

The Giver by Lois Lowry

Lois Lowry has said, “ In beginning to write The Giver, I created, as I always do, in every book, a world that existed only in my imagination---the world of ‘only us, only now.’” She has also stated, “Those of you who hoped that I would . . . reveal the ‘true’ ending, the ‘right’ interpretation of the ending, will be disappointed. There isn’t one. There’s a right one for each of us, and it depends on our own beliefs, our own hopes.”

The Giver ends with Chapter 23. Your assignment is to:

1. Write **Chapter 24** of The Giver, incorporating your beliefs and hopes (not to exceed two pages). It is highly recommended that you write a “positive” ending.
2. Begin by completing “Drawing Conclusions”, “What If”, and “Stick Figure” Graphic Organizers for Chapters 21, 22, and 23.
3. Use at least two of the literary devices that we have studied this school year
4. Use one commonly used phrase that Lois Lowry used in her book
5. Skip lines as you write. Highlight every other sentence (or use alternating colors).

Be prepared to *peer edit*. Be prepared to revise, revise, and revise.

The Giver

Chapter 24: Creative Writing

COMPLETION GRADE: (1-6 below)

1. Personal Inventory / Self Analysis

2. Drawing Conclusions

3. What If?

4. Stick Figure (s)

Chapters:

21

22

23

5. Rough Draft

6. Self/Peer Edit Form

MAJOR GRADE:

7. Final Draft

Audio Book URL:

<https://mrnorthern.wikispaces.com/The+Giver+Audio>

The Giver

Agree/Disagree:

1. _____ A society without competition, unemployment, hunger, and jealousy would be an ideal state in which to live.
2. _____ Parents could rear their children much better if they did not love them so much.
3. _____ People who are born inferior to others and persons who have become too old to be of use in the work place should be quietly put to death.
4. _____ Children who do not know their grandparents aren't missing anything.
5. _____ If society could just pick your occupation for you at the age of 12, it would be much simpler and would help people avoid making hard choices about how to spend their lives.
6. _____ All children should have equal possessions and privileges at a certain age, regardless of the status of their families.
7. _____ If meals were delivered to homes each night and everyone in town had the same dinner, it would be a lot better. Moms would not have to shop for groceries or waste time cooking meals.
8. _____ Families would be much closer if they had to share all their feelings out loud at supper each night and share their dreams out loud at breakfast every morning.
9. _____ We should not have to carry bad memories in our heads. It would be much better if all bad things were forgotten.
10. _____ Color, weather, and music are not really necessary thing in life. They are really just frills and we could do just as well without them.
11. _____ Families should not be allowed to have more than two children.

THE GIVER

<i>Things That Make Life Meaningful:</i>	<i>What Would Life Be Like Without These Meaningful Things?</i>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

NAME _____ CLASS _____ DATE _____

Graphic Organizer

Drawing Conclusions from Information

Fact	Fact	Fact	Fact
CHAPTER 21			
CHAPTER 22			
CHAPTER 23			

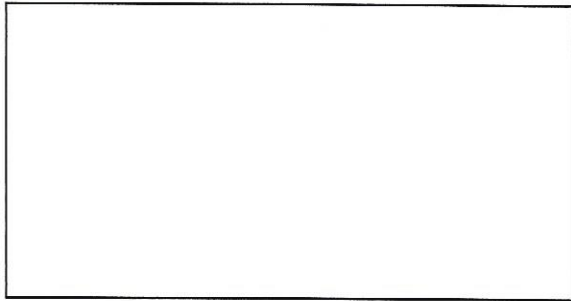
Conclusion		
CHAPTER 21	CHAPTER 22	CHAPTER 23

Graphic Organizer
What If? Chart

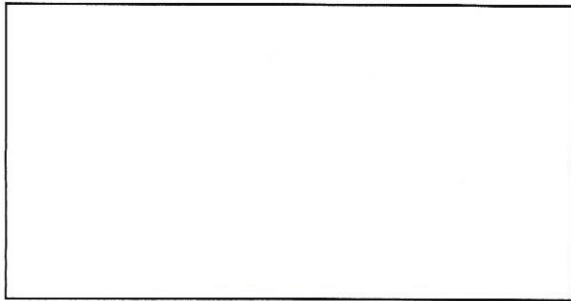

What If? (Cause)

Possible Effects

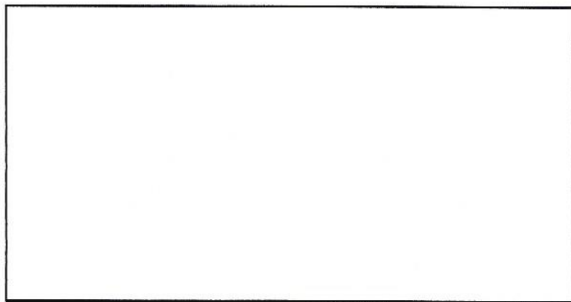
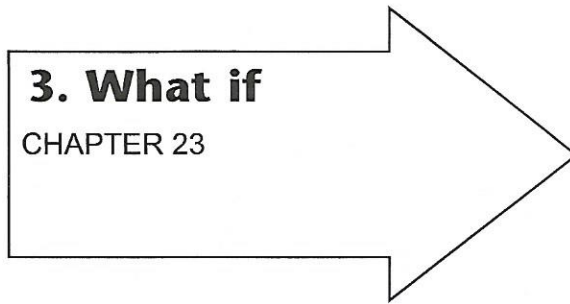
1. What if
CHAPTER 21



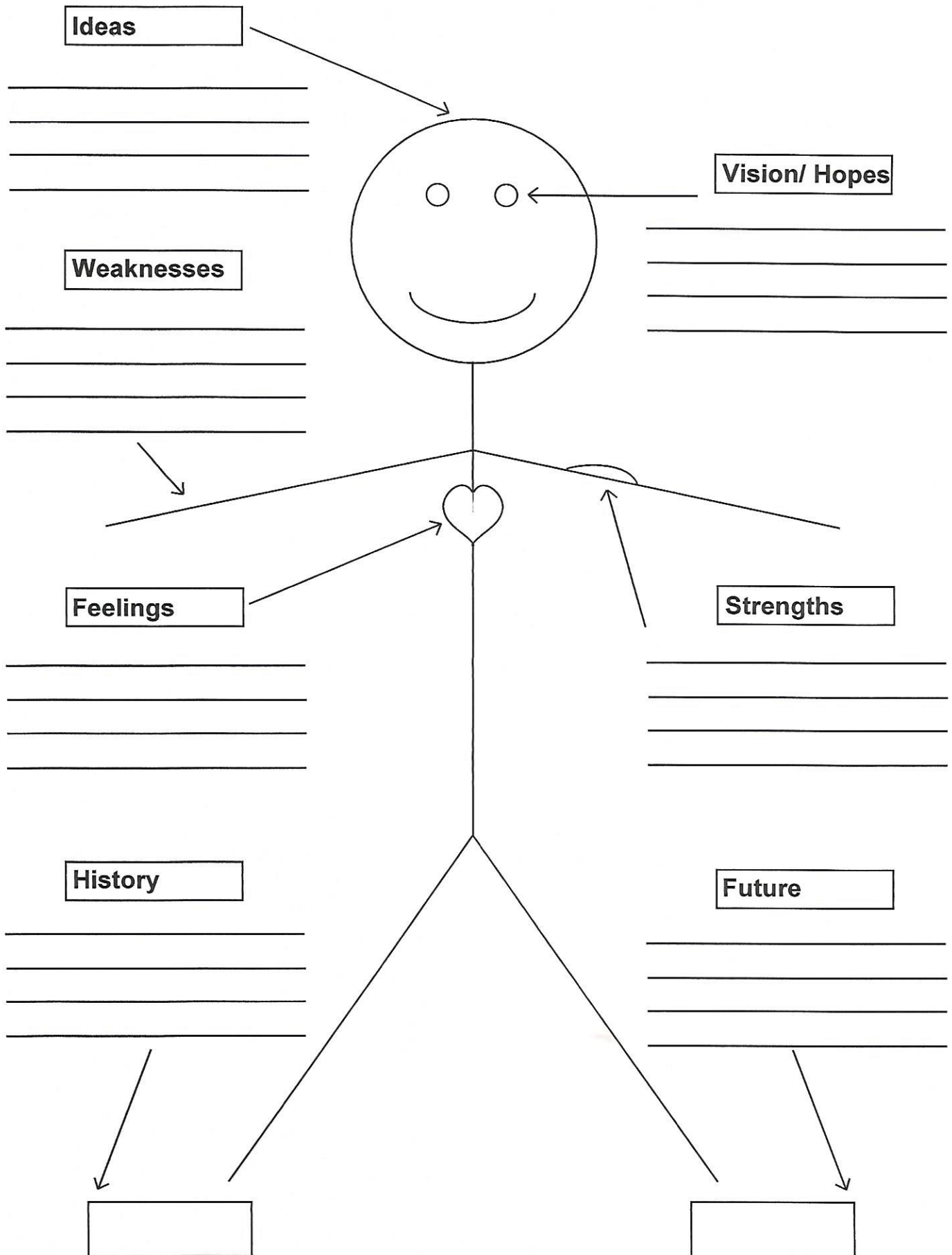
2. What if
CHAPTER 22



3. What if
CHAPTER 23



Stick Figure



Creative Writing Rubric

Writer's Name: _____ Editor's Name: _____

SELF:

CATEGORY	4	3	2	1
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.

4 = Excellent

3 = Good

2 = Progressing

1 = Needs Improvement

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Chapter 24

PEER:

Rubric for Creative Writing

- 5 = Excellent (100)
- 4 = Good (90)
- 3 = Progressing (80)
- 2 = Needs Improvement (70)
- 1 = Poor (60)

	5 Consistently meets criteria	4 Frequently meets criteria	3 Sometimes meets criteria	2 Rarely meets criteria	1 Does not meet criteria
Content: Follows original story / plot Logical continuation Character Development					
Language Usage: Advanced Vocabulary Literary Elements Vivid Images					
Organization: Logical flow Clear Ideas / Sequence					
Mechanics: Spelling Punctuation Grammar Varied Sentence Structure					
Writing Process: All steps *brainstorming *rough draft *peer editing *revisions					