



The Giver Summary

The Giver, by Lois Lowry, is about a 12 year old boy named Jonas that lives in a community far in the future with strict rules, citizens with no real feelings, and everybody has an assigned job, spouse, and two children. In this society a child at age twelve starts their assignment, or career, and essentially becomes an adult. Like many others, Jonas is very anxious awaiting his life-long career and the fact that he is skipped during the ceremony only increases his anxiety. The Chief Elder of the community explains, when the ceremony is coming to a close, that Jonas was not assigned a job, instead selected for an honorary position to be the community's Receiver of Memory. During his training, Jonas realizes and accepts all new feeling and sights he's never seen or felt before. He gets these raw, unadulterated emotions through memories that have been passed on to Receiver's of Memory. Jonas forms a bond with his trainer, The Giver, and feels love for the first time. Jonas is soon saddened by the fact that no one else in the community can feel love or any other emotion for that matter. For this reason he forges a plan with The Giver to flee the community alone so all his memories will have to go back to the people. This will force them to overcome the overwhelming emotions and ultimately give them feelings. However, their plan is spoiled when Gabriel, a two year old boy that Jonas looks to as a little brother, is to be released, killed. That night Jonas rides off and out of the community with Gabriel and they go far away from their home. Jonas is forced to deal with fear

as he hides from search planes, hunger as he and Gabe run out of food, and hopelessness that there is nowhere to go. Jonas and Gabe eventually reach their elsewhere and find a new home to live freely.

Common Core All-Subject Writing Rubric

GRADE 8 SUMMARY

Writing Type(circle one):

Argumentative

Informative/Explanatory

Narrative (ELA only)

CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback: <div style="font-size: 2em; margin-left: 100px;">4</div>		{{(Student Reflection on Back)}}}		Total Points Earned	
				Score	

This summary is rich with details and is well-organized, so it earns a 4 on the district writing rubric. The author uses smooth and natural transitions such as, “Like many others,” “During his training,” “For this reason,” and “However...” The writer also uses strong vocabulary (*essentially, anxiety, honorary, forges, unadulterated, overwhelming*) without sounding wordy and awkward. The introduction is well done, the main events are explained well and feel complete, and the last two sentences form a powerful conclusion. Other than one or two missing commas, the conventions (mechanics) of this piece are excellent.