

Teacher Guide

Grades 7–8

Tangerine

Edward Bloor



**NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING**



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TANGERINE

by
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Teacher Guide

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Skills and Strategies

Thinking

Identifying attributes, research,
compare/contrast

Comprehension

Predicting, cause/effect,
problem solving, evaluating

Vocabulary

Target words, application,
synonyms

Listening/Speaking

Class discussion, debate, small
group discussion, drama

Literary Elements

Characterization, similes,
metaphors, foreshadowing,
symbolism

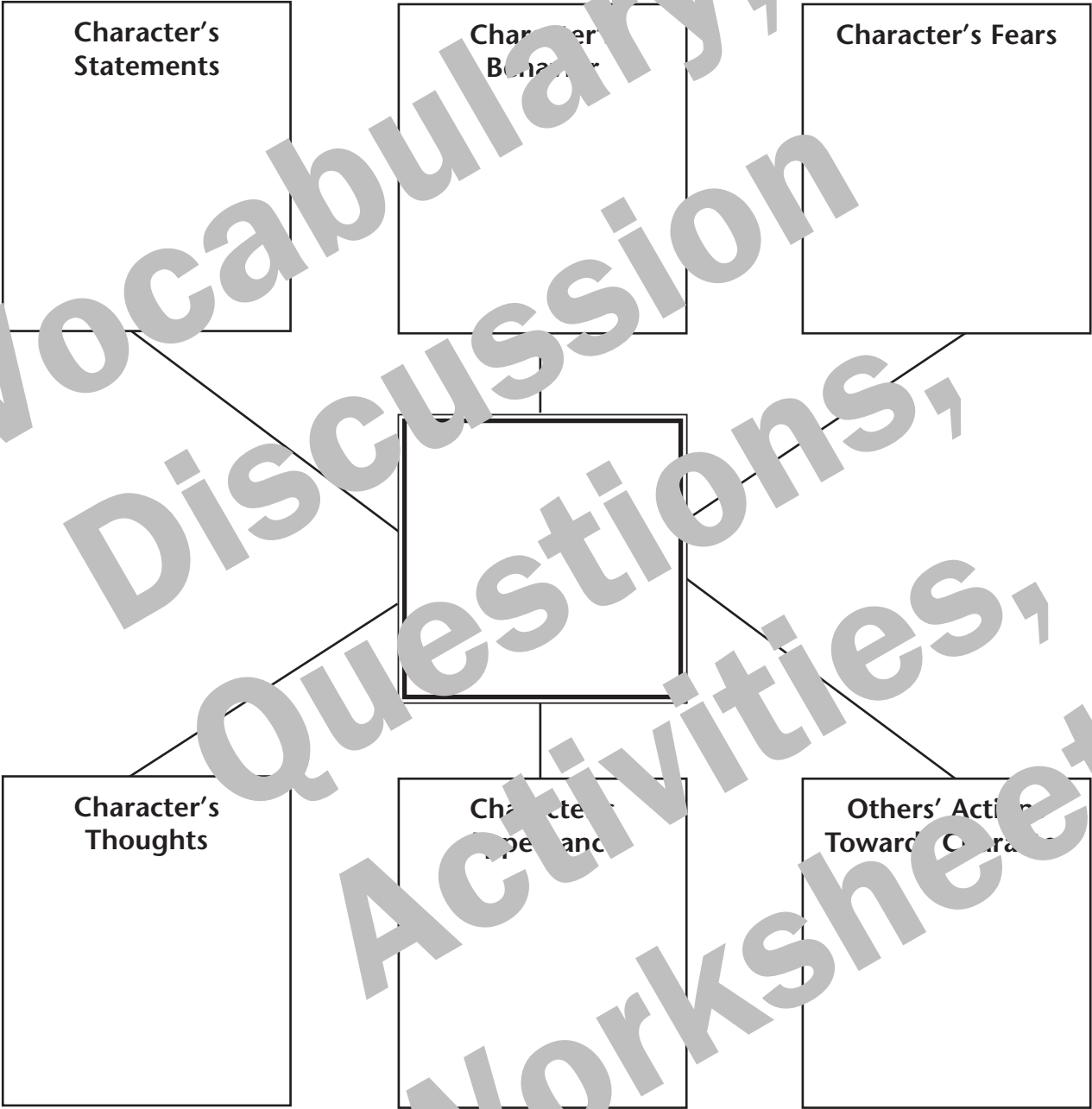
Writing

Journal, personal narrative,
persuasive, letter, poem

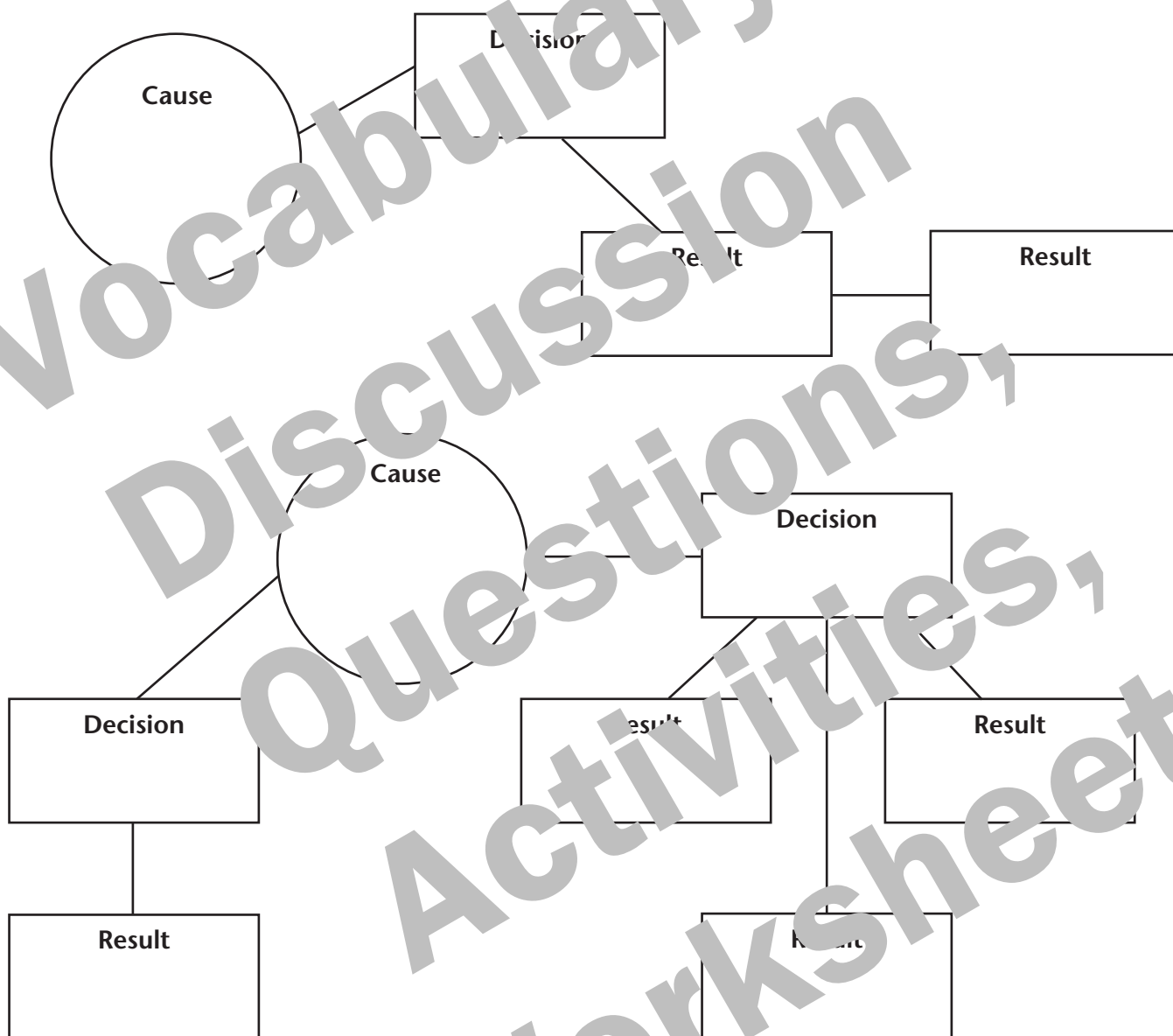
Across the Curriculum

Science, media, physical
education, history, art

Character Chart



Cause/Effect Chart



September 8-September 15, pp. 64-92

Vocabulary

Catholic (64)	wake (64)	rosary (66)	migrant workers (71)
magnificent (71)	cathedral (71)	gangstas (72)	pendulum (72)
partitioned (73)	exhibits (73)	Fräulein (73)	affliction (73)
vaulting (79)	chaos (79)	integrated (79)	sinkhole (79)
geologist (83)	recapture (83)	agitated (83)	surveys (85)
coincidence (87)	brigade (88)	obnoxiously (89)	conjunction (90)

Discussion Questions

1. Why is it important for Paul to be around Joey? *(Since Joey feels worse than Paul, helping Joey makes Paul's problems seem smaller in comparison. Paul is happy to have a good friend.)*
2. Why do you think Paul finds it odd that, at the funeral, the conversation with the Costellos is light? *(Answers will vary.)*
3. What does Joey want to ask Paul? *(if he wants to go to the carnival with him)*
4. Why do you think that Paul chooses not to say what he could have said to Kerri? *(He likes her and wants her to like him, too.)*
5. Why would it be comforting for Paul to know that something around Tangerine has a history, and that something actually belongs here? *(Answers will vary; Paul wants to know that Tangerine has substance, that everything in it is not arbitrary or human-made.)*
6. What does Joey tell Paul about Tangerine Middle? *(The students carry guns and belong to gangs.)*
7. Why do you think that Paul is so fascinated by the people in the beach shop? *(He relates to the people there because he thinks that his poor eyesight was caused by some freak accident that he cannot remember.)*
8. Why does Mr. Brown get upset about the kids in the truck? *(None of them are wearing seatbelts.)*
9. Why is Paul called to the office? What does Paul do? *(They are trying to determine who vandalized the "Wonders of the World" show. Paul tells them the culprit was the Tangerine Middle soccer players.)*
10. Why do you think Paul is so concerned about ratting on the guys from Tangerine Middle? *(He is used to being around Erik and knows how Erik reacts when someone rats him out.)*
11. What is happening to all of the portables? *(They are falling into a newly-created sinkhole.)*

12. Discuss the events surrounding the sinkhole. How does the sinkhole affect Paul's life? What might the sinkhole symbolize? *(Paul and Joey help students escape from a sinking portable. Many people are injured. Half of the bleachers at the football stadium sink a little and are condemned, which means the number of fans in the stadium may be smaller at the next football game. The foundation can no longer support all the buildings. CNN covers the story and Paul is disappointed that the sinkhole looks so small. He feels brave for helping students escape. He also will have to go to another school, probably Tangerine Middle. The sinkhole could represent the conflict between humans and nature. Lake Windsor is full of unnatural buildings and lakes. On the surface it looks pleasant, but underneath it has no depth or support.)*
13. How do you think Paul feels when Coach tells him that the rules about soccer eligibility have been bent for other people in the past? *(He probably feels isolated and irritated by the idea that people think he is too young to play soccer.)*
14. Why does Paul want to go to Tangerine Middle School? *(He wants to play soccer; he won't have a chance there and will be able to play.)*
15. Do you think Paul means it when he tells his dad that it's okay that he doesn't pay much attention to him? Discuss how much time parents should spend with their children. *(Answers will vary.)*
16. Why does Paul say that the heavens opened up for him? *(He sees the sinkhole as his miracle; because of it he can go to another school and get a chance to play soccer.)*

Supplemental Activities

1. Media: The story told by the media about the sinkhole is different from the actual story. Ask the students to account for these differences. Discuss with them the possibility that the media is misinformed and censored. How could this affect the public? What do they think should be done about the possibility?
2. Science: The portable is swallowed up by a sinkhole that is part of a cavern system. Discuss how caverns and sinkholes are created. Use clear pans, feeding water, and straws to show how water can affect the ground. If there is a cavern nearby, this would make a great field trip.
3. Journals: When disaster strikes, Paul jumps in to help. Ask the students to consider what they would do in an emergency situation.

Part 2

September 18-September 27 pp. 95-123

Vocabulary

menacing (95)
integer (104)
jeering (115)
upended (117)

impression (95)
offense (106)
frenzy (115)
unobtrusive (118)
defect (99)
betrayal (106)
intimidation (115)
berserk (119)

inconsistent (103)
combatants (108)
mercifully (117)
momentum (120)