

# *THE GIVER* BY LOIS LOWRY

Miss Sharp

English 9

# DAY 1: INTRODUCTION

- Please find your seat and get out your reading notebook
- Answer the following question:

Think about an important memory from your childhood. Describe the memory and the emotions you felt.

# ACTIVITY

I think learning about the past is important because it allows us not to repeat it.

Corner 1 → I agree

Corner 2 → I neither agree/disagree

Corner 3 → I disagree

# ACTIVITY

I think it is possible for the world to be fully peaceful. This means no violence, no hatred, and even no poverty.

Corner 1 → Absolutely.

Corner 2 → Maybe

Corner 3 → No way

# ACTIVITY

If the government can make some sort of law/rule that eliminates suffering, they should do it, no matter what.

Corner 1 → Of course

Corner 2 → Depends

Corner 3 → Absolutely not

# ACTIVITY

The common good is more important than individuality.

Corner 1 → I agree

Corner 2 → I am neutral

Corner 3 → I disagree

# THE WORLD OF *THE GIVER*

- Utopian society
- No suffering, no pain, no popularity,  
→ sameness
- <https://www.youtube.com/watch?v=xDVEH9mOKrk>



# DISCUSSION

- What are your first impressions of this world?
- Would you want to live there? Why or why not?

# HOMEWORK AND INSTRUCTIONS

- Letter to Parents
- Reader's Notebooks → **Two options**
- Homework Schedule/Expectations

## DAY 2: CHAPTERS 1-2

## BELLRINGER QUESTION

Please set out your Reader's Notebook to check for completion.

How would you describe the world that Jonas is living in?  
How is it the same/different than the world and culture  
you live in?

# PLEASE FIND YOUR GROUP

- Group 1 → Choice
- Group 2 → Punishment
- Group 3 → Family

## COULD THIS SOCIETY EVER HAPPEN IN REAL LIFE?

- <https://www.youtube.com/watch?v=mAmHoCbhyaW>
- Do you think that these “designer babies” are a good thing? Why or why not? → How does this relate to *The Giver*?
- Online Canvas discussion → Tell us your thoughts!

## DAY 3: CHAPTERS 3-5

## BELLRINGER QUESTION:

Please set out your Reader's Notebook to check for completion.

What are the Stirrings and why do you think the Community wants to eliminate them?

# SO FAR...

## Short review Kahoot

<https://create.kahoot.it/share/the-giver-review-chapters-1-5/ca2a40f2-71a6-4fe6-b5a6-d28bfa2ccbc6>

## OPEN DISCUSSION on CANVAS

- Most popular responses → voice your opinion!
- What are similarities and differences from “designer babies” to *The Giver*?

## CONTROL OF THE COMMUNITY

- Should not point out differences
- Assigning jobs → birthmothers
- Hierarchy
- Volunteer hours → watching
- Eliminating the Stirrings

## ARTICLE AND ANNOTATION

- Please read the article about China’s “one child policy”
- Highlight and annotate any connections you find between this policy and the policy in the Community of *The Giver*

# **RESPONSE**

Answer this question on a loose leaf sheet of paper with at least 5 sentences:

**In what ways does the Community enforce control over their citizens? Is it effective?**

Want a challenge? → Cite quotes from the text

## DAY 4: CHAPTERS 6-8

<https://www.youtube.com/watch?v=xDVEH9mOKrk>

## BELL RINGER

**Please set out your reader's notebook  
and answer**

- If you were Jonas, what would you hope to be assigned? Why?

# WELCOME TO THE CEREMONY OF TWELVE

Today is the day you have been waiting for: the Ceremony of Twelve. You will each be assigned a job in our classroom community. Today also marks your last day as a child.

Thank you for your childhood.

## TIME FOR THE CEREMONY

- Please line up in your assigned order
- Give your sheet to the Community Elder  
as you are called

## GET WITH YOUR GROUPS

- How do you feel about your assignment?
- What challenges and benefits will your job present?
- Do you think the classroom-utopia is going to work? Why or why not?

## CEREMONY OF TWELVE IN *THE GIVER*

- What are the good parts about Jonas's Community and the Ceremonies?
- What could be problematic?

# INDIVIDUALITY

- Children being named the same as loss/released parents
  - Loss of individuality ?
  - No child is more important than another child → is this true?
- Acknowledging difference
  - **“You Elevens have spent all your years till now learning to fit in, to standardize your behavior, to curb any impulse that might set you apart from the group. But today we honor your differences” (52).**

# INDIVIDUALITY

- Different ceremonies for each age group → everyone treated the same
- Do you think the same has been the case for your education?
- Do we, as Americans, value individuality? Why or why not?

## WHAT'S NEXT

- Chat with your group → What do you think about Jonas becoming the Receiver of Memory? What do predict will happen?
- **Tomorrow will be a mid-novel QUIZ**
  - Know the main characters
  - Know details about Receiver of Memory
  - Know about the theme of individuality

## DAY 5: CHAPTERS 9-12

## BELL RINGER

**Please leave out your Reader's Notebook to check for completion and answer this question:**

In what ways has Jonas changed since becoming the Receiver of Memory (in training)?

## QUIZ FOR HALFWAY POINT

Please clear off your desks and only  
have a pencil

# NO HISTORY, NO MEMORY → SAMENESS

- What is Sameness?

“It wasn’t a practical thing, so it became **obsolete** when we went to Sameness” (84).

- The Community sacrificed things like weather and color for the sake of sameness. Why would they do that?

# NO HISTORY

- What the point of history anyway?  
<https://www.youtube.com/watch?v=hLE-5EIGIPM>
- Do you think Jonas' society is **lacking** something because there is no history?

# COMING UP...

- Socratic Seminar is soon!
- Make sure your reader's notebooks are organized!
- Tomorrow → Chapters 13-16

**DAY 6: CHAPTERS 13-16**

## BELL RINGER

**Please get out your Reader's Notebook and answer the following question:**

What is the reason the Community went to Sameness? Do you think their reasoning is *justified* (Do you think this a good reason)?

We should never give people a choice because  
they could make the wrong choice.

It is wrong for Jonas to stop taking his pills.

It is better for the memories of pain to be erased  
so that we do not have to suffer.

Suffering serves a purpose.

If the only way we can not suffer is by sacrificing  
love, I would be fine with that.

It is good for the Old to be released.

**History is important, but it is not essential.**

The overall community is more important than the individual.

I would want to live in Jonas' Community.

Jonas and the Giver are the only characters in *The Giver* who love.

# TOMORROW

- Read Chapters 17-19
- Keep preparing your Reader's Notebooks

## DAY 7: CHAPTERS 17-19

## BELL RINGER

Please take out your Reader's Notebook and answer the following question

**Why do Jonas' parents refuse to say that they “love” him?**

## QUESTIONS?

- Questions?
- Things that stood out to you?

# WooClap

<https://www.wooclap.com/ZOBMMD>

## WORK TIME TO PREPARE FOR SOCRATIC SEMINAR

- Opportunity to ask questions
- Review and talk out main points for discussion
- Organize notebook → I will be collecting them *soon!*

**DAY 8: CHAPTERS 20-23**

## BELL RINGER

Please take out your Reader's Notebook and answer the following question:

**Readers often disagree with what they think happens at the end of the novel.  
What do you think happens to Jonas and Gabriel?**

## THE ENDING

- What questions do you have?
- A couple of possibilities
  - Death
  - Made it to Elsewhere
  - Starting a new society

## LITERARY CRITICISM

- Literary criticism does *not* mean just saying the novel is bad
  - Literary criticism is an *argument* about the text
  - We will go through some examples of what literary critics say about the ending
  - You *do not* have to agree with all of them!

## GRAEME WEND-WALKER

- “On the Possibility of Elsewhere: A Postsecular Reading of Lois Lowry’s *The Giver*”
- Walker does not think the ending is important → In the end, Jonas both lives and dies
- Leaving the Community was a good choice

## MICHAEL M. LEVY

- “*The Giver*: Interrupted Bildungsroman or Ambiguous Dystopia?”
- Levy argues that we do not know whether or not Jonas’ choice was good or because the ending is ambiguous (aka we do not know what happens)

## SUSAN LOUISE STEWART

- “A Return to Normal: Lois Lowry’s *The Giver*”
- Stewart thinks that the Giver and Jonas make a bad decision when they release the the memories to the rest of the Community because they do not let the citizens decide for themselves
- Calls Jonas and the Giver’s actions “psychopathic”

## LOIS LOWRY

- “I can’t imagine writing a book that doesn’t have a hopeful ending” (199).
- Lowry says she doesn't like it when people say that *The Giver* ends with Jonas and Gabriel dying

## THE MOVIE

- How does Phillip Noyce (the director of *The Giver* movie) interpret the ending?

<https://www.youtube.com/watch?v=1PghMqkTo1M>

## WHAT DO **YOU** THINK? (because your opinion matters!)

Discuss:

- What do you think happens to Jonas and Gabriel at the end?
- Do you think Jonas and the Giver make a good decision? Why or why not?

Write:

- 5-10 sentences answering the above questions (**exit slip**)

# DAY 9: SOCRATIC SEMINAR PREP

## BELL RINGER

**Please answer the following question:**

- What worries do you have about the Socratic Seminar?
- What questions do you have?

## WHAT SHOULD YOU HAVE PREPARED?

1. Reader's Notebook → Completed!
2. Ideas for what you want to talk about → it is *up to you!*  
I am not going to be asking or prompting you. Think  
about what you found interesting about the novel.  
Formulate questions and have quotations ready.  
**(Reminder → I, 2, 3, me)**
3. A relaxed attitude. We are all learning here! No need  
to be nervous.

## PRACTICE MAKES PERFECT

- Get into two circles → Bring your Reader's Notebook
- Talk to the person in front of you about what you want to discuss tomorrow

## WHAT DO YOU THINK ABOUT THE MEDIA'S PERCEPTIONS OF THIS NOVEL?

[https://www.youtube.com/watch?v=9pq\\_rFDBnV8](https://www.youtube.com/watch?v=9pq_rFDBnV8)

- What do you think of this?
- What does this say about our relationship between literature and pop culture?

## DAY 9: SOCRATIC SEMINAR

# SOCRATIC SEMINAR

Here's what is next...

- *Great job reading and doing your reader's notebook*  
→ please put yours in the basket
- Thank you for your discussion
- Writing a literary analysis essay