

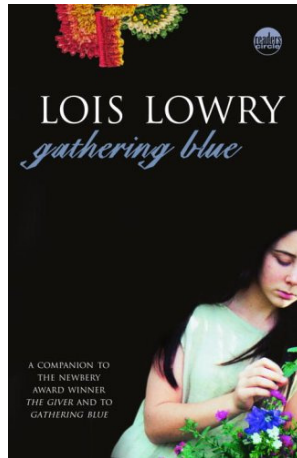
N O V E L P A C K E T

G A T H E R I N G

B L U E

BY: LOIS LOWRY

7TH GRADE LANGUAGE ARTS



NAME: _____

TEACHER: _____

HOUR: _____

THE GIVER

SUMMARY

THE GIVER is written from the point of view of Jonas, an eleven-year-old boy living in a futuristic society that has eliminated all pain, fear, war, and hatred. There is no prejudice, since everyone looks and acts basically the same, and there is very little competition. Everyone is unfailingly polite. The society has also eliminated choice: at age twelve every member of the community is assigned a job based on his or her abilities and interests. Citizens can apply for and be assigned compatible spouses, and each couple is assigned exactly two children each. The children are born to Birthmothers, who never see them, and spend their first year in a Nurturing Center with other babies, or “newchildren,” born that year. When their children are grown, family units dissolve and adults live together with Childless Adults until they are too old to function in the society. Then they spend their last years being cared for in the House of the Old until they are finally “released” from the society. In the community, release is death, but it is never described that way; most people think that after release, flawed newchildren and joyful elderly people are welcomed into the vast expanse of Elsewhere that surrounds the communities. Citizens who break rules or fail to adapt properly to the society’s codes of behavior are also released, though in their cases it is an occasion of great shame. Everything is planned and organized so that life is as convenient and pleasant as possible.

Jonas lives with his father, a Nurturer of new children, his mother, who works at the Department of Justice, and his seven-year-old sister Lily. At the beginning of the novel, he is apprehensive about the upcoming Ceremony of Twelve, when he will be given his official Assignment as a new adult member of the community. He does not have a distinct career preference, although he enjoys volunteering at a variety of different jobs. Though he is a well-behaved citizen and a good student, Jonas is different: he has pale eyes, while most people in his community have dark eyes, and he has unusual powers of perception. Sometimes objects “change” when he looks at them. He does not know it yet, but he alone in his community can perceive flashes of color; for everyone else, the world is as devoid of color as it is of pain, hunger, and inconvenience.

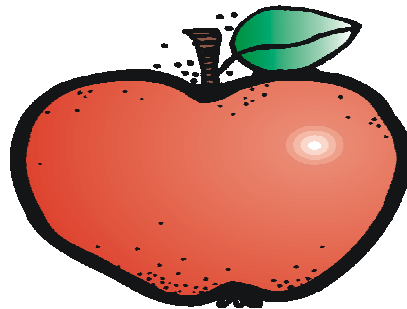
At the Ceremony of Twelve, Jonas is given the highly honored Assignment of Receiver of Memory. The Receiver is the sole keeper of the community’s collective memory. When the community went over to Sameness—its painless, warless, and mostly emotionless state of tranquility and harmony—it abandoned all memories of pain, war, and emotion, but the memories cannot disappear totally. Someone must keep them so that the community can avoid making the mistakes of the past, even though no one but the Receiver can bear the pain. Jonas receives the memories of the past, good and bad, from the current Receiver, a wise old man who tells Jonas to call him the Giver.

The Giver transmits memories by placing his hands on Jonas’s bare back. The first memory he receives is of an exhilarating sled ride. As Jonas receives memories from the Giver—memories of pleasure and pain, of bright colors and extreme cold and warm sun, of excitement and terror and hunger and love—he realizes how bland and empty life in his community really is. The memories make Jonas’s life richer and more meaningful, and he wishes that he could give that richness and meaning to the people he loves. But in exchange for their peaceful existence, the people of Jonas’s community have lost the capacity to love him back or to feel deep passion about anything. Since they have never experienced real suffering, they

also cannot appreciate the real joy of life, and the life of individual people seems less precious to them. In addition, no one in Jonas's community has ever made a choice of his or her own. Jonas grows more and more frustrated with the members of his community, and the Giver, who has felt the same way for many years, encourages him. The two grow very close, like a grandfather and a grandchild might have in the days before Sameness, when family members stayed in contact long after their children were grown.

Meanwhile, Jonas is helping his family take care of a problem newchild, Gabriel, who has trouble sleeping through the night at the Nurturing Center. Jonas helps the child to sleep by transmitting soothing memories to him every night, and he begins to develop a relationship with Gabriel that mirrors the family relationships he has experienced through the memories. When Gabriel is in danger of being released, the Giver reveals to Jonas that release is the same as death. Jonas's rage and horror at this revelation inspire the Giver to help Jonas devise a plan to change things in the community forever. The Giver tells Jonas about the girl who had been designated the new Receiver ten years before. She had been the Giver's own daughter, but the sadness of some of the memories had been too much for her and she had asked to be released. When she died, all of the memories she had accumulated were released into the community, and the community members could not handle the sudden influx of emotion and sensation. The Giver and Jonas plan for Jonas to escape the community and to actually enter Elsewhere. Once he has done that, his larger supply of memories will disperse, and the Giver will help the community to come to terms with the new feelings and thoughts, changing the society forever.

However, Jonas is forced to leave earlier than planned when his father tells him that Gabriel will be released the next day. Desperate to save Gabriel, Jonas steals his father's bicycle and a supply of food and sets off for Elsewhere. Gradually, he enters a landscape full of color, animals, and changing weather, but also hunger, danger, and exhaustion. Avoiding search planes, Jonas and Gabriel travel for a long time until heavy snow makes bike travel impossible. Half-frozen, but comforting Gabriel with memories of sunshine and friendship, Jonas mounts a high hill. There he finds a sled—the sled from his first transmitted memory—waiting for him at the top. Jonas and Gabriel experience a glorious downhill ride on the sled. Ahead of them, they see—or think they see—the twinkling lights of a friendly village at Christmas, and they hear music. Jonas is sure that someone is waiting for them there.



P R E - R E A D I N G D E B A T E

The following questions are used to introduce issues and ideas that you will encounter in *Gathering Blue*. They are designed to encourage you to think about these ideas. We will return to these questions throughout the novel. There are no right or wrong answers. These are opinion based questions.

Mark T (true) or F (false) and if you don't know make a guess:

1. _____ People with disabilities are not as valuable to society as people without disabilities.
2. _____ If someone is not able to work, he or she is not valuable to society.
3. _____ If a mother dies, her husband should give up his rights, and their child(ren) should be adopted by a husband and wife who cannot have children.
4. _____ People who are wealthy are superior than poor people.
5. _____ Everyone has a talent.
6. _____ It takes time to develop a talent.
7. _____ Some people take their talent(s) for granted.
8. _____ People with disabilities are usually not talented.
9. _____ People should be forced to use/show their talent(s).
10. _____ If you don't develop a talent, you will eventually lose the talent.

C H A R A C T E R Q U I L T P R O J E C T

How do authors develop character(s) in their stories? It's called characterization, and there are different techniques that writers use in order to give the reader details about who a character is.

DIRECT Characterization

1. DIRECT: The writer directly states what the character is like.
Example: Rita was small and fragile looking, but she had immense courage and independence.

INDIRECT Characterization

2. SPEECH: The writer gives the actual speech of a character.
Example: "I'm really scared, but I'm going to attempt it anyway!" said Rita.
3. THOUGHTS & FEELINGS: The writer reveals what the character is thinking or feeling.
Example: As the cold water of the lake wrapped around her legs, Rita trembled at the memory of last summer's accident.
4. ACTIONS: The writer tells about the character's actions.
Example: With determined effort, Rita managed to get the rowboat into the lake and jumped aboard.
5. OTHER CHARACTERS' RESPONSES: The writer tells how other characters respond to the character.
Example: Polly watched from the shore, knowing it was impossible to stop Rita once she had decided to do something. "She's so stubborn!" Polly thought.

C H A R A C T E R Q U I L T

Keep track of the characters you meet throughout *Gathering Blue*. Take notes in each character's quilt square by writing down any types of characterization you recognize while reading the novel. The major characters are **highlighted**, minor characters are not.

MATT		JAMISON	
Annabella	KIRA	Christopher	
Katrina		Vandara	
JO		THOMAS	

YOUR CHILDHOOD
MEMORY STORY

Think about an event from your childhood that you enjoy hearing over and over again? Tell us the story (personal narrative) and feel free to include details like (What do you feel when you hear it? Who tells this story to you?). If you can't think of a story, go home tonight and ask your family. Use the space below to use for brainstorming & prewriting. Go through the steps of the writing process by drafting your story on lined paper, revising, editing, and publishing (blue/black ink or typed) your childhood memory story.

Final Copy Due: _____

PREWRITING & BRAINSTORMING



T H E D E F E N S E R E S I S . . .

Vandara accuses Kira of many things during Kira's trial. It is up to the council of guardians to determine Kira's fate. Your first task is to choose to act as Kira's defense attorney or the prosecuting attorney. You will then need to prepare a closing argument for Kira's trial (persuasive speech). The following prompts will help you to create your speech for whichever side you choose. Go through the steps of the writing process by drafting your speech on lined paper, revising, editing, and writing your final speech on note-cards. Practice giving your speech at home because you will be giving your speech in front of the class. A persuasive speech should look, sound, and feel a little differently than just a regular speech—the goal with a persuasive speech is to convince the audience to agree with you.

DEFENSE ATTORNEY (Kira's Side):

If you were appointed as Kira's defense attorney how would you convince the council guardians to spare her life? Write a "closing argument" for Kira's case. Include details about Kira and the village that could help prove why she should be spared. Make sure to include examples from the text to support your case!

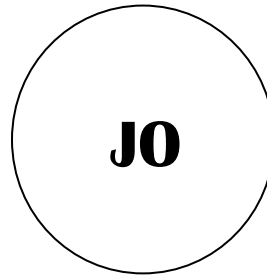
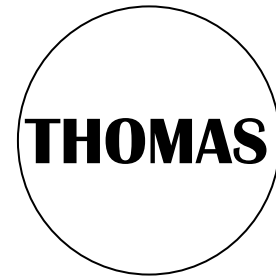
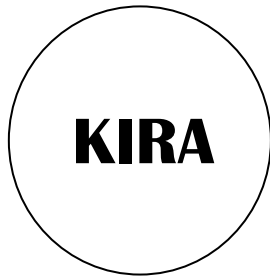
PROSECUTION ATTORNEY (Vandara's Side):

If you were appointed by Vandara to prosecute Kira in this hearing how would you convince the council guardians that Kira's life is not worth saving and that Vandara should be allowed to build a "pen" for the tykes on the land that belonged to Kira and her mother? Include details about Kira and the village that could help prove why she should be spared. Make sure to include examples from the text to support your case!

Persuasive Speech Due: _____

CHARACTER COMPARISON

Compare and Contrast Kira, Thomas, and Jo using a triple-bubble thinking map (this thinking map strategy will be taught to you in class).



C H A R A C T E R C H A N G E S

Kira's knowledge about her "ability" and the village has grown throughout the novel. This has also caused changes to her relationship with other characters. Using a multi-flow thinking map (this thinking map strategy will be taught to you in class) list the changes on the right and what caused those changes on the left.

**Growth of Kira's
knowledge about her
"ability" and the village,
and changes in her
relationships with other
characters.**

LETTER OF INTENT

Brainstorm a list of jobs you have read about so far in the book that people have in Kira's village:

Pick a job you would like to “apply for” if you were living in Kira’s village. Your task is to write a “letter of intent” in business letter format. Your audience is The Council of Guardians. The purpose of your letter is to tell them:

- 1) Tell them which job you are applying for.
- 2) Explain what you feel the requirements are for this job (what does someone need to do in this job?).
- 3) Explain why you would be the best candidate for this particular position.

You may make up your name, address (remember you live in Kira’s village), etc. Go through the steps of the writing process by pre-writing, drafting your story on lined paper, revising, editing, and publishing (blue/black ink or typed) your letter of intent. The business letter parts/format are explained on the next pages.

Final Copy Due: _____

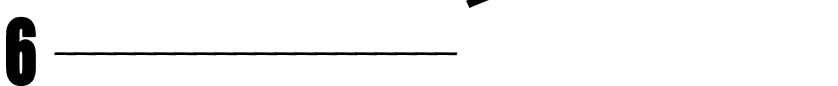
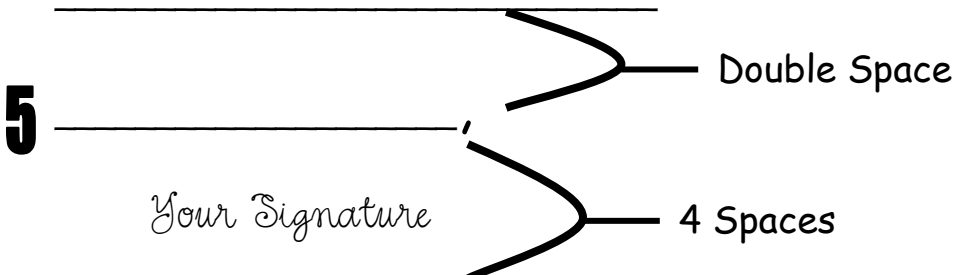
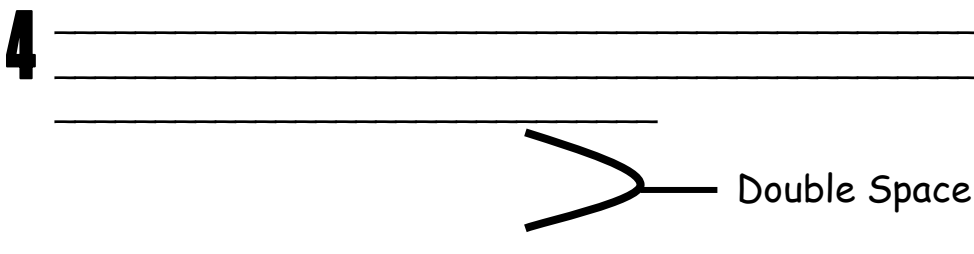
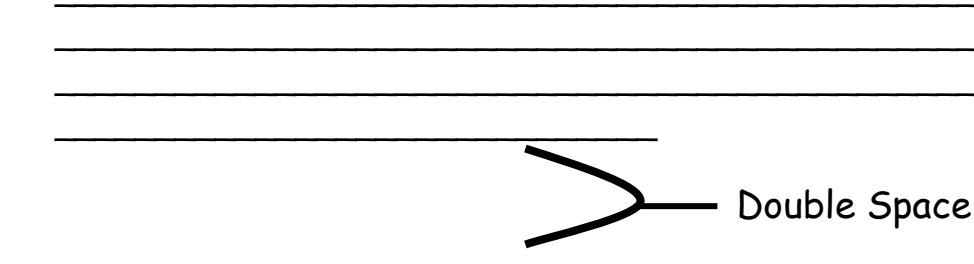
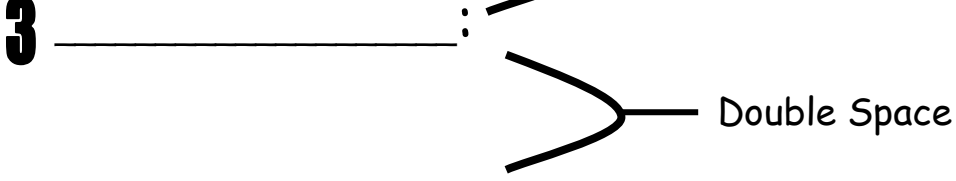
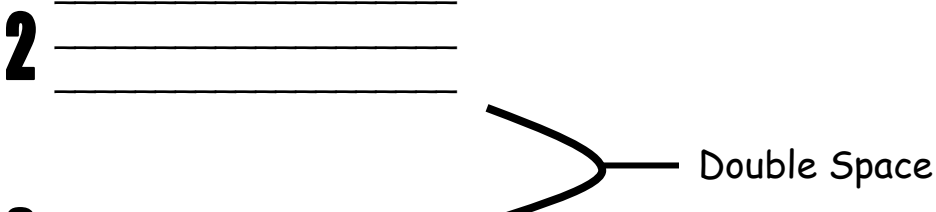
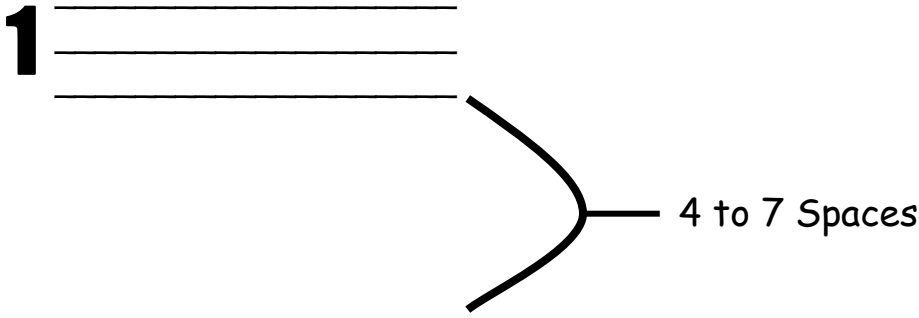
PARTS OF A BUSINESS LETTER

A business letter is usually written to someone you don't know. You might write a business letter to request information, to let someone know about a problem, or to apply for a job.

There are six main parts of a business letter: the **HEADING**, *Inside Address*, **GREETING**, **BODY**, **Closing**, and *Signature*.

1. **HEADING**: Tells the sender's street address, their city, state and zip code, and the date the letter was written.
2. *Inside Address*: Contains the name and title of the person or company who will receive the letter, and their address.
3. **GREETING**: This usually starts with "Dear", and is followed by the person's name or title. If you don't know the name of the person you're writing to, you can write Dear Sir, or Dear Madam. The greeting always has a colon (:) after it.
4. **BODY**: This is where you explain why you're writing. It's the main part of the business letter. This is where you would explain what you are requesting or what the problem is. Most people in businesses are really busy, so try to keep this part pretty short and to the point.
5. **Closing**: This is where you are ending the letter. "Yours truly" or "Sincerely" are good to use. The closing always has a comma (,) after it.
6. *Signature*: This is the last part of the letter. You should sign your first and last names in ink. Also, you should type your name underneath the signature in case it's hard to read.

B U S I N E S S L E T T E R F O R M A T



S A M P L E B U S I N E S S L E T T E R

Directions: Label each part of the business letter on the lines to the left.
Label how many spaces should be in-between each part on the lines to the right.

651 N. Ninth St.
Philadelphia, PA 19123-4428
March 3, 2008

Ms. Allison Morley, Manager
Expansion Groceries
3211 Templeton Dr.
Philadelphia, PA 19154-1321

Dear Ms. Morley:

I'm a seventh-grade student at Lansing Middle School. Our school is working to keep the environment clean, and we need your help.

To help our community take care of its trash problem, my science class has decided to pick up all the trash along Florence Street on Tuesday, March 16. Would your grocery store please help us by donating sixty regular garbage bags and thirty orange recycling bags? I have attached my teacher's description of the project, along with his signature.

I will contact you on Saturday, March 6, about this project. If your answer is "yes", then I would pick up the bags on March 15. In return for your donation, we will mention your store in our news release.

Thank you for considering our request!

Sincerely,
Joel Bray Monangella
Joel Bray Monangella

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L E T T E R O F I N T E N T

Use this page to help you pre-write your letter of intent. This will become the body of your letter.

Introduction (Paragraph 1): State why you are writing and which job you are applying for

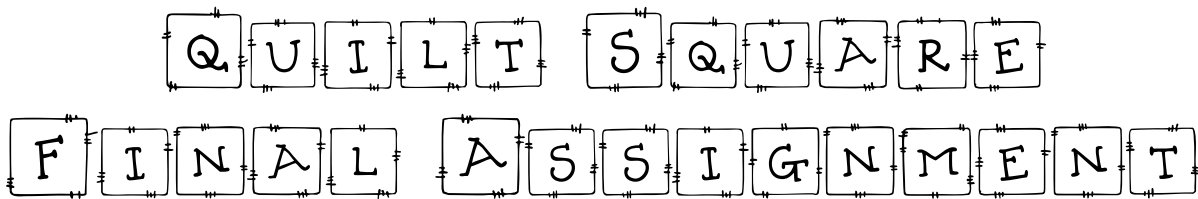
Body (Paragraph 2): Explain what you feel the requirements are for this job (what does someone need to do in this job?). Explain why you would be the best candidate for this particular position.

Conclusion (Paragraph 3): Thank the audience for taking the time to read the letter. Leave them with a comment/remark that will be memorable about you.

T H E G A T H E R I N G
V I S U A L I Z A T I O N

The author describes The Gathering using vivid adjectives and many sensory details. On a piece of white construction paper (which will be provided for you in class), sketch & color how you visualized The Gathering in your mind (you may need to go back and reread this section of the novel to help you). Some things you might have “seen” while you were visualizing are the spectators, the council guardians, the stage, the singer, Kira, Thomas, Jo, the singer’s robe, the staff, etc. You may use the space below to help you plan your visual.

Final Visual Due: _____



For this assignment, you will be selecting one major character to complete a characterization quilt square for (directions below). You will need to use the notes you've added to the character quilt to help you. The more information you have for the character you choose, the easier this assignment will be for you to complete. Once all of the quilt squares are complete, we will be gluing the entire class's square together to make one large class character quilt.

Quilt Square Directions:

- 1) Decide which **major** character you would like to do your quilt square for: Kira, Thomas, Matt, Jo, or Jamison. Remember, on the character quilt the major characters are **highlighted**, minor characters are not.
- 2) The Quilt Square is a foldable which we will make together in class. You will make this foldable out of colored paper. You need to decide which color you want to use based on the character you are completing this assignment for. You will have to explain why you chose the color that you did.
- 3) Make the foldable (we will do this together in class).
- 4) On the **OUTSIDE** of the quilt square (where the flaps come together), write the characters name in big, bold letters and decorate it with pictures related to that character (you may draw/color, glue on clipart, use stickers, etc.)
- 5) On the **INSIDE** of the quilt square (shown on the next page), use the notes you've added to your character quilt jot down information related to the character's different characterizations throughout the book (be sure to include any changes in characterization that occur throughout the book as well as characterization that is presented when we are introduced to the character).
- 6) On the **BACK** of the quilt square, write your name, hour, and explain why you chose the color you did to represent this character.

Quilt Square Due: _____

Q U I L T S Q U A R E

Inside the Square

