

Chapters 1 & 2

Vocabulary:

Choose the vocabulary word from the word box that comes closest in meaning to the underlined word or phrase in each sentence below.

Word Box

aptitude	apprehensive	prominent	palpable
vital	nurture	sleek	wheedled
adherence	distraught	intrigued	ironic

1. She admired the neighbor's cat for its glossy, black fur. _____
2. Bob was so interested in his mystery novel that he didn't hear the telephone ring. _____
3. Sarah didn't believe what the orator was saying and made sarcastic comments throughout the speech. _____
4. The score of the football game was so close that the tension in the room was tangible. _____
5. Jim became hysterical when he discovered the long scratch on his new sports car. _____
6. She was fearful about graduating from college, but her friends assured her she'd have no problem finding a job. _____

The Giver

7. Jane coaxed and begged, but she could not convince anyone to try her meat-loaf. _____
8. When Glenn came down with a bad cold, Jenny had to nurse him back to health. _____
9. Janet would have applied for the secretarial position, but the ability to type 90 words per minute was an essential part of the job. _____
10. Bill's ability to simply listen to an engine and deduce from the sound what was wrong made him an important mechanic. _____
11. Brad's stubborn obedience to the rules of the game made it difficult for his teammates to cheat. _____
12. Jen had a talent for public speaking that many in the audience admired.

Setting:

The *setting* of a story is the time period and location in which the story takes place. *Setting* also consists of the social and moral environment against which the story plays out. In *The Giver*, we are told nothing about the geographical location of Jonas's community, nor are we told in what year the story takes place, but we are given textual clues to help us determine the characteristics of the community.

Part 1:

Read each of the following passages below. Then explain what each passage suggests or reveals to you about Jonas's community.

1. Then all of the citizens had been ordered to go into the nearest building and stay there. IMMEDIATELY, the rasping voice through the speakers had said. LEAVE YOUR BICYCLES WHERE THEY ARE.

The Giver

2. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to make his public apology as was required.

3. “Who wants to be the first tonight, for feelings?” Jonas’s father asked at the conclusion of their evening meal. It was one of the rituals, the evening telling of feelings.

4. Lily considered, and shook her head. “I don’t know. They acted like . . . like . . .”
“Animals?” Jonas suggested. He laughed.
“That’s right,” Lily said, laughing too. “Like animals.” Neither child knew what the word meant, exactly, but it was often used to describe someone uneducated or clumsy, someone who didn’t fit in.

5. Most of the people on the night crew had not even been given spouses because they lacked, somehow, the essential capacity to connect to others, which was required for the creation of a family unit.

6. Today a repeat offender had been brought before her, someone who had broken the rules before. Someone who she hoped had been adequately and fairly punished, and who had been restored to his place: to his job, his home, his family unit. . . . “The rules say that if there’s a third transgression, he simply has to be released.”

The Giver

7. Each December, all the newchildren born in the previous year turned One. One at a time . . . they had been brought to the stage by the Nurturers who had cared for them since birth.

8. “The year we got Lily, we knew, of course, that we’d receive our female, because we’d made our application and been approved.”

9. . . . her father had already gone to the shelf and taken down the stuffed elephant which was kept there. Many of the comfort objects, like Lily’s, were soft, stuffed, imaginary creatures. Jonas’s had been called a bear.

Part 2:

It should become quickly apparent as you read *The Giver*, that behavior in Jonas’s community is governed by a set of rules. As you read *The Giver*, record each of the rules you read about in the story. For now, list five rules that we learn about in these first two chapters of *The Giver*.

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Remember to continue adding to your list of rules as you read the story.

The Giver

Questions:

1. Why is Jonas apprehensive about the approach of December?
2. We learn that Jonas is an “Eleven” and his sister, Lily, is a “Seven.” What do these numbers mean?
3. The author writes of occasions when members of the community are released. What are the three reasons someone might be released from the community?
4. What does Jonas’s family do at the dinner table each evening? Why do you think they are required to do this?
5. Why might the Nurturers have to release the newchild, Gabriel?
6. What will happen to Jonas at the Ceremony of Twelve?

The Giver

7. What changes does Mother say are in store for Jonas after the Ceremony?

Thinking About the Story:

8. Release, we are told, is “a final decision, a terrible punishment, an overwhelming statement of failure.” What do you think “release” means?
9. What happens to a child at the Ceremony of Nine? What rule, regarding Nines, was almost always broken?
10. What rule did Jonas’s father break? Why do you think Jonas is awed to learn that his father had broken a rule?
11. What group of people act as the governing body in the community? Who is the most important member of this group?

The Giver

Dig Deeper:

12. Who decides on a person's Assignment? How do they arrive at this decision? If someone was observing you for the past year, what Assignment would you receive?

13. How do you feel about the prospect of choosing your own career? Would you rather it be chosen for you, or would you prefer to make your own decision?

14. Read Romans 13:1, 2, Hebrews 13:17, and 1 Peter 2:13, 14. What is the general lesson these verses teach about how we should relate to authorities?

15. List some of the authorities to whom *you* must answer. Do you find it difficult to obey these authorities? If so, explain which ones and why you find it difficult. If not, why not?

The Giver

For Discussion:

16. You may have been given rules to follow by those in authority over you. Your parents may have set household rules, you may have rules at school or church, and every community has its own set of ordinances. What do you think about these rules? Do you view rules as merely standards for behavior that people should *try* to achieve, or are they constants and absolutes that *must* be followed? Of what value is a rule if no one really follows it? Is there a difference between *rules* and *laws*? Fully explain your answers.