



18 Digital Lesson Files

Grades 9-12

Digital Lessons

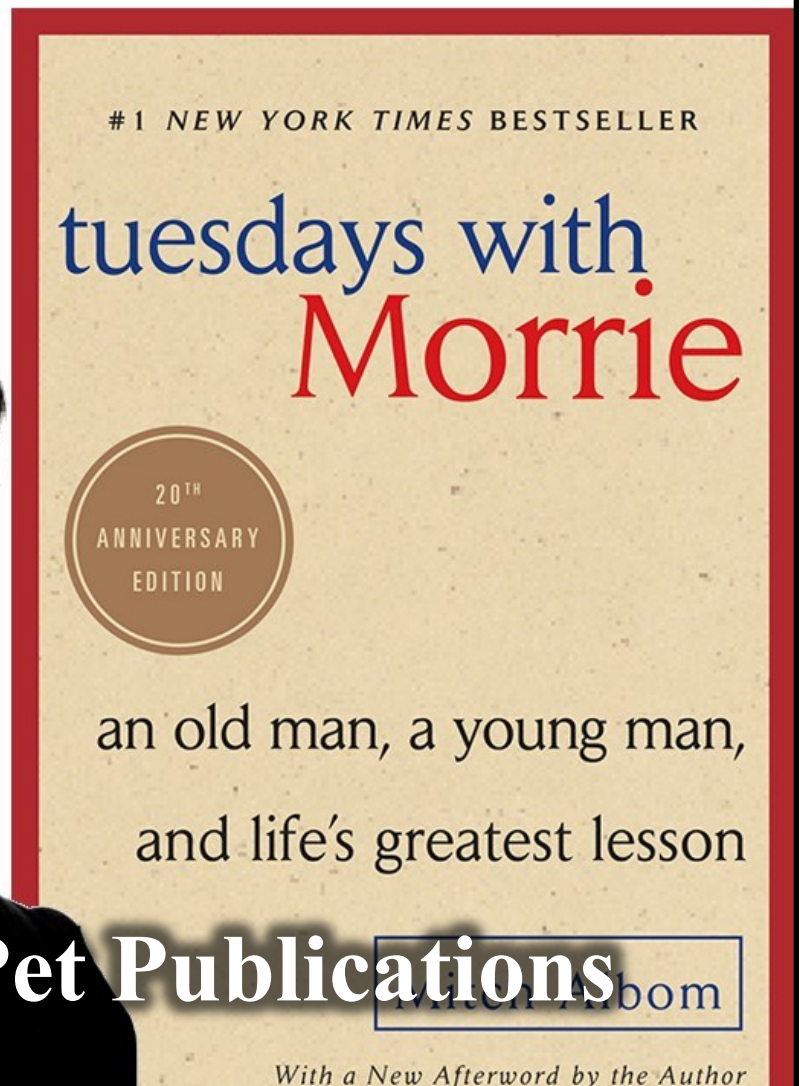
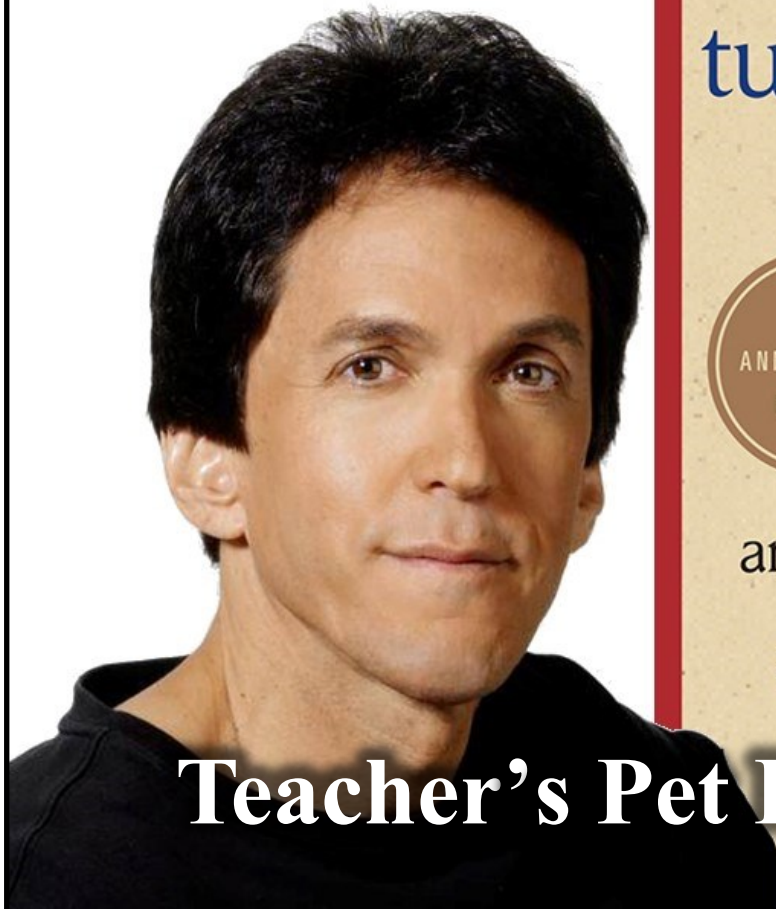
For Literature



To go with the book

Tuesdays With Morrie

By Mitch Albom



Teacher's Pet Publications

With a New Afterword by the Author

Lesson 1

Tuesdays With Morrie

“The Curriculum” through “The Audiovisual”

Lesson 1 Directions

Pre-Reading

1. Preview (read through) the study questions for *Tuesdays With Morrie* “The Curriculum” through “The Audiovisual.”
2. Complete the Vocabulary Worksheet for *Tuesdays With Morrie* “The Curriculum” through “The Audiovisual.”

Reading

1. Read *Tuesdays With Morrie* “The Curriculum” through “The Audiovisual.”
2. Keep your study questions in mind as you read.

Post-Reading

1. Answer all of the study guide questions for “The Curriculum” through “The Audiovisual.”
2. Complete the Reader Response Assignment for “The Curriculum” through “The Audiovisual.”

Vocabulary “The Curriculum” through “The Audiovisual” Part I

Below are the sentences or phrases in which the vocabulary words appear in the text. Read the given text. Use any clues you can find combined with your prior knowledge, and write what you think the bold words mean in the spaces provided.

1. The **Curriculum**
2. The **Syllabus**
3. At a birthday party for a friend, he stumbled **inexplicably**.
4. The lab report came back suggesting a **neurological** problem, and Morrie was brought in for yet another series of tests.
5. ...your soul, perfectly awake, is imprisoned inside a limp **husk** ...
6. But my old professor had made a **profound** decision, one he began to construct the day he came out of the doctor's office
7. When some of his close **colleagues** would visit, he would say to them, "Listen, I have to pee."
8. The rest of us...stood there, silently, clearing the plates, **averting** our eyes.
9. I decided I'm going to live...the way I want, with dignity, with courage, with humor, with **composure**.
10. What, Koppel asked, did Morrie dread the most about his slow, **insidious** decay?

Vocabulary “The Curriculum” through “The Audiovisual” Part II

Match the vocabulary words to their dictionary definitions.

- | | |
|---------------------|--|
| ___ 1. curriculum | A. subjects comprising a course of study |
| ___ 2. syllabus | B. proceeding gradually with harmful effects |
| ___ 3. inexplicably | C. dry outer covering of some seeds and vegetables |
| ___ 4. neurological | D. cannot be explained or accounted for |
| ___ 5. husk | E. being in control of oneself; calm |
| ___ 6. profound | F. people with whom one works |
| ___ 7. colleagues | G. turning away |
| ___ 8. averting | H. having to do with the nervous system |
| ___ 9. composure | I. outline of the subjects in a course of study |
| ___ 10. insidious | J. very great or intense |

Study Questions “The Curriculum” through “The Audiovisual”

1. Who is the lone student attending the professor's last class and where is the class held?
2. Where does Morrie Swartz teach? Describe Morrie.
3. What does Morrie give up when he knows something bad is coming?
4. In August 1944, what was the neurologist's diagnosis of Morrie?
5. What decision does Morrie make as to how he will conduct the remainder of his life?
6. Why does Morrie invite a group of friends and family to his home on a cold Sunday afternoon?

Tuesdays With Morrie “The Curriculum” through “The Syllabus” Study Questions Page 2

7. What changes Mitch's life?

8. Mitch returns to school and earns a degree in journalism. Where does he eventually take a job and what does he do there?

9. Mitch works hard, makes a lot of money, buys houses and cars and invests in stock. After a seven-year courtship, who does he marry?

10. Mitch recalls his first class with Morrie in 1976. What does Morrie ask Mitch?

Reader Response Entry “The Curriculum” through “The Audiovisual”

In the space below, write a substantial response to the chapters of the book you have just read. It could be your thoughts on one of the following: an idea presented, an event, a character’s actions or attitude, a topic related in some way to something presented in this section of the novel, a response to a particular passage that stood out to you as you read, or you could write a creative response like a poem or song lyrics as long as it is relevant in some way to what you have just read.

SAMPLE