




## Lesson 7: Pain

### ☐ Getting Started

In today's chapters Jonas receives painful memories from The Giver. How do you think he will respond to these memories?

### Stuff You Need

-  "Symbolism"
-  "Adjective Clauses (Option 1)"
-  "Adjective Clauses (Option 2)"
- ✓ *The Giver* by Lois Lowry

### Ideas to Think About

- How can societal changes have both positive and negative outcomes?

### Things to Know

- An adjective clause is a dependent clause that modifies a noun or a pronoun.
- **Symbolism** is a device in which a writer uses an object, person, word, phrase, sentence, etc. to stand for or represent something else.

### ☐ Reading and Questions

Answer the questions below in complete sentences after reading Chapters 13 and 14. Then discuss your answers to #2-4 with a parent. Remember to record information about Jonas from these chapters on the "Character Timeline" pages.

1. Why does Jonas feel that Sameness is not fair?

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2. Do you agree with him? Why or why not?

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3. The Giver tells Jonas that Jonas' instructors know nothing. What does he mean by this?

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4. Jonas receives painful memories of hunger and physical pain from The Giver, yet he still seems to want the community to share the memories he has received. Why do you think this is?

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## Activities

### ☐ Activity 1: Symbolism

Symbolism is a device in which a writer uses an object, person, word, phrase, sentence etc. to stand for or represent something else. In novels and poems, authors often use objects, characters, setting, or text to stand for something else or represent an abstract idea.

Find the sheet, "Symbolism," and answer the questions about symbols.

## □ **Activity 2: Adjective Clauses**

In descriptive writing, you want to describe events, characters, and ideas in detail to help the reader "see" the story in his or her mind. Using adjectives effectively is one way to make your writing more descriptive.

You probably know that adjectives are words (like *green*, *happy*, and *many*) that describe nouns. Did you know that some dependent clauses can also function as adjectives? Remember that a clause is a group of words that has a subject and a verb, and a dependent clause is a clause that cannot stand alone as a complete sentence.

An adjective clause is a dependent clause that modifies a noun or pronoun. Here's how you can spot an adjective clause:

- It begins with the pronoun *who*, *whom*, *whose*, *that*, or *which* or with the adverb *when* or *where*.
- The whole clause functions as an adjective, answering the questions *What kind?* *How many?* or *Which one?*
- In a sentence, it usually appears right after the noun it modifies.

Here are some examples:

- Children who read ten books this summer will get a prize. (The adjective clause describes the children.)
- We visited a town where none of the people spoke English. (The adjective clause describes the town.)
- The restaurant, which is open all night, serves great pancakes. (The adjective clause describes the restaurant.)

Look again at the three examples above — the adjective clause in the third sentence has a comma before and after it, but the first two sentences have no commas. The rule is that you use commas around an adjective clause only when the clause gives extra information that is not essential to the meaning of the sentence. You could remove the clause and not really affect the sentence's meaning.

Let's use the remove-the-clause test on the example sentences:

- Children who read ten books this summer will get a prize. (Not all children will get a prize; you need the clause to tell you which ones will get a prize. *You can't remove the clause*, so no commas are needed.)
- We visited a town where none of the people spoke English. (The clause tells specifically which town we visited. *You can't remove the clause*.)
- The restaurant, which is open all night, serves great pancakes. (The clause just gives extra information about the restaurant. You set off the clause with commas to show that you could remove the clause and still have a sentence that makes sense.)



Use the "Adjective Clauses" page to practice identifying as well as writing your own adjective clauses. Ask your parent which option to complete.

### ☐ **Wrapping Up**

Review the definition and examples of adjective clauses.



Consider the following symbols and what they represent.

<u>Symbol</u>	<u>Meaning</u>
	freedom, equality, power, etc.
	sacrifice, faith, religion, etc.




In literature, when a writer introduces a symbol, it is called **symbolism**.

## Symbolism

In *The Giver* what do you think the following symbols represent?

<u>Symbol</u>	<u>Meaning</u>
Apples:	_____
	_____
Blue eyes:	_____
	_____
Bicycle:	_____
	_____
The color red:	_____
	_____
Gabriel:	_____
	_____
Black, white, & gray:	_____
	_____

Consider the following symbols in books you may have read:

<u>Book</u>	<u>Symbol</u>	<u>Meaning</u>
<i>Tuck Everlasting</i>		eternal life
<i>Hatchet</i>		independence
<i>The Wanderer</i>		family, love, belonging

Think of 2 other examples of symbolism in books you have read. Describe the symbols and what they represent.

- \_\_\_\_\_
- \_\_\_\_\_

Consider your favorite book. Create a symbol for the book using a piece of clay (any color).



# Adjective Clauses

**Part 1** Underline the adjective clause and circle the noun it modifies.

1. December is the special time when the students discover their future jobs.
2. Jonas is a boy whose future is very different than that of his classmates.
3. The Giver transmits memories that seem real to Jonas.
4. That night, Jonas had a dream where he sledded in the snow.
5. Jonas's father, who is a Nurturer, is in charge of taking care of infants.



**Part 2** In each pair of sentences below, put commas around the adjective clauses that provide extra information.

1. The boy who stole the candy confessed to the store manager.  
John who stole the candy confessed to the store manager.
2. They went to the spot where the secret treasure was buried.  
They went to Pirate's Peak where the secret treasure was buried.
3. Cindy and Janice whose team won first place celebrated all weekend.  
The players whose team won first place celebrated all weekend.



**Part 3** Write two sentences that contain adjective clauses.

1. \_\_\_\_\_
2. \_\_\_\_\_





# Adjective Clauses

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**Part 2** Write a paragraph describing a person, place, or object. Your paragraph should contain at least three adjective clauses.

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## **Parent Overview**

## Lesson 7: Pain

### Getting Started

#### ? Big Ideas

- How can societal changes have both positive and negative outcomes?



#### Facts and Definitions

- An adjective clause is a dependent clause that modifies a noun or a pronoun.
- **Symbolism** is a device in which a writer uses an object, person, word, phrase, sentence, etc. to stand for or represent something else.



#### Skills

- Describe the function and effect of common literary devices, such as symbolism and imagery. (LA)
- Use complete simple and compound sentences. (LA)

### Introducing the Lesson

Ask your child to share his thoughts about the novel. Ask him what he likes about the book and if there is anything that confuses or disturbs him. Ask him if he would recommend it to his friends and why or why not.

### Reading and Questions (Answers)

1. Why does Jonas feel that Sameness is not fair?

- Because in a world with Sameness, there are no choices.

2. Do you agree with him? Why or why not?

- Answers will vary. Note that your child should discuss his answers to Questions 2-4 with you.

3. The Giver tells Jonas that Jonas' instructors know nothing. What does he mean by this?

- The Giver means that the instructors know only scientific facts. Without memories, they have no historical knowledge or understanding of life since they live in the world of Sameness.

4. Jonas receives painful memories of hunger and physical pain from The Giver, yet he still seems to want the community to share the memories he has received. Why do you think this is?

- He realizes that the painful memories are worth it if people can experience color, change, and freedom of choice in their lives. He also thinks that if everyone shares the memories, there will be less of a burden on himself and The Giver.

### Outline of Activities and Answer Keys

#### Activity 1: Symbolism

Check to see that your child understands symbolism as a figurative language device.

#### Possible Answers:

**Apple:** truth, knowledge

**Blue eyes:** depth, specialness, chosen one, destiny

**Bicycle:** independence

**The color red:** knowledge, understanding, love, truth

**Gabriel:** innocence, purity, the future, new life

**Black, white, and gray:** conformity, sameness, boredom, ignorance, blindness

## Activity 2: Adjective Clauses

In this activity, your child will practice identifying and punctuating adjective clauses in existing sentences and including adjective clauses in his own writing. Tell him which option to complete. If your child seems to understand how to use adjective clauses, choose Option 2, which asks him to incorporate adjective clauses into a paragraph. If your child is a reluctant writer or needs more practice understanding adjective clauses, choose Option 1, which contains more identification exercises and less writing.

### Answer Key: Parts 1 and 2 (Both Options)

#### Part 1 Underline the adjective clause and circle the noun it modifies.

- December is the special time when the students discover their future jobs.
- Jonas is a boy whose future is very different than that of his classmates.
- The Giver transmits memories that seem real to Jonas.
- That night, Jonas had a dream where he sledded in the snow.
- Jonas's father who is a Nurturer, is in charge of taking care of infants.

#### Part 2 In each pair of sentences below, put commas around the adjective clauses that provide extra information.

- The boy who stole the candy confessed to the store manager.  
John, who stole the candy, confessed to the store manager.
- They went to the spot where the secret treasure was buried.  
They went to Pirate's Peak, where the secret treasure was buried.
- Cindy and Janice whose team won first place celebrated all weekend.  
The players, whose team won first place, celebrated all weekend.

Use the answer key to check your child's answers for Parts 1 and 2. The answer key for both options of Part 3 is below.

### Answer Key (Part 3)

Option 1: Make sure the two sentences each contain an adjective clause.

Option 2: Make sure your child's paragraph is descriptive and contains at least three adjective clauses.

## Wrapping Up

### Questions to Discuss

- Jonas gives a peaceful memory to Gabe to help him sleep. Jonas decides not to tell The Giver. Do you think this is a good decision? Why or why not? (Answers will vary.)
- Why do you think the Committee of Elders rarely calls upon the wisdom of the Receiver? (They don't want to change the way they live. They have chosen Sameness.)

- Jonas is always worried that the Committee might be listening to his meetings with the Giver. In the community, no one has freedom of speech. Can you think of any other times in history or modern society when people had no freedom to speak their minds? (Some examples might include Nazi Germany, slavery in America, monarchies in the Middle Ages, the Taliban, etc.)

### **Things to Review**

Ask your child to explain what an adjective clause is and to provide an example in a sentence aloud.

Ask your child to describe symbolism in his own words and how it is used as a literary device.