

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Class: \_\_\_\_\_

### The Giver (1-6) "Against the Rules"

**Lesson Objective:** Examine the characteristics of a community and its response to an unusual event.

#### Do Now

**Directions:** In today's reading, we will learn about the neighborhood, or community, that serves as the setting of our novel. Look at the image below carefully and answer the questions that follow.



1. What strikes you about this neighborhood?

---

---



2. Why might someone want to live in a neighborhood like this? Why might someone not want to live in a neighborhood like this?

---

---

---

Vocabulary: Obedient, Apprehensive

| Word  | Definition  | Related Parts of Speech                                      | Situations  | Image   |
|---|---|--|---|---|
| <p><b>obedient</b><br/><i>Adjective</i></p>     | <p>willing to follow orders or do as asked</p>    | <p>Obey<br/><i>Verb</i></p> <p>Obedience<br/><i>Noun</i></p> | <ul style="list-style-type: none"> <li>The <b>obedient</b> child always cleaned her room as soon as her mother asked.</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>                     |  |
| <p><b>apprehensive</b><br/><i>Adjective</i></p> | <p>nervous or worried about what might happen</p> | <p>Apprehension<br/><i>Noun</i></p>                          | <ul style="list-style-type: none"> <li>When the man saw the fast-moving traffic, he became <b>apprehensive</b> about crossing the street.</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |  |

## Vocabulary Active Practice

As we apply our new word knowledge, be sure to use the vocabulary word in your answer!

1. People often take their pets to **obedience** school. What do they teach pets there? Why might an owner want to take their pet there?
  
2. Would you feel **apprehensive** about performing on stage? Why or why not?
  
3. In which situation would you be more likely to feel **apprehensive**? Why?
  - a. Climbing a tall tree
  - b. Sledding down a steep hill
  
4. How might an **obedient** student behave in school?
  
5. Give an example of a situation in which you might feel **apprehensive** about **obeying** someone.

---

---

---


**Pages 1-3**

1. The opening of the novel describes a **flashback**, when a character recalls a previous event. What event is Jonas remembering? What details strike you as important? Make some notes below and be sure to include page numbers for any text references.

**On Your Own: Re-read Pages 1-3**

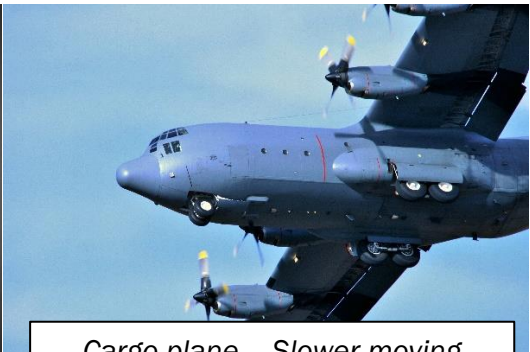
Annotate as you read, using the following guideline:

- Underline key words and moments that help you understand what makes this event frightening.

 2. Look at the images below.



*Single-pilot jet – High-speed aircraft usually used during war or battle*



*Cargo plane – Slower moving aircraft usually used to deliver supplies*

Re-read this line from the text:

*“But the aircraft a year ago had been different. It was not a squat, fat-bellied cargo plane but a needle-nosed single-pilot jet.”*

a. What strikes you about this comparison between the jet and the cargo plane?

---


---

---

---

b. **Turn and Task:** Why might the jet and Jonas' memory of it be important enough to begin the novel?

|                         |
|-------------------------|
| <b>Discussion Notes</b> |
|-------------------------|

 3. Re-read and compare these two details. Compare the reactions of Jonas and the community members in each detail. (Hint: Use the full text on page 2 to help you.)

| Detail 1   | Detail 2   |
|--|--|
| <i>Jonas, looking around anxiously, had seen others – adults as well as children – stop what they were doing and wait, confused, for an explanation of the frightening event. (p. 2)</i> | <i>Instantly, obediently, Jonas had dropped his bike on its side on the path behind his family's dwelling. He had run inside and stayed there, alone.</i><br><br><i>Looking through the front window, he had seen no people [...] He saw only the abandoned bikes here and there on their sides; an upturned wheel on one was still revolving slowly. (p. 2)</i> |

What are Jonas and the others waiting for in Detail 1? \_\_\_\_\_

Who or what is Jonas obeying in Detail 2? \_\_\_\_\_

What do you make of these reactions? What details make the community members seem **apprehensive**?

---

---

---

---

---

4. Re-read this line from the text:

*He had been frightened then. The sense of his own community silent, waiting, had made his stomach churn.  
He had trembled.*

Compare it to the version below.

*He had been frightened then. The sense of **everyone in the community** silent, waiting, had made his stomach churn. He had trembled.*

What do you notice about the difference between the two versions?

---

---

---

---

---

### On Your Own: Page 3

Annotate as you read, using the following guidelines:

- Underline evidence that helps you understand what happened to the Pilot.
- Circle the words or phrases in the text that are associated with the term “released.”

**Turn and Talk:** Would you describe the Pilot as **disobedient**? Why or why not?

5. Complete the following sentences:

The Pilot tried to make his way back **because** \_\_\_\_\_  
\_\_\_\_\_

The Pilot tried to make his way back, **but** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. A. Consider this moment:

*Jonas grinned, remembering the morning that Asher has dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to make his public apology as was required.*

What's different about the version below?

*Jonas grinned, remembering the morning that Asher has dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, Asher remained standing to **apologize as he knew he had to**.*

---

---

---

---

---

B. Now consider this change to the same moment:

*Jonas grinned, remembering the morning that Asher has dashed into the classroom, late as usual, arriving breathlessly in the middle of the **singing** of the morning anthem. When the class took their seats at the conclusion of the patriotic **song**, Asher remained standing to make his public apology as was required.*

What strikes you about the difference between this line and the original text?



A **hymn** is a religious song, usually in praise of a god. Many ceremonies of worship feature hymns and **chants**, repeated phrases spoken or sung in rhythm.

---

---

---

---

**Turn and Talk:** What new understandings or realizations do you have about the community?

*Jot your thoughts here.*

## World-Building in Science Fiction

Science Fiction texts transport the reader to new and strange places. The task of creating these unusual settings is called **world-building**, when authors use language to construct the characteristics of an imagined reality.

Two common types of worlds in Science Fiction texts are:

- **Fantasy World** – an entirely unreal setting that bears little resemblance to our world
- **Alternate Reality** – a “re-imagining” of the familiar; a distortion of the real world

Writers often begin to create their worlds by asking “what if” questions. For example, what if people invented a machine that let them read minds? What if there were an alien war happening in outer space? The popular book *A Wrinkle in Time* considers the question, “What if people could travel to other dimensions?” By engaging with these hypothetical scenarios, authors begin to craft the details that will make their settings come to life.

Once an author has imagined the world they want to create, they must introduce this world to their reader. Sometimes, authors use their beginning chapters to give a lot of exposition; that is, they include direct explanations and background information to help the reader understand the world. Alternatively, an author might capitalize on suspense and **ambiguity**, withholding details and contrasting the familiar with the strange in order to purposefully disorient the reader. In these cases, it’s not so much what the author says as what they *don’t* say that forces the reader to imagine the unusual details of the world.

7. Does the world of *The Giver* seem more like a fantasy world or an alternate reality? Why?



8. How would you describe Lois Lowry’s world-building in these pages? You might reflect on Lowry’s use of suspense and ambiguity, or on the mood and tone of the opening of the novel.

---

---

---

---

---

---

---



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Class: \_\_\_\_\_

### Exit Ticket

1. Name at least two rules that exist in the community, and list at least two things about the community that are still **ambiguous**.

| Rules | Questions |
|-------|-----------|
|       |           |

2. In one carefully crafted sentence, describe the degree to which members of the community seem **apprehensive** or **obedient**.

---

---

---

---