# Anticipation guide for
# The Giver

Name_____ Period_____

**DIRECTIONS:** Before reading *The Giver* respond to the following statements. You can respond with a simple true or false and then give a few more details why you feel that way. Discuss your answers in small groups of four and explain why you gave the responses you did. Also discuss what you think the novel is going to be about.

1. Sometimes it is ok to lie.

2. Memories play an important part of your life and who you are.

3. It is better to never experience cold or hunger.

4. The past repeats itself.

5. People in society accept things they usually would not if they were on their own.

6. It is better to be part of a group than to be alone.

7. It is better to remain ignorant about some aspects of life.

8. It is better to be in a safe environment and never feel fear.

Benincosa, 2001

# Anticipation Guide for
# The Giver

**PURPOSE OF THE STRATEGY**

The anticipation guide is a pre-reading activity to be used with the unit on The Giver, most specifically before Chapter 6 is used. The guide allows students to pull from prior knowledge of literature and also from life experiences. Thy will answer the statements which will help them understand some of the major themes to be discussed. The anticipation guide is also used as an outlet of expression for students to evaluate what they believe and why. It increases comprehension and builds excitement for the novel to be read and the things to be learned.

**DIRECTIONS:**

**STEP 1**

The novel should be read up to Chapter 6, just before Jonas is to receive his Assignment at the Ceremony of Twelve. This strategy allows the teacher to introduce basic concepts, themes, and ideas such as: honesty, work, community relations, free choice, memories, loneliness, and acceptance.

**STEP 2**

The major concepts decided on can be seen in the following series of simple statements. These will cause some thought and, hopefully, response from the students. The students will not get into groups for the first part of the activity as it requires very personal responses.

**STEP 3**

The statements are as follows. You may use as many or as few as you want. Also, after discussion, you may think of more to add for the next time the guide is used.

1. Sometimes it is ok to lie.
2. Memories play an important part of your life and who you are.
3. It is better to never experience cold or hunger.
4. The past repeats itself.
5. People in society accept things they usually would not if they were on their own.
6. It is better to be part of a group than to be alone.
7. It is better to remain ignorant about some aspects of life.
8. It is better to be in a safe environment and never feel fear.

**STEP 4**

The students will be given a copy of the statements that they are to respond to. Give them from 3-5 minutes, enough to truly think about the statements and respond t

to them truthfully. Help students to think seriously about the questions. The statements will also be put on a bulletin board to be kept up during the duration of the unit. The students will see these statements often and it will generate thought and journal entries. Choose one statement per day for the students to respond to more fully as a journal entry.

**STEP 5**

The students will break into groups of four to discuss their responses to the questions on the guide. There will be a new guide given to the students. They must come up with a reason for each statement that was posed. For example, one of the statements was-"It is ok to lie." The students will have to come up with a hypothesis as to why that statement was made. They will most likely anticipate that Jonas will be faced with the decision of lying, have them go deeper than that. What might Jonas need to lie about?

**STEP 6**

The students will continue with their nightly reading assignments. The students will have a small notebook to keep any ideas, thoughts, or questions they may have concerning their reading.

**STEP 7**

After the students have fully read the novel, return again to the anticipation guide activity. This will allow students to compare and contrast their original responses with the ideas they have now. This would be a good opportunity to discuss how their ideas have changed and what kind of new understanding brought about the change.

**ASSESSMENT**

The anticipation guide allows the students to get a head start on the major concepts and themes that are going to be discussed in the novel and throughout the unit. This pre-reading activity will bring into focus what the important ideas of the novel are going to be, thus when the students read the novel those same ideas will be more prevalent. The teacher can use the guide to assess her student's prior knowledge and beliefs. There are many writing assignments that can be given throughout the unit, but the major one will be a Compare and Contrast essay using their ideas from the beginning and the actual novel. This will be a good way for the teacher to assess what has made the biggest impression on the students and how they did on anticipation.