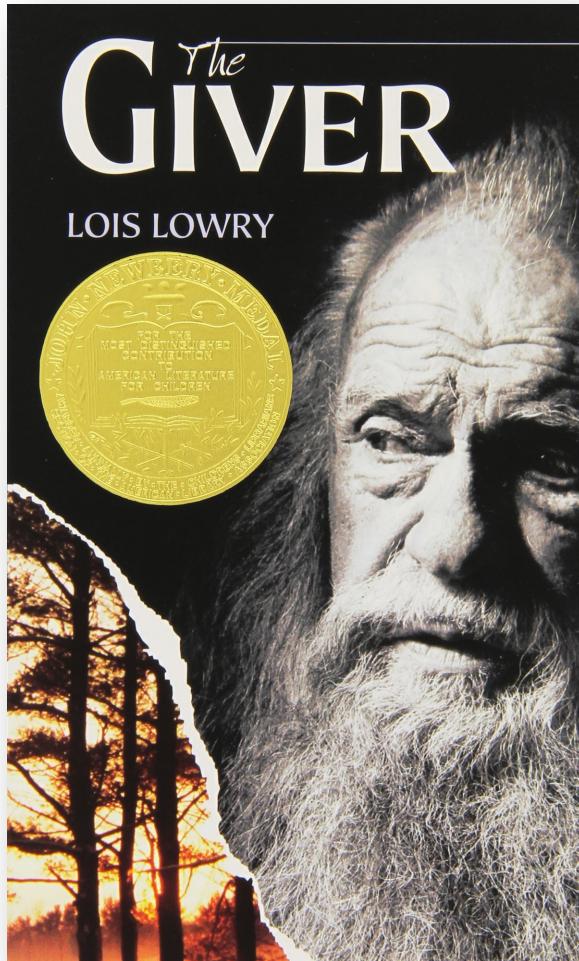

The Giver



Student Handout

Organization of the Canada Notebook

- 📖 Cut the charts for the different sections.
- 📖 Glue them in your Canada Notebook and skip 8 pages from section A and one question from section B.

Cut and Glue this section on page 1 of your Canada Notebook

Section 1: Getting to Know the Community (chapters 1-6)

Instructions :

- 📖 Choose and highlight one question from each section.
- 📖 Write your answers in your personal journal
- 📖 Although you will only answer two questions, all of them will be discussed in small groups. Be prepared!

Section A C2	<ol style="list-style-type: none">1. Identify three rules the community must live by and explain how you would feel if you had to abide by these rules in your own life.2. Explain ways in which Jonas is different from other members of his community.3. What is the significance of rules in Jonas' community? Give an example of how someone defied the rules.4. Create a pros and cons list of community attributes. What are the good things about Jonas's Community? What are the bad things?
Section B C3	<ol style="list-style-type: none">1. Which rules are important in our culture. Make a list of five of the most important rules in our culture and explain why they are important. Which rules are more important than others?2. Why do you think there are no animals in the Community? How did this happen? Imagine your own world without animals. How would life be different?

Cut and Glue this section on page 9 of your Canada Notebook.

Section 2: Jonas's selection as receiver of memory (chapters 7-13)

Instructions :

- ❑ Choose and highlight one question from each section.
- ❑ Write your answers in your personal journal
- ❑ Although you will only answer two questions, all of them will be discussed in small groups. Be prepared!

Section A	<ol style="list-style-type: none">1. Jonas gets a startling new set of rules along with his new “job.” On poster board or chart paper, ask students to write down the list of Jonas’s new rules. Next, ask students why they believe Jonas received these particular rules. What might their different purposes be?2. What qualities must the Receiver of Memory have? What similarities do Jonas and the current receiver have?3. Using adjectives, describe how Jonas feels about his new position. Explain the adjectives you chose.
Section B	<ol style="list-style-type: none">1. Of all the jobs available in the community, which job would you choose? Why?2. Do you think the privileges Jonas has because he is the receiver of memory are worth the trouble and responsibilities that come with this job? Explain. How would you feel if you had this responsibility?
C3	

Cut and Glue this section on page 17 in your Canada Notebook.

Section 3: Jonas' questions (chapters 14 -18)

Instructions :

- ❑ Choose and highlight one question from each section.
- ❑ Write your answers in your personal journal
- ❑ Although you will only answer two questions, all of them will be discussed in small groups. Be prepared!

Section A	<ol style="list-style-type: none">1. Put yourself in the shoes of two characters from the story and write about what typical school day in the Community would be like for each of them.2. Give an example of how the Giver gave the community advice based on the memories he holds. Why is his role important? What does Jonas do in order to stop Gabriel from crying? Why does he feel bad about what he has done? Why is it important to Jonas that Gabriel sleep through the night?3. How does Jonas' new role affect his ability to socialize and play with his friends from his community during the unscheduled holiday? Why doesn't he want to play the game? Why can't anyone understand his feelings?4. Jonas starts to reject the rules of his community. What are the first signs of his rejection? Why do you think he rejects the communities rules?
Section B	<ol style="list-style-type: none">1. Jonas gets upset when children are playing war with imaginary weapons, attacks, and death. "Don't play it anymore... It's a cruel game," Jonas pleads with Asher. (The Giver, page 168) Why does Jonas react this way? Do you agree that children shouldn't "play" war? How do you feel about other media (video games, music videos, etc.) that portray violence?2. In the community, the word love is seen as meaningless. Why do you think they view it that way? What would your life be like without love?3. Read the excerpt from the book: "It isn't fair that nothing has color!" "Not fair?" The Giver looked at Jonas curiously. "Explain what you mean." "Well..." Jonas had to stop to think it through. "If everything's the same, then there aren't any choices! I want to wake up in the morning and decide things!" [The Giver, pages 122-123] Do you think your life would be easier if you didn't have to make choices? Give an example.
C3	

Cut and Glue this section on page 25 in your Canada Notebook.

Section 4: Jonas rejects the ethics of the community (chapters 19-end)

Instructions :

- ❑ Choose and highlight one question from each section.
- ❑ Write your answers in your personal journal
- ❑ Although you will only answer two questions, all of them will be discussed in small groups. Be prepared!

Section A	<ol style="list-style-type: none">1. Jonas realizes what being released really means. What does it actually mean to be released? What memory does Jonas compare it to? What event triggers his desire to know more about being released?2. Write the pros (according to the community) and cons (according to you and Jonas) about releasing the New children and the Old.3. What plan do Jonas and the Giver come up with? Why does the Giver want to stay in the community? Do you think this is a good plan? Explain why the plan had to happen earlier than planned.4. How do Jonas and Gabriel succeed at not being discovered by the planes that fly ahead when they escape?
Section B	<ol style="list-style-type: none">1. The story ends with Gabe and Jonas sliding down a hill toward a community. Write about what they find once they reach the bottom of the hill.2. If you had the power of memory like Jonas has, what would you use it for? Give a concrete example of how you would use it.3. Imagine that Jonas went home after witnessing his father “release” the baby. Use your imagination to write a scene of the story that shows how Jonas approaches his father about the release. What would Jonas say? How would Father react? How would this conversation affect other members of the family?
C2	
C3	

Cut and Glue this section on the back cover of your Canada Notebook.

Final C1 Task: The Receiver of Memory

	Rules Suggested by The Giver	Memory that led The Giver to suggest those rules.
1.	Cell phones are banned from society.	
2.	Teens aren't allowed to have sex before they have a steady job.	
3.	You can only drink alcohol if supervised and quantities will be restricted.	
4.	You can only pass or fail a class.	
5.	Grades no longer exist.	
6.	Parents have total control of your decisions until you are 21.	
7.	Parents will need to apply for a license to have children.	
8.	There is a limit to the number of pets you can have	
9.	It is mandatory to have friends of different religion, race, and political beliefs.	
10.	It is mandatory to visit an elderly home or take care of the elderly once a week.	
11.	Everyone must always wear the same clothing, from the time they are born to the age of 21.	
12.	A relationship must be approved by a panel of judges and re-evaluated every 3 month.	
13.	You must donate 10% of your earnings to charity	
14.	Someone who doesn't read a certain amount of books will not have access to technology.	
15.	At one point in your life, you will have to go 1 year without internet.	
16.	Only music without lyrics is allowed.	