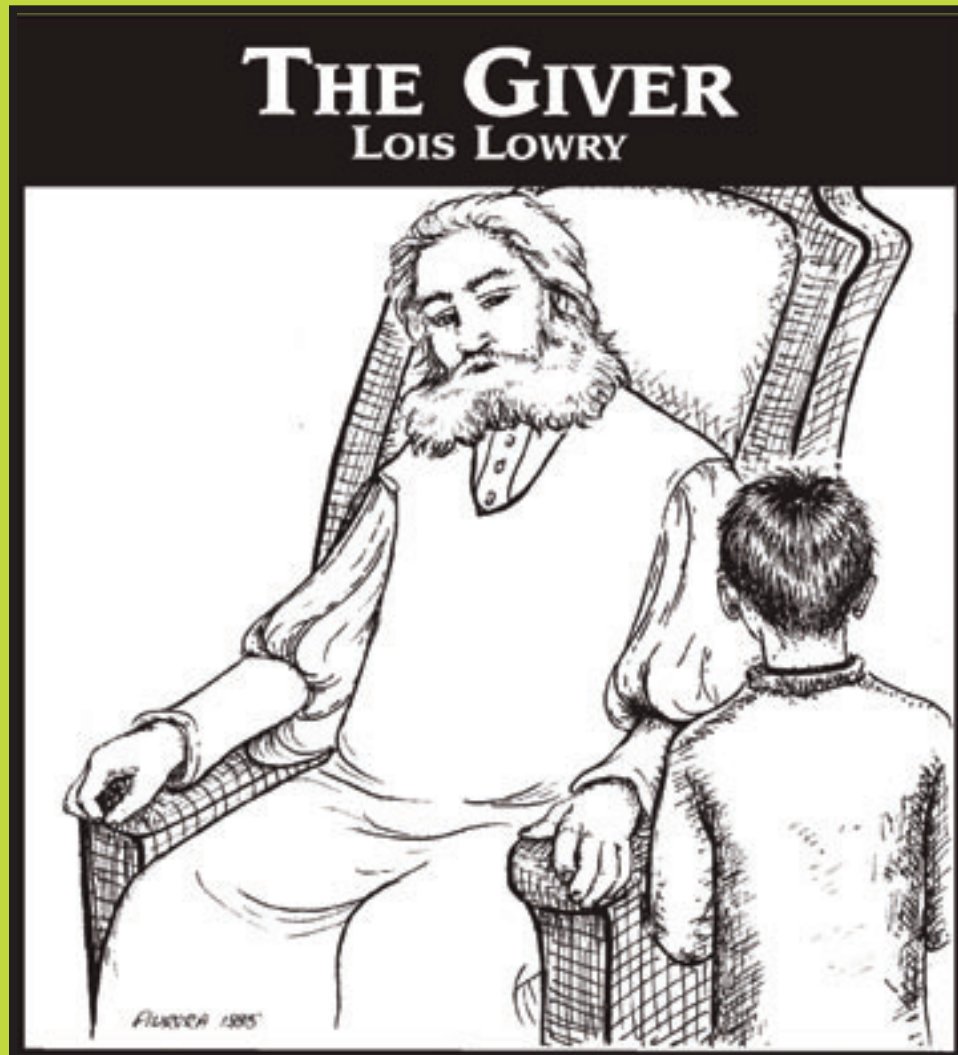


# Novel•Ties



## A Study Guide

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### LEARNING LINKS

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *The Giver*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## CHAPTERS 1, 2

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                  |                                     |
|------------------|-------------------------------------|
| 1. adherence     | a. persuade by flattery; cajole     |
| 2. aptitude      | b. make greater; augment            |
| 3. enhance       | c. capable of being felt or touched |
| 4. palpable      | d. inherent ability; talent         |
| 5. transgression | e. faithful attachment; devotion    |
| 6. wheedle       | f. violation of law                 |

.....

- Watching the fighter planes streak across the horizon, the civilians felt a moment of \_\_\_\_\_ terror.
- By smiling and offering to help, the little girl hoped to \_\_\_\_\_ another cookie from the baker.
- \_\_\_\_\_ against the rules of the community could lead to imprisonment.
- A quick blood transfusion will \_\_\_\_\_ the injured soldier's chance of survival.
- In most communities, the police are responsible for enforcing \_\_\_\_\_ to the law.
- It is important to choose a career based upon your own natural \_\_\_\_\_.

Read to find out why Jonas worried about becoming twelve.

### Questions:

- Why might the arrival of a jet be a terrifying experience for the entire community?
- What do you think might happen to someone who is released from the community?
- What was the purpose of the ritual telling of feelings? What did you learn about the community from the discussion during this ritual?
- What was unique about the way children were born and infants cared for in the community? What might you conclude about a community that would call a child by a number instead of a name for its first year of life?

## Chapters 1, 2 (cont.)

### Literary Analysis: The Language of Utopia

Many of the words used by the inhabitants of Jonas's community seem to be used in an unusual way. Their unique meanings will become clear from their context. Use the chart below to record these special meanings. Add other words as you read.

Word	Special Meaning
Assignment	
Birthmother	
Ceremony of Loss	
Ceremony of Twelve	
comfort object	
Elders	
Elsewhere	
newchild	
Nurturer	
release	
Sameness	
Stirrings	
tellings	