

Teacher Guide

Grades 7–8

# Tears of a Tiger

Sharon Mills Draper

NOVEL UNITS<sup>®</sup>

NEW WAYS TO TEACH READING,  
WRITING, & CRITICAL THINKING



## **Novel Units® Single-Classroom User Agreement for Non-Reproducible Material**

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

**Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.**

**Reproduction of any part of this Teacher Guide is strictly prohibited.**

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact [customer@ecslearningsystems.com](mailto:customer@ecslearningsystems.com).

**[ebooks.ecslearningsystems.com](http://ebooks.ecslearningsystems.com)**

---

# TEARS OF A TIGER

by  
Sharon M. Draper

## Teacher Guide

Written by  
Linda Sasser

### Note

The Simon and Schuster paperback edition of this book, ©1994, was used to prepare this guide. The page references may differ in other editions.

**Please note:** This novel deals with sensitive, mature issues (e.g., death, suicide). Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it in your class.

---

ISBN 978-1-60878-384-7

Copyright infringement is a violation of Federal Law.

© 2010 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information

For a complete catalog, contact—

Novel Units, Inc.

P.O. Box 97

Bulverde, TX 78163-0097

Web site: [novelunits.com](http://novelunits.com)

For more digital resources, visit:  
[ebooks.ecslarningsystems.com](http://ebooks.ecslarningsystems.com)

## Table of Contents

Summary .....	3
About the Author .....	3
Introductory Activities .....	3
Vocabulary Activities.....	4
Eleven Sections .....	8
Each section contains: Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions .....	24
Post-reading Extension Activities.....	24
Assessment.....	27

## Skills and Strategies

### Thinking

Research, critical thinking,  
compare/contrast, decision  
making

### Comprehension

Analysis, predictions,  
sequencing, application

### Writing

Letter writing, poetry,  
newspaper reporting

### Vocabulary

Target words, synonyms,  
context clues

### Listening/Speaking

Class discussion, guest  
speakers

### Literary Elements

Characterization, imagery,  
allusion, narrative style

### Fine Arts

Art, drama, music

## Decision-Making Grid

The decision-making grid below is supposed to make it easier to find the best solution to a problem. Fill in the grid below by specifying a certain problem in your own or Andy's life. Then come up with four possible ways to solve the problem. After filling in the grid completely and choosing one solution, share your choice with your classmates and see if they agree with you.

Problem	Criterion #1:	Criterion #2:	Criterion #3:
State the problem:	Will the solution hurt someone?	Will it make me feel better?	
Solution #1:			
Solution #2:			
Solution #3:			
Solution #4:			

10. What is the teacher's reasoning for using references of black and white in poetry? (*The tones of black and white have the greatest contrast so writers and poets use them as metaphors of contrast.*)
11. What did the color red represent in Puritan England over 300 years ago? Does the color represent anything today? (*evil, the devil; Answers will vary.*)
12. Why would Andy wonder if Rob's feet were cold like his own? (*Answers will vary.*)

### Supplementary Activities

1. Research: Andy talks to Dr. Carrothers about racial issues and discrimination. The students should research laws that have been passed in the United States to help fight racism.
2. Literary Terms/Writing: Define what a metaphor is and identify metaphors used on page 85. Have the students pair off and write down as many original metaphors as they can think of. Share some of the metaphors.
3. Poetry: Have each student find a poem that they would like to create images in the mind. Have the students share their poems with the class.

### Pages 89-105

#### Vocabulary

realize (89)	hypnotized (90)	realize (92)	traumatic (92)
grieving (93)	eliminate (93)	alternatives (93)	patient (93)
visions (93)	foolishness (93)	eternity (101)	treasure (101)

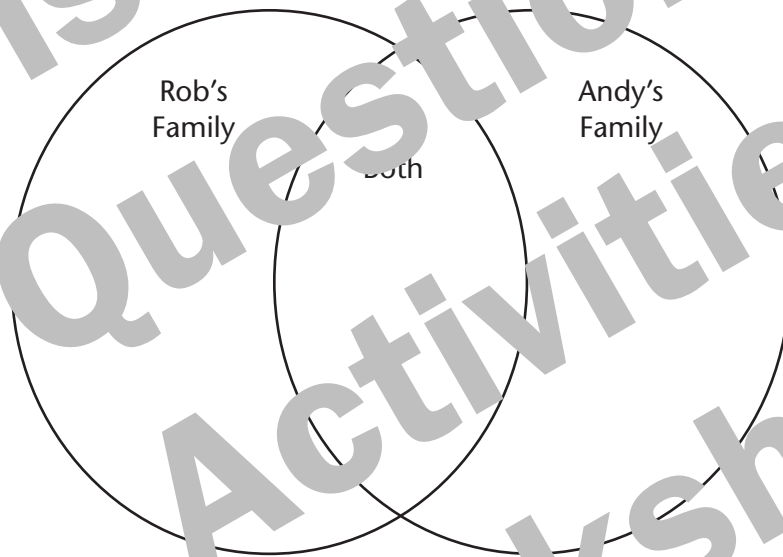
#### Discussion Questions

1. How does the winter weather reflect Andy's emotional state? (*Answers will vary; Andy feels cold and depressed, just as winter can be cold and depressing.*)
2. Why is Andy angry at all Rob's parents? (*He doesn't have the nerve and he thinks they all hate him.*)
3. In what ways is Andy out of touch with reality? (*Some ways he is out of touch include moodiness, crying, loss of attention, nightmares, etc.*)
4. Why would the retaining wall seem bigger than it really is on the night of the accident? (*Answers will vary.*)
5. How does Andy describe his sadness and depression? (*Andy says that it's heavy, like carrying around Mike Tyson's punching bag inside.*)
6. How does Dr. Carrothers respond when Andy says, "It seems like bein' dead is the only way I'll ever feel alive again"? (*Dr. Carrothers says that Andy wants to escape his pain, but that life is the answer.*)

7. What does Dr. Carrothers suggest Andy do in place of contemplating suicide? (*call Rob's parents or write Rob a letter*)
8. What does Andy tell Keisha he sees in his future? What event does this foreshadow? (*He sees nothing but darkness; Andy's suicide.*)
9. Why does Monty sleep with the light on? (*He is afraid of nightmares.*)
10. Why would Andy feel that it would be a nightmare to be in a rich white neighborhood after midnight? (*Answers will vary.*)
11. Why would Monty be curious about the color of dreams? (*Answers will vary.*)
12. Why does Andy dream of Rob blaming Andy for his death? (*Andy feels guilty for what happened to his friend.*)
13. Do you think that Andy sent his letter to Rob's parents? (*Answers will vary.*)
14. What does Rob's family have that Andy's family doesn't have? (*closeness and love*)

### Supplementary Activities

1. Compare/Contrast: Using the Venn diagram, compare and contrast differences between Rob's family and Andy's family. Students should be prepared to share their ideas with classmates.



2. Critical Analysis: As a class, discuss Andy's dream about Rob. Do you believe Rob would want Andy to die? Why? Why is Andy having such nightmares?
3. Prediction: What do you think is most likely to happen to Andy as his emotional state continues to crumble?

## Character Chart—Feelings

Describe the character in the beginning

Summarize important events in the boxes below. Describe how the character feels after each one.

Event #1:

The character feels ...

Event #2:

The character feels ...

Event #3:

The character feels ...

Event #4:

The character feels ...

Event #5:

The character feels ...

Event #6:

The character feels ...

Describe \_\_\_\_\_ at the end.