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Teaching Unit™

# Sample

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## Literature Teaching Unit

Chapter-by-Chapter Study Guide



### The Giver

by Lois Lowry

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



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## Objectives

By the end of this Unit, the student will be able to

1. infer the thoughts, ideas, and actions of the characters when they are not expressly stated.
2. identify phrases repeatedly used by the community; recognize which of these phrases are clichés and euphemisms.
3. discuss the ways in which the community handles the following social issues:
  - care of the elderly
  - sexuality and nudity
  - education and job selection
  - the creation of family units
  - assisted suicide
  - control of climate and the environment
4. identify the novel's point of view and explain its benefits
5. discuss the advantages and disadvantages of family life as defined by the committee, considering the following:
  - sharing of feelings
  - limits on the number of children and the sex of children
  - dream-sharing
6. cite incidents in the novel that support the following themes:
  - Experiencing love is worth the risk of also experiencing pain.
  - Good memories give us the strength to achieve our goals.
7. explain how the author uses foreshadowing to build interest and suspense.
8. define the following terms as they are used in the story:
  - Sameness
  - Capacity to See Beyond
  - Release
  - Elsewhere
  - Receiver of Memory
9. comment on the overall concept of the sacrifices that are required to achieve Sameness, including that of individual choice.

### Questions for Essay and Discussion

1. What evidence shows that Jonas does not initially understand what happens when a person is released?
2. How does the community control sexuality? What are the rules concerning nudity? Why do these rules exist?
3. Which of the rules are “almost always” broken without any punishments? What is the worst punishment possible?
4. On the surface, the Nurturers seem to be doing everything they can to help Gabriel. What is fundamentally wrong, by our standards, with the way the community evaluates newchildren?
5. Many cultures have a system by which they select careers for the young adults in their community. Do you agree or disagree with this concept? Is it better to have young adults choose their own careers? Why?
6. In what ways might the “release” of the old and the infirm benefit the community? What are the dangers of this policy?
7. How does the author inform the reader that the climate of the community is artificially controlled? What are the advantages and disadvantages of climate control?
8. Comment on the following phrases from the story. In what ways are they clichéd?
  - Thank you for your childhood.
  - I apologize for...
  - We accept your apology.
  - I'm glad you told us of your feelings.
9. Distinguish between third-person omniscient, limited omniscient, and objective points of view. Which one is used for this story? Why do you think the author selected it?
10. In what ways is the Giver's dwelling different from all of the others in the community? What do you think surprises Jonas the most about the Giver's room?
11. What happened to the last replacement for the Receiver? How might this foreshadow what will happen to the community when it receives Jonas's memories?

# The Giver

## Chapter 1

### VOCABULARY

**apprehensive** – nervous or worried about a future event  
**anxiously** – uneasily and with distress  
**beckoning** – summoning  
**disposition** – one’s usual mood; temperament  
**distraught** – distracted and upset  
**intrigued** – attracted interest and curiosity  
**ironic** – contrary to what is expected or intended  
**jeering** – taunting; mocking or insulting  
**nurturing** – the act of raising or protecting something, especially a child  
**palpable** – easily perceived; obvious  
**pondered** – considered  
**prominent** – important and/or well-known  
**rasping** – in a grating voice  
**recollection** – a memory  
**shudder** – a tremble  
**supplementary** – something added or additional  
**transgression** – the act of violating a rule or law  
**wheedle** – to coax

1. Why is Jonas frightened when he sees a strange plane flying over his community?

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2. How old is Jonas? Why is he apprehensive about the month of December?

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3. Briefly describe the process of release for the Old.

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4. Based on what has been revealed about this community, support or refute the following statement: It is unbelievable that anyone could reach old age without learning how a person is released.

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5. In what ways do you approve or disapprove of the way this community deals with their older citizens?

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3. Define “Sameness” and “Climate Control.”

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4. What do you think the Giver is telling Jonas in the following passage?

“Honor,” he said firmly. “I have great honor. So will you. But you will find that that is not the same as power.”

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5. Jonas thanks the Giver for his first day. When Jonas leaves, why is the Giver “drained, and a little sad”?

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