonas.</i> 	<ul style="list-style-type: none"> • <i>"Lie down."</i> • <i>"Well? How was that?"</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> <ul style="list-style-type: none"> • “The minute the doorbell rang, I knew something was wrong.” (1) <p>B. Find Evidence: <u>Underline</u> two examples of precise description or sensory language the narrator uses.</p> <ul style="list-style-type: none"> • “set my nerves jangling” (2) • “as if it was plugged into my brain” (2) • “my thoughts flew to the box” (2) • “clean shoes, mirrored shades” (2) <p>C. Turn & Talk: What does the dialogue reveal?</p> <ul style="list-style-type: none"> • The author uses dialogue to establish the plot - it explains why the men are there and what they want with the narrator. <p>D. Find Evidence: <u>Underline</u> one example of character thoughts.</p> <ul style="list-style-type: none"> • “My thoughts flew to the box in the basement...” (1) • “There was no use of protesting. I grabbed my bag and headed out.” (7)

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).

"Lie down." The Giver felt the words leave his mouth gently, but his mind was elsewhere. Consumed by the swirling of countless memories in his mind, he sifted through them as the boy Jonas prepared himself to receive whichever one he chose. It was hardly ever easy for him to select which memory he would give to Jonas despite having so many options. A person with hundreds of memories alone of leaves changing colors should find it simple to pick one, he thought to himself sometimes, but then again, he had to be certain that the memory he chose would give Jonas exactly what he needed to experience at any given moment. It needed to produce the desired response based on what Jonas needed to learn. A memory of leaves falling might evoke a feeling of sadness over the ending of summer, or excitement over the approaching harvest depending on whose perspective it was coming from. Just like the shades of leaves on the trees, each memory of the same event or occurrence had its own unique makeup and nuance, and The Giver wanted to be sure he got it right. The words Jonas had said to him moments before replayed in his mind.

"I'm brave. I really am," Jonas's words rang in his ears, and with that, The Giver settled on which memory he would give to the boy. The remembrance rose slowly from within the depths of his being; it was dull at first, entangled in the web of other memories similar to this particular one. The Giver placed his hands once again on Jonas's back. As he did, he noticed how weathered and spotted with age his own skin looked in comparison to Jonas's. This thought saddened him, and for a moment he hesitated, but just as quickly he recalled what Jonas had asked of him. He wanted to know pain, and so The Giver would give him what he asked for.

Almost immediately after he closed his own eyes, The Giver was transported back to the location of the memory he intended to pass along to Jonas. The air was warm and still like the inside of an oven. In the distance, he heard the gentle swells of water creeping up onto the shore and slinking away in lazy heaves. The Giver recognized this place immediately as a beach, but he knew Jonas would have no understanding of that, and for the purposes of this memory, it wasn't important that he knew what a beach was anyway. Soon The Giver began to experience the brightness of the sun's rays for himself. His eyes, already closed in the Annex room, squinted in recognition of the light reflecting off of the water.

One of the most convenient features of his role as The Giver was his ability to speed through memories in order to make the best

use of their training time together. Because of this, he could feel the skin down the bridge of his nose beginning to tingle and itch the slightest bit. The Giver knew this level of pain wouldn't be enough for Jonas to appreciate, so he persisted with the memory, allowing the sun's rays to continue to blanket his exposed skin. Heat radiated along the high points of his face, and with every burning sensation, he transferred it onto Jonas through his fingertips. Eventually, the heat spread from just his face down his arms and through his fingers, whose tips were aching from the amount of heat passing through them.

After a few moments, The Giver noticed that the pain began to subside. It was suddenly harder for him to hold onto it, which let him know that he had successfully passed it onto Jonas. He watched as the boy writhed and squirmed under his hands, but The Giver knew he could not spare Jonas of this pain. It was only the beginning. "Well? How was that?" The Giver asked.

LESSON OVERVIEW: GRAMMAR AND USAGE ACTIVITIES

(This page does not appear on the student copy.)

How should I use these grammar and usage activities?

In CommonLit 360, grammar and usage activities can be used flexibly according to the needs of your classroom and students. They can be used as warm-up activities, homework, or short, whole-class practice. Students can work independently or in groups as needed. Reviewing the answers as a class will reinforce grammar and usage skills and ensure that students apply these skills to their writing.

Skill Focus

Students will learn how to form and use compound-complex sentences. [L.7.1.B]

Compound-complex sentences at a glance

Compound-complex sentences include two independent clauses and one dependent clause.

Examples of 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.

What activities are included?

Part	Lesson Activities	Time
Part 1	Analyzing Sentences: This activity allows students to notice the differences between compound, complex, and compound-complex sentences.	5 min
Part 2	Notes on Compound-complex Sentences: Students review key points about the purpose of compound-complex sentences and learn how to form them.	5 min
Part 3	Combining Independent Clauses into Compound-complex Sentences: In this activity, students will practice creating compound-complex sentences from three independent clauses.	10 min
Part 4	Choosing the Best Conjunctions: In this activity, students decide which of two suggested conjunctions would be best to use to combine the independent clauses provided.	10 min
Part 5	Combining More Independent Clauses into Compound-complex Sentences: In this activity, students will create compound-complex sentences from three independent clauses and a conjunction of their choice.	10 min
Part 6	Adding a Clause: This activity allows students to add a clause that would logically complete a compound-complex sentence.	10 min
Part 7	Writing Compound-Complex Sentences: Students write original compound-complex sentences.	10 min
~60 min total		

Name _____ Class _____

TEACHER COPY:

Grammar and Usage Activities:

WRITING COMPOUND-COMPLEX SENTENCES

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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?

- *Note: student answers will vary based on prior knowledge of grammar terminology*
- *Two independent clauses (clauses that could be complete sentences) are joined by a coordinating conjunction (for, and, nor, but, or, yet, so)*

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?

- *Note: student answers will vary based on prior knowledge of grammar terminology*
- *A dependent clause (a clause that is not a complete sentence) is joined to an independent clause using a subordinating conjunction (e.g., if, after, because, when, while)*

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?

- *Note: student answers will vary based on prior knowledge of grammar terminology*
- *It is a combination of both a compound sentence and a complex sentence*

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. <p>Note to teachers: This terminology should be a review for students, however it may be prudent to briefly explain each term.</p>

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 	<i>Because it was a very old console, we had trouble getting it to work, but eventually we figured it out.</i>
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 	<i>As the television flickered, the title screen flashed on the screen, and simple 8-bit music began to play</i>
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 	<i>Although the games were simple, they were still fun, and we played for hours.</i>
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 	<i>After we played every game, we liked "Dodge 'Em" the best, so we played it endlessly.</i>

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 	<i>"Dodge 'Em" looks like a simple game, but it is challenging because it requires quick reactions.</i>
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 	<i>We were hungry, so my uncle ordered pizza while I kept playing.</i>
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 	<i>When the pizza came, it was cold, but it was delicious.</i>
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 	<i>Because we played for hours, we eventually got tired, so we went to sleep.</i>

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 	<i>Because Atari was successful, other companies started making consoles, and Nintendo became most popular.</i>
2.	<ul style="list-style-type: none"> • You purchased a Nintendo • It came with two games • Both games were popular 	<i>When you purchased a Nintendo, it came with two games, and both games were popular.</i>
3.	<ul style="list-style-type: none"> • "Super Mario Bros" was a popular game • Nintendo created several sequels • Mario and Luigi became famous 	<i>Since "Super Mario Bros" was a popular game, Nintendo created several sequels, and Mario and Luigi became famous.</i>
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 	<i>"Duck Hunt" was a unique game because you used a gun rather than a controller, but it got boring after a while.</i>

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.

Note to teacher: Student answers will vary throughout this practice, but should include appropriate punctuation, conjunctions, and clauses.

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	<i>, but I prefer sports games.</i>
--	-------------------------------------

2. Because I play video games so often	<i>, I am very good,</i>	but sometimes I still lose!
--	--------------------------	-----------------------------

3. After I finish my homework, I usually play video games	<i>, but sometimes I just hang with my friends.</i>
---	---

4. When I play games with my younger sister	<i>, I usually play what she wants,</i>	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.	<i>Student answers will vary but should include all parts of a correct compound-complex sentence.</i>
2. Write a compound-complex sentence about whether you think video games are a valuable way to spend your time.	<i>Student answers will vary but should include all parts of a correct compound-complex sentence.</i>
3. Write a compound-complex sentence about something you think is more fun than video games.	<i>Student answers will vary but should include all parts of a correct compound-complex sentence.</i>

CHAPTER OVERVIEW: CHAPTER 14

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jonas experiences pain and rebels against the unfairness of his Assignment. He also gives a memory to Gabe for the first time.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <i>70 total minutes for this lesson</i>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on the way in which The Receiver of Memory serves the community. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
↑ Recommended! ↑		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 14 (Pages 136-148)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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	Expanse (ex- pan -ce) — p. 136
To consider the unique way in which The Receiver of Memory serves the community.	Linger (ling -er) — p. 138

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]	<i>Jonas is experiencing "remembered pain" from the memory. His body is, in a sense, reliving the pain even after he finishes receiving it.</i> <ul style="list-style-type: none"> <i>HINT: "He rocked his own body back and forth, breathing deeply to release the remembered pain." (137)</i> <i>HINT: "But this ache lingered." (138)</i>
Start Page 139: "The daily training continued, and now..." To Page 143: "Now it was ominous. It meant, he knew, that nothing could be changed."	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]	<i>The story reveals that the Committee probably would have taken violent action against the pilot if they hadn't listened to The Giver's wisdom. Memories provided The Giver with the wisdom to know how to proceed in the situation. The memories also warned The Giver of the danger that shooting down the pilot could have put the community in. It prevented the Committee from taking an action the community would have regretted.</i> <ul style="list-style-type: none"> <i>HINT: "They were prepared to shoot it down. But they sought my advice. I told them to wait." (141)</i> <i>HINT: "I used my wisdom, from the memories. I knew there had been times in the past--terrible times--when people had destroyed others in haste, in fear, and had brought about their own destruction." (141)</i>

	<p>3. Consider this excerpt: “But why can’t everyone 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>A: The quote reveals that Jonas cares deeply for The Giver. Since Jonas has now experienced pain for himself, he knows how much pain The Giver must be in all of the time. Jonas wants to relieve as much of the suffering as possible. He is kind and generous, and he is beginning to see how unfair his community is to him and The Giver.</p> <ul style="list-style-type: none"> HINT: ““You have memories of destruction. And you have to give them to me, too, because I have to get the wisdom.” (142) HINT: ““But it will hurt,” Jonas said. It wasn’t a question.” (142) <p>B: The Committee believes it is better for one person to suffer greatly than for everyone to suffer a little. The Committee doesn’t care about Jonas’s suffering as long as they don’t have to suffer themselves.</p> <ul style="list-style-type: none"> HINT: “The Giver sighed. ‘You’re right,’ he said. ‘But then everyone would be burdened and pained. They don’t want that. And that’s the real reason the Receiver is so vital to them, and so honored. They selected me — and you — to lift that burden from themselves.’ (142)
<p>Start Page 143: “The newchild, Gabriel, was growing...”</p> <p>To Page 146: ““I’ll take the night off and we’ll let Mother get some sleep, too.”</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 7.3]</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>Her response reveals that she isn’t particularly sympathetic to Gabe despite his helplessness. She is more worried about her own suffering/losing sleep than she is about Gabe’s need for comforting, which is why she suggests giving him up for Release instead of trying to continue taking care of him. This attitude is probably pretty typical for members of this community, especially given the scene before this one.</p> <ul style="list-style-type: none"> HINT: ““Maybe [releasing Gabe] would be for the best,” Mother suggested. (144) HINT: “The lack of sleep is awfully hard for me.” (144) HINT: “Jonas’s mother rolled her eyes in dismay.” (144) <p>Jonas hopes it is Larissa who will take care of the newchild that is released to Elsewhere because she was a kind old woman who has also recently been released. He assumes that all people who are released go to the same place: Elsewhere.</p> <ul style="list-style-type: none"> HINT: “He hoped it would be Larissa, waiting.” (145) HINT: “her sparkling eyes, her soft voice” (145) HINT: “Larissa had been released at a wonderful ceremony.” (145)
<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>Accidentally giving a memory to Gabe surprises and terrifies Jonas.</p> <ul style="list-style-type: none"> HINT: “Startled, Jonas pulled back what was left of the memory with a burst of will.” (147) HINT: “That he had this power terrified him.” (148)
<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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

*“Larissa’s life Elsewhere would be quiet and serene as **befit** 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 7.6]

- 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 7.6]

- 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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTERS 15 AND 16

(This page does not appear on the student copy.)

About this chapter

In these chapters, Jonas experiences war and love, leaving him longing for change in the world.

This chapter's skill focus

In this lesson, students will examine how the author develops one of the novel's **themes** in this chapter. [RL 7.2]




This chapter's writing prompt

Compare and contrast what Jonas learns from the memories he receives in Chapters 15 and 16. [RL 7.2]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how the memories Jonas receives affect his opinion of his community. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapters 15-16 (Pages 149-162)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	A: <i>Holding onto all of humanity's suffering wracks The Giver with pain to the point where he can't function.</i> • HINT: "it was a day when he would be sent away." (149) • HINT: "his face contorted with suffering." (149) B: <i>Jonas's offer to take the painful memory from The Giver shows that he is learning to be kind and generous.</i> • HINT: "Unless maybe there's something I can do to help." (149)
	2. Read all of page 150. How does the author's use of color enhance the description of what Jonas experiences? [RL 7.4]	<i>The use of color brings the memory to life and helps the reader experience what Jonas is seeing more clearly.</i> • HINT: "the air was thick with smoke that hung, yellow and brown, above the ground." (150) • HINT: "the colors of the carnage were grotesquely bright." (150) • HINT: "crimson wetness" (150) • HINT: "ripped shreds of grass, startlingly green, in the boy's yellow hair." (150)
	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	A: <i>The vivid descriptions of the sounds of war makes the experience even more impactful for both Jonas and readers. The sounds show how brutal war truly is and continue to teach Jonas about it even after he can no longer move.</i>

	<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>B: <i>Student answers will vary.</i></p> <ul style="list-style-type: none"> Jonas might decide that his society has made the right choice by keeping everyone safe from such horror. Jonas will eventually be just like <i>The Giver</i>, made old before his time by suffering and pain.
<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>A: <i>The memory of warfare hurts Jonas so badly that he does not want to continue his training as The Receiver.</i></p> <ul style="list-style-type: none"> HINT: “He wanted his childhood again.” (162) <p>B: <i>The Giver tries to make up for the pain he has given Jonas by also giving him happy memories, memories that restore his faith in the goodness of life.</i></p> <ul style="list-style-type: none"> HINT: “‘There are so many good memories,’ The Giver reminded Jonas.” (162) HINT: “By now Jonas had experienced countless bits of happiness.” (163)
<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><i>He senses that love, familial connection, and warmth are all missing from his life because of the way they live. In particular, he notices grandparents, which his society does not have. He thinks having grandparents is a bit impractical, but he also acknowledges that he found their presence in the memory pleasant.</i></p> <ul style="list-style-type: none"> HINT: “I wish we could be that way, and that you could be my grandparent.” (158) HINT: “‘I wish we still had [love]’” (158).
<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><i>This reveals that Jonas has hope for change. He is able to envision a life that features all of the things he’s been taught to treasure through his training as The Receiver. The excerpt also reveals the tenderness of Jonas’s relationship with Gabe.</i></p> <ul style="list-style-type: none"> HINT: “When he was taken away, he stopped sleeping again, and cried in the night.” (161) HINT: “Each night he gave memories to Gabriel” (161)
<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 17

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jonas realizes that a gulf of experience has opened between him and his friends.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

How does the author reveal Jonas's changing point of view toward his community in Chapter 17? [RL 7.6]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jonas's opinion of his community is changing. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 17 (Pages 163-173)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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 felt."	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]	<i>This excerpt shows that Jonas can now tell the difference between surface-level emotions and deeper emotions. He has learned that it can be difficult for people to share or process their feelings when they are really BIG.</i> <ul style="list-style-type: none"> HINT: "shallow impatience and exasperation, that was all Lily had felt." (165) HINT: "rage that welled up so passionately inside him that the thought of discussing it calmly at the evening meal was unthinkable." (165)
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]	<i>Jonas's reaction to the game of war is to freeze up and not participate. He's horrified that his friends are making a game out of something so painful. He can't possibly take part in it. Asher is irritated with Jonas for not playing along in the game. He doesn't understand what war really is, so he cannot understand why Jonas would refuse to play.</i> <ul style="list-style-type: none"> HINT: "the only sound was the sound of Jonas's shuddering breaths. He was struggling not to cry." (168) HINT: "'You ruined it,' Asher said in an irritated voice." (168) HINT: "'Don't play it anymore,' Jonas pleaded. (168) <i>He feels like he's grown up in a way his friends haven't and can't, and it's painful for him to be around his friends because of that.</i> <ul style="list-style-type: none"> HINT: "his childhood, his friendships, his carefree sense of security--all of these things seemed to be slipping away." (169) HINT: "But he knew that they could not understand why, without the memories." (169-170)

<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><i>Jonas is curious about it because no one knows what really goes on except for the Nurturers who perform the releases.</i></p> <ul style="list-style-type: none"> HINT: “And then somebody comes to get him? Somebody from Elsewhere?” (172)
<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*



Note: *To ensure test security, answers to the following assessment items are not available at this time.*

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 18

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jonas learns about the fate of the last Receiver in Training, Rosemary.

This chapter's skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter's writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Rosemary affected the community. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 18 (Pages 174-181)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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	Dejected - (de- jeck -ted) — p.174
To learn how Rosemary affected the community.	Implore (im- plor) — p.178

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?	A: <i>They were both confused and scared at first, but also eager to learn and enthusiastic. Rosemary, like Jonas, wanted to experience suffering, as she knew it was her responsibility.</i> • HINT: <i>"She received well, as you do. She was so enthusiastic." (177)</i> • HINT: <i>"She was like you, Jonas. She wanted to experience everything." (177)</i>
To Page 179: "The Giver needed a successor, and he had been chosen."	B: How does Rosemary's decision to ask for release affect Jonas's view of her? [RL 7.6]	B: <i>Jonas thinks Rosemary lacked the bravery to be able to handle receiving painful memories. He feels he is better than her because he is convinced he would never apply for release, even if he were able to.</i> • HINT: <i>"She wasn't brave enough?" Jonas suggested." (178)</i> • HINT: <i>"He, Jonas, would never have done it — never have requested release, no matter how difficult his training became. The Giver needed a successor, and he had been chosen." (179)</i>
	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)	<i>The life of The Receiver of Memories is very lonely because there is no one who understands his experiences. He is forced to be alone because he has to guard the secrets of the memories.</i>

	<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>A: <i>Rosemary's decision to apply for release absolutely devastated The Giver. It's easy to see how much he cared for her by how hard it is for him to talk about her.</i></p> <ul style="list-style-type: none"> HINT: <i>"It was obvious that it saddened The Giver very deeply." (179)</i> <p>B: <i>Losing Rosemary was also devastating for the community because it released all of her memories back to the people.</i></p> <ul style="list-style-type: none"> HINT: <i>"The community lost Rosemary after five weeks and it was a disaster for them." (180)</i> HINT: <i>"For a while they overwhelmed the community. All those feelings! They'd never experienced that before." (180)</i>
	<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><i>Student answers will vary. Possible answers include:</i></p> <ul style="list-style-type: none"> <i>"The Giver hesitated painfully, as if saying the name aloud might be excruciating." (176)</i> <i>"His voice faltered and trailed off." (177)</i> <i>The room was silent. Jonas waited. Finally The Giver continued." (177)</i>
<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><i>They reveal that he's worried about Jonas and about what would happen to the community if Jonas were to disappear. He wants to make sure Jonas stays safe. This is understandable now that readers know the great loss The Giver has suffered.</i></p> <ul style="list-style-type: none"> HINT: <i>"I don't know what the community would do if they lost you." (180)</i> HINT: <i>"if they lost you, with all the training you've had now, they'd have all those memories again themselves." (181)</i>
<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 19

(This page does not appear on the student copy.)

About this chapter

In this chapter, Jonas learns that “release” is murder.

This chapter’s skill focus

In this lesson, students will analyze how an author **develops** and **contrasts** the **points of view of different characters** in a text.
[RL 7.6]




This chapter’s writing prompt

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

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 <p>Teacher-led, scaffolded and supportive</p>	 <p>Greater student independence</p>	 <p>Student-led, small groups</p>
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on new information Jonas learns about Release. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 19 (Pages 182-189)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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]	<i>This shows that Jonas is still worried about following the rules of his society. Even though he has permission to do whatever he wants, essentially, he still worries that watching a release is not typically allowed, and he's hesitant about it.</i> • HINT: "'Don't you remember that you are allowed to ask anyone anything?'" (183)
	2. How does seeing the room where the twin's release will take place affect Jonas? [RL 7.6]	<i>Seeing the plain, undecorated room surprises Jonas. He's confused because he expected something grand and ceremonial, more like the Ceremonies of Release for the Old.</i> • HINT: "'It's just an ordinary room,' he commented. 'I thought maybe they'd have it in the Auditorium, so that everybody could come. All the Old go to Ceremonies of Release.'" (184)
Start Bottom of Page 184: "Jonas's father, wearing his nurturing uniform, ..." To Page 189: "Jonas felt a ripping sensation inside	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]	<i>Jonas's wisdom, given to him by the memory of warfare, allows him to understand that the twin is dead. When the memory returns to him, he finally realizes what he has just watched.</i> • HINT: "He felt the choking sensation. Once again he saw the face of the light-haired, bloodied soldier as the life left his eyes. The memory came back." (188)

himself, the feeling of terrible pain clawing its way forward to emerge in a cry.”	4. How does witnessing the twin’s release affect Jonas? [RL 7.3]	<i>Jonas is in shock. He’s also on the verge of a much bigger meltdown as the pain wells up inside him.</i> <ul style="list-style-type: none"> HINT: “Jonas felt a ripping sensation inside of himself, the feeling of terrible pain clawing its way forward to emerge in a cry.” (189)
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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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 7.3]

- 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 7.2]

- 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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.*

CHAPTER OVERVIEW: CHAPTER 20

(This page does not appear on the student copy.)

About this chapter

In this chapter, The Giver and Jonas hatch a plan for Jonas to escape the community, leaving them to absorb the memories he possesses.

This chapter's skill focus

In this lesson, students will analyze how **characters' actions and reactions** shape the **plot** of the story. [RL 7.3]




This chapter's writing prompt

How does Jonas's shifting point of view move the plot forward in Chapter 20? [RL 7.3]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. 70 total minutes for this lesson	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on how Jonas's changing feelings affect his actions. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
↑ Recommended! ↑		

Name _____

Class _____

TEACHER COPY: *THE GIVER* — Chapter 20 (Pages 190-203)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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!" To Page 193: "Jonas watched him, and listened."	1. How does learning the truth about releases change the way Jonas views his community? [RL 7.6]	<i>Jonas is disturbed by his community on a whole new level. He's furious with the way members of his community like his father and the voice on the speaker obey commands without question. He becomes very hateful toward his community's lack of feelings.</i> <ul style="list-style-type: none"> HINT: "Jonas mimicked in a cruel, sarcastic voice." (191) HINT: "I'd be happy to kill them, sir. Thank you for your instructions, sir." (191)
	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]	<i>The Giver suggests that if they can find a way to get the memories back to the people, then he and Jonas won't be the only ones with wisdom or the only ones suffering. The Giver's words convince Jonas to hear him out so they can form a plan together. Also, if everyone in the community shares the pain of the past's memories, it won't hurt the people so badly.</i> <ul style="list-style-type: none"> HINT: "the memories tell us that it has not always been." (193) HINT: "having you here with me over the past year has made me realize that things must change." (193)
Start Page 194: "It was late at night, now." To Page 197: "... when I'm gone."	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]	<i>Jonas is being a little selfish: he wants The Giver to come with him because he loves The Giver. But even though The Giver loves Jonas back, he is willing to stay behind to help the community learn to live with memories.</i> <ul style="list-style-type: none"> HINT: "you and I don't need to care about the rest of them." (196) HINT: "Of course they needed to care. It was the meaning of everything." (196)

<p>Start Page 197: “Jonas went home the next morning, cheerfully greeted his parents...”</p> <p>To Page 203: “‘Her name was Rosemary,’ The Giver said.”</p>	<p>4. A: How does the structure of the community make it easier for Jonas to plan an escape? [RL 7.3]</p> <p>B: Provide a detail from the text which supports your answer to A. [RL 7.1]</p>	<p><i>A: The community is completely predictable. Jonas knows that everyone will be distracted during the December Ceremonies, giving him more time to escape. Because people in this society never leave without requesting release, his sudden disappearance will be unexpected, and no one will realize he’s gone until he has a head start.</i></p> <p><i>B: Student answers will vary. Any of the evidence below supports A’s answer:</i></p> <ul style="list-style-type: none"> <i>HINT: “everyone is so involved in the Ceremony that they probably won’t notice that I’m not there.” (199)</i> <i>HINT: “The ceremony would not be disrupted — such a disruption would be unthinkable.” (201)</i>
	<p>5. What might The Giver mean when he says he wants to be with his daughter Rosemary? [RL 7.1 & RL 7.6]</p>	<p><i>This likely means that The Giver plans to ask for release/die once his work is finished. He won’t come and find Jonas because he would rather be with his deceased daughter again.</i></p>
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTERS 21 AND 22

(This page does not appear on the student copy.)

About this chapter

In these chapters, Jonas flees the community, risking his own life to save Gabriel.

This chapter's skill focus

In this lesson, students will examine how the author develops one of the novel's **themes** in this chapter. [RL 7.6]




This chapter's writing prompt

How has learning to love changed Jonas's life? [RL 7.6]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on why Jonas makes the choices he does. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapters 21-22 (Pages 204-218)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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."	1. How does the structure of this section contribute to its meaning? [RL 7.5]	<i>Jumping forward in time to the moment when Jonas runs away startles readers. Starting the chapter this way builds suspense and makes the reader wonder: "what went wrong?" to cause Jonas to run away so suddenly.</i>
To Page 207: "... Father had said, in his sweet, sing-song voice."	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]	<i>These are the same words and tone of voice that Jonas's father used with the twin he released. This creates a creepy or horrifying mood because his father is so uncaring about killing babies.</i> <ul style="list-style-type: none"> HINT: "That's the special voice he uses with Gabriel," (185) HINT: "'Bye-bye, little guy,' Jonas heard his father say" (188)
Start Page 207: "Jonas reached the opposite..."	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]	<i>Student answers will vary. Possible ideas include...</i> <ul style="list-style-type: none"> - Although the community thinks Gabe is a lost cause, Jonas does not, so he decides to rescue Gabe from release. - Jonas values human life more than other people in the community. - Jonas has learned that love is more valuable than order. <ul style="list-style-type: none"> HINT: "Even I voted for Gabriel's release" (206) HINT: "We certainly gave it our best try, didn't we?" (206)
To Page 213: "Finally there was an entire day and night when they did not come at all."	4. How is Jonas affected by being forced to rush his escape? [RL 7.3]	<i>It exhausts him, but it also teaches him how strong he is. Jonas isn't as prepared as he would have been if he had waited the full two weeks to escape. He doesn't have as much food, as much of a head start, or the memories of strength and courage he was supposed to have originally, but he is still able to escape.</i>

		<ul style="list-style-type: none"> <i>HINT: “careful division of scraps of food” (210)</i> <i>HINT: “he had enough strength of his own, and had not needed what The Giver might have provided, had there been time.” (211)</i>
	5. How does Jonas demonstrate creative thinking during his escape? [RL 7.1]	<i>He recalls memories of snow and transmits them to Gabe in order to lower their body temperatures. This keeps the heat-seeking planes from spotting them.</i> <ul style="list-style-type: none"> <i>HINT: “he tried hard to cling to what he still had, of cold, and to use it for their survival.” (212)</i>
Start Page 214: “Now the landscape was changing.” To Page 218: “He no longer cared about himself.”	6. How does venturing further and further away from Sameness affect Jonas’s views on his community? [RL 7.6]	<i>He realizes that life can be better, more interesting, and happier than it is in the community.</i> <ul style="list-style-type: none"> <i>HINT: “he was awed by the surprises that lay beyond each curve of the road.” (216)</i> <i>HINT: “he had never felt such simple moments of exquisite happiness.” (216)</i>
	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]	<i>Jonas has learned to value individual people and to love others.</i> <ul style="list-style-type: none"> <i>HINT: “He wept because he was afraid now that he could not save Gabriel.” (218)</i>
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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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 “starved” 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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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.

CHAPTER OVERVIEW: CHAPTER 23

(This page does not appear on the student copy.)

About this chapter

In this chapter, readers are introduced to Jonas and his world.

This chapter's skill focus

In this lesson, students will examine how the author develops one of the novel's **themes** in this chapter. [RL 7.2]




This chapter's writing prompt

What motivates Jonas to continue on in Chapter 23 despite the snowstorm? [RL 7.2]

Reading modalities in a novel unit

In most CommonLit passages, questions are typically labeled as *Think & Share*, *Turn & Talk*, *Write*, and *Find Evidence*. Given the complexities of pacing within novel units, these modalities are intentionally not included. As you plan for instruction, remember to use a combination of reading modalities as well as a variety of question types in order to balance engagement and support a wide variety of student needs.

How do I facilitate this lesson?

Option 1	Option 2	Option 3
 Teacher-led, scaffolded and supportive	 Greater student independence	 Student-led, small groups
<ul style="list-style-type: none"> Facilitate a guided reading for the whole class. Pause to answer the During Reading Questions during reading. Use a combination of reading modalities: <i>Think & Share</i>, <i>Turn & Talk</i>, <i>Write</i>, and <i>Find Evidence</i>. <p>70 total minutes for this lesson</p>	<ul style="list-style-type: none"> Assign longer chunks of independent reading. Skip some supportive During Reading Questions. Instruct students to take notes independently: As you read, take notes on Jonas's thoughts and feelings. 	<ul style="list-style-type: none"> Put students into groups of 3-5 Students answer the During Reading Questions and alternate readers to read sections aloud. Circulate to check for understanding
<p>↑ Recommended! ↑</p>		

Name _____ Class _____

TEACHER COPY: *THE GIVER* — Chapter 23 (Pages 219-225)

By Lois Lowry

DURING- AND POST-READING QUESTIONS

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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:
Purpose for Reading	Treacherous (treh-chur-us) — p.222
To determine how Jonas has changed and what he wants most.	Surge (surj) — p. 224

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]	<i>The struggle brings them closer together physically as Jonas holds Gabe to his chest to keep him warm. It also brings them together emotionally as Jonas continues transferring memories onto Gabe.</i> <ul style="list-style-type: none"> HINT: "‘It’s called snow, Gabe,’ Jonas whispered. ‘Snowflakes. They fall down from the sky, and they’re very beautiful.’" (220) HINT: "For a moment they were bathed in warmth and renewed strength as they stood hugging each other in the blinding snow." (222)
	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]	<i>Sameness was brought about to prevent suffering, which Jonas is obviously experiencing now. This kind of physical suffering and despair will never happen to people still inside the community.</i> <ul style="list-style-type: none"> HINT: "he had little hope left that he would be able to reach it." (219) HINT: "Jonas stopped the bike wearily, lifted the child down, and realized with heartbreak how cold and weak Gabe had become." (219) HINT: "as he pushed on the pedals with his numb, exhausted legs." (220)

	<p>3. A: How does Jonas's decision to continue passing memories to Gabe affect them both? [RL 7.3]</p> <p>B: What does this suggest about the novel's theme? [RL 7.2]</p>	<p>A: <i>It motivates Jonas to continue on and it keeps Gabe alive.</i></p> <ul style="list-style-type: none"> HINT: "His spirits and strength lifted with the momentary warmth and he stood. Again, Gabriel stirred against him as he began to climb." (222) <p>B: <i>Student answers will vary. Possible answers:</i></p> <ul style="list-style-type: none"> <i>Memories need to be shared in order for their full power to be realized.</i> <i>Giving to another also strengthens the one who gives.</i>
	<p>4. How does Jonas's ability to recall memories affect him in the final pages of the novel? [RL.7.2]</p>	<p><i>The memories make him happy. They reduce his suffering. They bring him peace. They help him keep Gabe alive. They give him hope and the strength to continue.</i></p> <ul style="list-style-type: none"> HINT: "He began to recall happy times." (223) HINT: "Memories of joy flooded through him suddenly." (223)
	<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>	<p>A: <i>Student answers will vary. Lois Lowry has stated in interviews that she created a purposefully ambiguous ending: it's possible that Jonas and Gabe die or that they reach safety in a new, different community.</i></p> <p>B: <i>Evidence will vary based on students' interpretation.</i></p>
<p>OPTIONAL: End of Chapter Discussion Questions</p>	<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



Note: To ensure test security, answers to the following assessment items are not available at this time.

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.

QUESTION 4 ON NEXT PAGE

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)



Note: To ensure test security, a sample answer to the following short response item is not available at this time.



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 _____

TEACHER COPY: Unit 3 Essay

Answers in blue. To help us ensure assessment security, please do not post or circulate these answers online.

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.



*In times of trouble or hurt feelings, people long for peace. Sometimes they think they would give up anything to never have to feel so sad or hurt again. But in her novel *The Giver*, Lois Lowry shows readers what a bad trade this would be. Her main character, Jonas, lives in a community that has gotten rid of all real emotions, along with anything that could make life unpredictable or exciting. In their efforts to save themselves from pain, they have even gotten rid of love. Then Jonas gains real emotions when he is given the memories of generations past. Gaining emotions makes Jonas understand that the people in his community are leading an unsatisfying and immoral life that replaces real feelings with shallow comfort.*

*At the beginning of the novel, Jonas has only a shallow understanding of feelings. This makes him an obedient, unquestioning member of his community. Jonas participates in rituals like the sharing of feelings around the dinner table and the telling of dreams at breakfast. Despite the fact that "he almost would have preferred to keep his feelings hidden," doing so is strictly forbidden in his community (12). However, the feelings they all share are very shallow and minor. Even after Jonas begins receiving memories, he still struggles to understand deep feelings. At one point he tells *The Giver* how surprised he is that people warned him about the pain involved in being *The Receiver*. In response, *The Giver* gives him a memory of sunburn. Afterwards Jonas says, "It hurt a lot... but... now I understand better, what it meant that there would be pain" (109). Because his life has been mostly pain-free, he has no idea that anything could hurt more than a minor sunburn. His inexperience with deep emotions is reflective of his community. When Jonas is selected as *The Receiver*, the Chief Elder warns him that he "will be faced, now, with a magnitude of pain that none of us here can comprehend because it is beyond our experience" (79). The committee acknowledges that what he will go through is beyond their understanding, yet they assign Jonas this role anyway. This is similar to*

Jonas's attitude toward release, which is cold and unfeeling at the opening of the novel. He views the community's decision to release contributing citizens as "a final decision, a terrible punishment, an overwhelming statement of failure" (3). Because Jonas has no concept of love or grief, he is not aware of how terrible it would be to be separated from everything one had ever known and exiled from the community. This is why he accepts release as a punishment at first. His lack of genuine feelings stops him from sympathizing with the pilot who is released for accidentally flying over the community. Jonas's words and attitudes at the beginning of the novel demonstrate that members of this community don't feel or understand true emotions.

Once Jonas begins to experience deep emotions, he realizes that his community is missing out on the true experience of being human, and he starts to have a hard time fitting in. When Jonas first begins seeing color, he realizes the beauty his community has lost. He becomes frustrated, saying, "If everything's the same, then there aren't any choices! I want to wake up in the morning and decide things!" (122). The more experiences Jonas has, the more he feels robbed of a real life full of choice. Jonas realizes that his society has "gained control of many things. But [it] had to let go of others," including beautiful things like snow and color (120). This is when Jonas begins to question the value of Sameness. Jonas's interactions with his friends take on a different tone, as well. After he experiences a memory of war, Jonas can no longer participate in the carefree life he previously enjoyed. This is why he struggles not to cry as he is "overwhelmed by sadness at the way the others [laugh and shout], playing at war. But he [knows] that they could not understand why without the memories" (169-170). Jonas knows he is becoming different from everyone around him because of his experience with genuine emotion. This creates a divide between him, his family, and the larger community: "They have never known pain, he [thinks]. The realization [makes] him feel desperately lonely" (139). Just as the community doesn't know the true meaning of pain, it also fails to understand love. This becomes obvious when Jonas asks his parents if they love him. Their amused response shows Jonas just how incapable of love they actually are, and he is extremely disappointed. Jonas's father suggests the word 'love' is meaningless, which directly opposes Jonas's experience with a memory of a family holiday: "Meaningless? He had never before felt anything as meaningful as the memory" (160). As Jonas learns more about what life was like with real emotions, he longs to live his life in an unmedicated, unsheltered way.

Ultimately, Jonas makes a brave choice to leave the community because of the humanity he has gained through his feelings. He now knows that feelings and personal connections keep people moral and unselfish. Because of this, Jonas knows he cannot "go back to the world of no feelings that he [has] lived in so long" (164). When he witnesses The Giver's emotional suffering, Jonas feels a desire to help, saying, "If you gave some of it to me, maybe your pain would be less" (135). This shows a change in Jonas and a rejection of his community's way of handling pain. It also shows that feelings open a person up to true concern for others. Jonas explores this idea further when he "quite deliberately [places] his hand firmly on Gabriel's back, and [releases] the rest of the calming day on the lake" to help Gabe fall asleep (147). Jonas takes away Gabe's suffering through the transmission of the memory. This deepens their connection to one another. Jonas is also learning about the dark side of his community. He comes to realize that a lack of empathy for others makes it possible for his own friends and family to release newchildren and the elderly. When he watches his father release the smaller twin, Jonas even has a hard time understanding what he is witnessing until he accesses his memories. Eventually, "with an odd, shocked feeling, Jonas [recognizes] the gestures and posture and expression. They [are] familiar. He [has] seen them before" (187). Jonas recognizes what has happened to the newchild when he recalls the death of a young soldier in a battlefield memory. Without such memories, no one else in the community can understand what release truly is. They truly cannot feel bad for the infant's death because they have never experienced love, loss, or grief. This horrifies Jonas. When he

hears that Gabe will be released, Jonas takes his bravest action of all, leaving his community behind to rescue Gabe. His decision to leave is the ultimate rejection of his society's beliefs, as he risks his life for someone the community thought wasn't good enough to belong. Jonas never would have fled without memories and the ability to understand emotions. If Jonas hadn't learned to love, he wouldn't have felt a duty to rescue Gabe from release.

A society that would limit its citizens' joy just to ease their suffering is not one worth living in, argues Lowry. Through his experiences as The Receiver, Jonas learns to appreciate the value of memory, the role of pain, and the possibility of hope. As Jonas straps Gabe onto his father's bicycle and sets off toward Elsewhere, he thinks about the life he's leaving behind, a life without color, or rain, or love. Knowing he can never come back, Jonas hops on the bike and slips into the night. His brave trip into the wilderness shows readers that a life without pain isn't worth living, if it is also a life without love.

	Literary Analysis Essay Rubric			
Score	4	3	2	1
Reading Comprehension	Provides an in-depth and accurate analysis of what is stated in the text and/or what can be inferred from the text(s).	Provides an accurate analysis of what is stated in the text and/or what can be inferred from the text(s).	Provides a somewhat accurate analysis of what is stated in the text and/or can be inferred from the text(s).	Provides a minimally accurate analysis of what is stated in the text and/or what can be inferred from the text(s).
Thesis	Thesis is clearly stated and uses compound or complex sentence structure appropriate to the grade-level. Thesis is relevant to the task and specific.	Thesis is adequately stated and uses compound or complex sentence structure appropriate to the grade-level. Thesis is relevant to the task, but may be general or broad.	Thesis is attempted , but may be somewhat confusing or ambiguous.	Thesis is missing or not relevant to the task.
Organization	Demonstrates a logical and clear organizational structure that supports the development of the thesis: <ul style="list-style-type: none"> • A strong introduction and conclusion that make connections between the claim, text, and broader world • Logical grouping and ordering of key points and evidence within body paragraphs • Strong transitions that show how claim, key points and evidence connect 	Demonstrates a satisfactory organizational structure that generally supports the thesis: <ul style="list-style-type: none"> • A recognizable introduction and conclusion • Solid grouping and ordering of key points and evidence within body paragraphs • Some transitions that clearly connect ideas 	Demonstrates a general organizational structure which may lack a sense of direction: <ul style="list-style-type: none"> • Introduction or conclusion may be missing • Some key points and evidence are not grouped logically • Some confusing transitions or connections between ideas 	Demonstrates a weak organizational structure: <ul style="list-style-type: none"> • Introduction or conclusion may be missing • Key points and evidence are not grouped logically • Few transitions or connections between ideas

Evidence	<p>Includes strongest, most relevant text evidence to support thesis and overall analysis of the text(s).</p> <p>Evidence is introduced and contextualized, quoted, or paraphrased accurately.</p>	<p>Includes relevant text evidence to support thesis and overall analysis of the text(s).</p> <p>Most evidence is introduced and quoted or paraphrased accurately.</p>	<p>Text evidence or supporting details may be insufficient or only somewhat relevant, indicating basic comprehension of the text(s).</p> <p>Evidence is introduced inconsistently. Quotations or paraphrases may be incorrect or incomplete.</p>	<p>Text evidence or supporting details are largely missing, indicating limited comprehension of the text(s).</p> <p>If text evidence is present, it may be copied directly from the text with no introduction or context provided.</p>
Analysis	<p>Explanations draw connections between thesis and evidence.</p>	<p>Explanations attempt to draw connections, but may also summarize.</p>	<p>Explanations mostly summarize or restate text evidence, without drawing connections between ideas.</p>	<p>Explanations may be missing or show a lack of understanding.</p>
Writing Conventions and Craft	<p>Illustrates the use of effective and varied sentence patterns.</p> <p>Includes carefully selected academic and domain-specific words and phrases</p> <p>Reflects exceptional control of conventions; errors are few and minor</p>	<p>Reflects a generally controlled writing style but may lack variety in sentence patterns</p> <p>Includes academic and domain-specific words and phrases, but some usage may be incorrect or awkward</p> <p>Reflects control of most writing conventions; contains occasional errors that do not interfere with clarity or message</p>	<p>Uses some awkward constructions or demonstrates repeated use of a particular sentence pattern</p> <p>Uses common words and phrases that are often repetitious</p> <p>Reflects limited control of conventions; contains frequent errors that may begin to interfere with understanding</p>	<p>Demonstrates the use of fragmented or run on sentences that make the essay difficult to read with understanding</p> <p>Demonstrates limited range of vocabulary, or includes words that are misused</p> <p>Reflects numerous errors in conventions that make the text difficult to read</p>