

Name _____ Period _____

The Giver

Chapters Thirteen—Fourteen

Comprehension and Analysis

Directions: To help you understand all aspects of the novel, answer the following questions for Chapters 13-14. Write your answers on a separate piece of paper using complete sentences.

Chapter Thirteen

1. The primary purpose of telling how the colors change for Jonas is _____.
2. Infer why Jonas wants to select the color of his tunic.
3. Provide specific examples of how the citizens in the community are protected from making poor choices.
4. In your opinion, would it be worse to suffer the consequences of making poor choices or not to be able to make choices at all?
5. What do you think would have happened if Jonas had successfully transmitted memories to Asher and Lily?
6. How does the setting of the community usually prevent the citizens from experiencing grief?
7. Summarize why it would be challenging for the Receiver to be part of a family unit.
8. How do Jonas, the Elders, and The Giver have contradictory views of “life”?
9. Infer what would happen in the community if all the citizens had access to the memories.

Chapter Fourteen

1. The primary purpose of Jonas’s new memory of sledding is to symbolize _____.
2. Tell why Jonas does not take any medicine for the pain from his sledding memory.
3. How do the citizens’ reasons for wanting to increase the birth rate relate to the overall goal of the community?
4. Analyze how the past famine and war may have contributed to the community’s current structure.
5. Explain how the roles of Giver and Receiver ensure order in the community.
6. Explain the plan by which Jonas and The Giver attempt to change the structure of the community.
7. The reason the Elders do not allow everyone to have memories is _____.
8. Contrast how Gabriel has and has not met the Nurturers’ standards.
9. Describe Jonas’s beliefs about Elsewhere.
10. How are the two times in which Jonas transmits a memory to Gabriel contradictory?
11. Jonas broke a rule by transmitting a memory to Gabriel. Should Jonas turn himself in for this infraction? Why or why not?

Name _____ Period _____

The Giver
Chapters Thirteen—Fourteen
Literature Focus: Conflict

Conflict results from two opposing forces in a story. Four common types of conflict are:

Man vs. himself – a character experiences conflict between forces within himself

Man vs. man – a character experiences a conflict with another person

Man vs. nature – a character struggles to overcome forces of nature

Man vs. society – a character struggles with elements of his society

Directions: *Read each passage from Chapters 13-14. Identify which type of conflict it exemplifies, explain it, and discuss how it affects the story.*

Ex. “Well . . .” Jonas had to stop and 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! A blue tunic, or a red one?”

He looked down at himself, at the colorless fabric of his clothing. “But it’s all the same, always.” (p. 97)

Type of conflict: man vs. society

Explanation: Jonas is frustrated with the restrictions and lack of choices placed on his life by the community’s structure.

How it affects the story: Instead of just accepting the community’s rules, Jonas chooses to begin pushing against and breaking some of the rules.

1. But when the conversation turned to other things, Jonas was left, still, with a feeling of frustration that he didn’t understand.

He found that he was often angry, now: irrationally angry at his groupmates, that they were satisfied with their lives which had none of the vibrance his own was taking on. And he was angry at himself, that he could not change that for them. (p. 99)

Type of conflict: _____

Explanation: _____

How it affects the story: _____

2. Jonas went and sat beside them while his father untied Lily’s hair ribbons and combed her hair. He placed one hand on each of their shoulders. With all of his being he tried to give each of them a piece of the memory . . .

But his father had continued to comb Lily’s long hair, and Lily, impatient, had finally wiggled under her brother’s touch. “Jonas,” she said, “you’re *hurting* me with your hand.” (p. 101)

Type of conflict: _____

Name _____ Period _____

The Giver

Explanation: _____

How it affects the story: _____

3. “When you become the official Receiver, when we’re finished here, you’ll be given a whole new set of rules. Those are the rules that I obey. And it won’t surprise you that I am forbidden to talk about my work to anyone except the new Receiver. That’s you, of course.” (p. 103)

Type of conflict: _____

Explanation: _____

How it affects the story: _____

4. By himself, he (Jonas) tested his own developing memory. He watched the landscape for glimpses of the green that he knew was embedded in the shrubbery; when it came flickering into his consciousness, he focused upon it, keeping it there, darkening it, holding it in his vision as long as possible until his head hurt and he let it fade away. (p. 106)

Type of conflict: _____

Explanation: _____

How it affects the story: _____

5. The sled moved forward, and Jonas grinned with delight, looking forward to the breathtaking slide down through the invigorating air.
But the runners, this time, couldn’t slice through the frozen expanse as they had on the other, snow-cushioned hill. They skittered sideways and the sled gathered speed. Jonas pulled at the rope, trying to steer, but the steepness and speed took control from his hands and he was no longer enjoying the feeling of freedom but instead, terrified, was at the mercy of the wild acceleration downward over the ice. (p. 108)

Type of conflict: _____

Explanation: _____

How it affects the story: _____

Name _____ Period _____

The Giver

Chapters Fifteen—Seventeen

Comprehension and Analysis

Directions: To help you understand all aspects of the novel, answer the following questions for Chapters 15-17. Write your answers on a separate piece of paper using complete sentences.

Chapters Fifteen—Sixteen

1. Contrast how you experience history with how the Receiver experiences it.
2. The community was partly created to avoid war in the future. Decide whether Jonas would prefer to live in the community as it is or in a society with war. Use reasoning and text evidence to support your claim.
3. Describe how Jonas's life differs from the lives of his classmates.
4. Discuss the contradictory positive and negative qualities of the outside world that Jonas has experienced through the memories.
5. Show how extended families in the community differ from extended families in our society.
6. Jonas tells The Giver, "I just didn't realize there was any other way, until I received that memory." Predict how the memory of a family at Christmas will affect Jonas's feelings about the community. Provide reasons and text evidence to support your answer.
7. Jonas is amazed by the feeling of love he observes among the family members in the memory. Analyze how a family in our society would function without love between its members.
8. Why does Jonas wish The Giver could be his grandparent? Is this possible?
9. Any form of risk is avoided in the community. Examine the types of risk we experience in our daily lives that those in the community may not experience.
10. Explain how being proud of someone is not the same thing as loving them. Do you think Jonas's parents understand the concept of love? Why or why not?
11. How has Jonas's relationship with Gabriel affected Jonas?

Chapter Seventeen

1. How does taking the pills interact with the setting of the novel?
2. Discuss why Jonas reacts so strongly to the game played by his groupmates.
3. How does the statement, "he [Jonas] knew that such times had been taken from him now" describe Jonas's emotional growth?
4. Explain what Father must do after the identical twins are born.

Name _____ Period _____

The Giver
Chapters Fifteen—Seventeen
Literature Focus: Theme

Theme is the central idea in a work of literature. Themes must often be inferred by carefully examining the characters' words and actions, as well as the plot, setting, and mood of the novel. Themes can be expressed in terms of concrete objects such as family and friends, ideas like love and individuality, and experiences such as survival and human connection.

Theme is expressed as a sentence, rather than just a set of related words. Consider the story of Three Little Pigs. One of the lessons the pigs learn is that you can't do shoddy work and expect to survive in the world. They also learn that sometimes you need to rely on family for help. Some might express the theme of the story as *survival*, while other may think the theme is *family*. However, to correctly express a theme, you would need to write the message in sentence form: "Do your best work and it will lead to a happy, healthy life." Or, "In time of need, depend on your family to help you." Both of these are themes of the story.

Directions: Read and answer the questions about the following excerpts from the novel. After examining each pair of quotes, use them to infer a theme from the novel.

First Pair:

Jonas trudged to the bench beside the Storehouse and sat down, overwhelmed with feelings of loss. His childhood, his friendships, his carefree sense of security—all of these things seemed to be slipping away. (p. 135)

1. What does Jonas miss about his childhood? _____

"Warmth," Jonas replied, "and happiness. And—let me think. Family. That it was a celebration of some sort, a holiday. And something else—I can't quite get the word for it." . . . Jonas hesitated. "I certainly liked the memory, though. I can see why it's your favorite. I couldn't quite get the word for the whole feeling for it, the feeling that was so strong in the room."

"Love," The Giver told him.

Jonas repeated it. "Love." It was a word and concept new to him. (pp. 123, 125)

2. How does Jonas "see" love in the memory? _____

3. How do these passages illustrate Jonas's desire for human connection? _____

Express a theme that can be inferred from these two quotes. _____

Name _____ Period _____

The Giver

Second Pair:

“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.” (pp. 51-52)

4. How does standardizing one’s appearance and behavior help the Elevens fit into their group? _____

He had seen a birthday party, with one child singled out and celebrated on his day, so that now he understood the joy of being an individual, special and unique and proud. (p. 121)

5. Why is Jonas so intrigued by the birthday party? _____

6. How does a person in Jonas’s community balance being an individual with being a contributing member of society? _____

7. How is this different from being an individual in our society? _____

What theme does this second pair of quotes reveal? _____

Third Pair:

With his new, heightened feelings, he was overwhelmed by sadness at the way the others had laughed and shouted, playing at war. But he knew that they could not understand why, without the memories. (p. 135)

8. How are the memories influencing Jonas’s present life? _____

“It seems to work pretty well that way, doesn’t it? The way we do it in our community?” Jonas asked. “I just didn’t realize there was any other way, until I received that memory.” (p. 125)

Name _____ Period _____

The Giver

9. What do the memories show Jonas about a different way of life? _____

10. What does the community lose by not having memories? What does it gain? _____

What theme does this third pair of quotes reveal? _____

Fourth Pair:

Jonas nodded. "I liked the feeling of love," he confessed. He glanced nervously at the speaker on the wall, reassuring himself that no one was listening. "I wish we still had that," he whispered. "Of course," he added quickly, "I do understand that it wouldn't work very well. And that it's much better to be organized the way we are now. I can see that it was a dangerous way to live." (p. 126)

11. Why does Jonas think it was "dangerous" way to live? _____

"Things could change, Gabe," Jonas went on. "Things could be different. I don't know how, but there must be some way for things to be different. There could be colors.

"And grandparents," he added, staring through the dimness toward the ceiling of his sleepingroom. "And everybody would have the memories." (p. 128)

12. What would Jonas like to change about the community? _____

13. How could Jonas change his society? Do you think he would be more successful working for change from within or outside of the community? _____

What theme does this fourth pair of quotes reveal? _____
