

# Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



# The Giver

by Lois Lowry

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Map Making****Pre-Reading**

*The Giver* is about a group of people who try to make a perfect community called a utopia, a place where nothing bad happens. The author, Lois Lowry, describes the community's buildings and the surroundings, and tells you a few details, but for the most part, she does not tell you where everything is placed. The only things you know for sure are that there is a path beside the river, a landing field on the other side of the river, and that when Jonas is in the Central Plaza, he can see the river behind the Auditorium.

Pretend you are a city planner and have been employed to design the layout of the community. Using the following list, draw a map of the community in *The Giver*. Before you start drawing, think about your design. Where would the various buildings and their surroundings be best placed? To make sure you don't miss anything important, be sure to cross off each item after you have drawn it.

Make your work neat, and be prepared to explain to the class your reasons for your placement of each item.

- Agricultural fields
- Landing field for planes
- Fish Hatchery
- River
- Bridge
- Path
- Playing fields
- Dwelling places or homes
- Auditorium
- Central Plaza
- Food Distribution Center
- Hall of Open Records
- Hall of Closed Records
- Birthing Center
- Nurturing Center
- House of the Old, with annex
- School
- Childcare Center
- Factories
- Offices

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity II: Research****Pre-Reading**

POSTER DUE DATE: \_\_\_\_\_

There have been many planned Utopian communities in the history of our country. Read the following list of twenty such communities that are still open to the public. Find out some basic information about the community you are assigned to research, including the street and e-mail address, as well as phone number. Call or write for brochures. Then, use whatever illustrations you are sent to make a poster, on which you write at least five interesting facts about your community. If you don't receive any illustrations, you can draw pictures or write extra information on your poster. Include the name, city, and state of your community on the front of the poster, and put the street, email address, and phone number on the back.

**Harmonists**

- **Historic Harmony**, Harmony, PA
- **Old Economy Village**, Ambridge, PA
- **New Harmony**, New Harmony, IN

**Shaker Communities**

- **Mt. Lebanon Shaker Village**,  
New Lebanon, NY
- **Sabbathday Lake Shaker Village**,  
Poland Spring, ME
- **Canterbury Shaker Village**,  
Canterbury, NH
- **Hancock Shaker Village**, Pittsfield, MA
- **Shakertown at Pleasant Hill**,  
Harrodsburg, KY
- **Shakertown at South Union**,  
South Union, KY
- **Shaker Historical Museum**,  
Shaker Heights, OH

- **Enfield Shaker Museum**, Enfield, NH

**Other Utopian Communities**

- **Oneida Community Mansion House**,  
Oneida, NY
- **Amana Colonies**, Amana, IA
- **Zoar Village State Memorial**, Zoar, OH
- **Bishop Hill Heritage Association**,  
Bishop Hill, IL
- **Icarian Living History Museum**,  
Nauvoo, IL
- **Ephrata Cloister**, Ephrata, PA
- **Historic Bethel German Colony**,  
Bethel, MO
- **Old Aurora Colony Museum**,  
Aurora, OR
- **Old Salem**, Winston-Salem, NC

As you design your poster, think about the **Five W's**, the basic questions of every researcher: **who, what, when, where, and why**. Also, be prepared to tell the class about the interesting facts you have discovered, in case your teacher assigns oral presentations.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity III: Life Span** **Pre-Reading**

Before you begin reading *The Giver*, look at the LIFE SPAN CHART below. As you read the book, briefly note special events that happen at certain years, or stages, to the members of the community. If nothing specific is mentioned, put an "N" in the column. The first one has been done for you as an example.

LIFE SPAN CHART

AGE	WHAT HAPPENS TO COMMUNITY MEMBERS
Birth	Infants stay in the Nurturing Center; some are eventually released. (Pg. 11-12)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Full Adulthood	
Childless Adult	
Old Age	
Release	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Tone****The Opening Page**

Lois Lowry begins *The Giver* in December, a cold month with short, dark days. She describes Jonas, her protagonist or main character, as “beginning to be frightened.” (Pg. 1) With the very first sentence, she has set the tone, or mood, of her story. Re-read the first page of *The Giver* again and answer the following questions:

1. How many times is the word “frightened” or “frightening” used?
2. What other words fit the mood the author has established in her first sentence?
3. How do the characters react to the appearance of the plane?
4. How is the plane described?
5. Does the description of the plane fit the tone, or mood, of the story? Why or why not?
6. If you had to think of one word to describe the tone, or mood, of this page, what would it be?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Crossword Puzzle****Chapters 1–2***WORD BANK*

fascinated	anxiously	tunic	palpable
apprehensive	dwelling	supplementary	wheedle
intrigued	grim	distraught	ironic
defiant	eager	usage	hatchery

First, use a dictionary to look up the definitions of the words in the **WORD BANK**. Then, using the following definitions as hints, complete the **CROSSWORD PUZZLE** with words from the **WORD BANK**.

**HINTS**

1. Impatiently longing
2. Nervously
3. Additional
4. Mocking
5. The way in which words are used
6. Curious
7. Very disturbed
8. Bold
9. A piece of clothing similar to a long shirt
10. A home
11. Extremely interested
12. Compete for attention
13. Able to be touched
14. A place where fish are raised to be sold
15. Harsh
16. Uneasy, fearful

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity II: The Book of Rules** **Chapters 1-2**

Very early in this book, you learn that there are many rules this community follows. They are written in the Book of Rules. Although you never see this book, you can tell by what happens in the story what these rules are. For example, on page two, you learn that the Pilot-in-Training who “misread his navigational instructions and made a wrong turn” will be released. You also learn that release is a “terrible punishment, an overwhelming statement of failure.” At this point, however, you do not know exactly what the punishment is. However, you can conclude that there is a rule something like this: **Anyone who makes a mistake that is considered very serious will be released.**

As you read the first two chapters, list any rules you encounter in the following **RULES CHART**. Be sure to provide the page number(s) where you found each rule. The first one has been done for you as an example.



# Student's Page

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### RULES CHART

Rule	Page #
Students who inconvenience their learning communities must make a public apology.	(Pg. 3)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: The Mysterious Apple****Chapter 3**

So far, in *The Giver*, you have learned a good deal about Sameness. In this chapter, however, you will learn about some important differences. Explore these differences by answering the following questions using complete sentences.

1. How is Gabe different?
2. How is Jonas like Gabe?
3. Jonas decides that light eyes give the one who has them a certain look. How does he describe that look? How does he feel about that look?
4. What unusual event does Jonas remember in this chapter? Describe the event and Jonas's reaction.
5. Why doesn't the author tell the reader what happened to the apple?
6. Do you think there is any relation between Jonas' eyes and the apple?
7. What do you think happened to the apple?
8. How do you think Jonas' special power of vision will affect the plot?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Celebration of Release Chapter 4**

First, pretend you live in Jonas's community, and you have been assigned to be on the Planning Committee for Celebrations of Release. You have been told to write down **six main events** that take place during the Celebration. What are they? Look through Chapter 4 for the answers. The first one has been done for you as an example.

1. The telling of the person's life  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Next, find Fiona's description of Roberto's release. Choose and record **three sentences containing adjectives** describing Roberto's celebration, something that happened during his celebration, or how Roberto felt about it.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_