

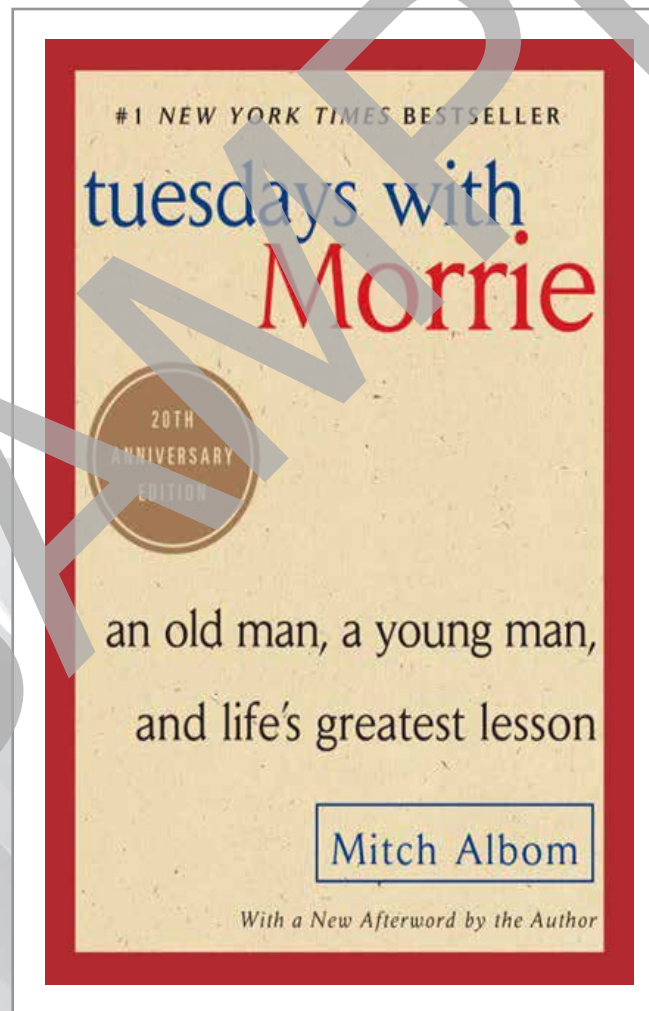


STUDENT PACKET

GRADES 9-12

Tuesdays with Morrie

Mitch Albom



READ, WRITE, THINK, DISCUSS AND CONNECT

Tuesdays with Morrie

Mitch Albom

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Tuesdays with Morrie
 Activity #2 • Vocabulary
 pp. 1–47

syllabus (5)	sociology (5)	inexplicably (6)	ALS* (7)
theology (8)	demise (10)	insatiable (16)	philosophies (18)
aphorisms (18)	narcissist (21)	insidious (22)	gaunt (27)
deferments (30)	gingerly (35)	tabloids (41)	paparazzi (41)
lamented (42)	*amyotrophic lateral sclerosis		

Directions: Write each vocabulary word in the left-hand column of the chart. Complete the chart by placing a check mark in the column that best describes your familiarity with each word. Working with a partner, find and read the line in which each word appears in the story. Find the meaning of each word in the dictionary. Together with your partner, choose ten of the words checked in the last column. On a separate sheet of paper, use each of those words in a sentence.

Vocabulary Word	I Can Define	I Have Seen/Heard	New Word For Me

Name _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

The Curriculum–The Syllabus, pp. 1–13

1. Where does Mitch Albom’s last class with Morrie Schwartz take place? When do they meet? What is the subject they study?
2. What are some of the topics they cover? What is held in lieu of graduation?
3. When did Mitch graduate from college? Explain Morrie’s parting request of Mitch and Mitch’s reply.
4. Identify Morrie’s fatal illness. Give the date he receives the diagnosis and prognosis. What famous person is the disease named for?
5. *What is the first “loss” Morrie experiences? How do you think this affects him emotionally?
6. *Identify Charlotte. What are her primary concerns after learning of Morrie’s terminal illness? How do you think she will cope?
7. *How does Morrie initially react to the diagnosis of ALS? Quote and explain the simile that describes his feelings.
8. Sequence the usual progression of Morrie’s disease.
9. How does Morrie conduct his “living funeral”? Why does he do so? What is the outcome?
10. ***Prediction:** What will unfold during the most unusual part of Morrie’s life?

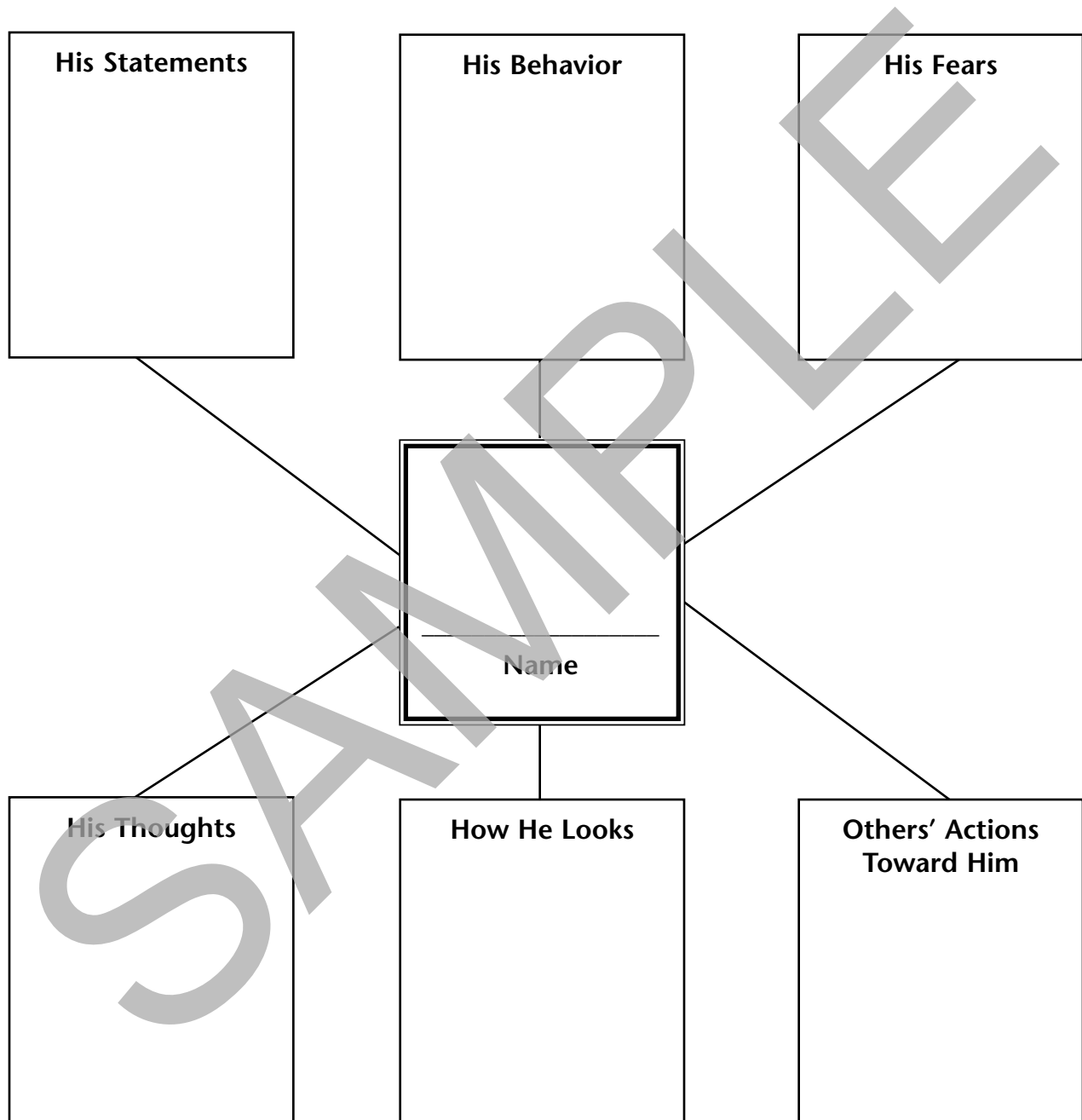
The Student–The Orientation, pp. 14–31

1. Identify three major events in Mitch’s life since he last saw Morrie.
2. *How does Mitch’s life change after his uncle dies? Why do you think he makes these changes?
3. How does Mitch learn about Morrie’s illness?
4. Describe Morrie’s physical and mental condition the first time Ted Koppel interviews him.
5. *How does Morrie initially react to Koppel? Why do you think he does so?
6. *Quote one of Morrie’s aphorisms and explain what you think it means (p. 18).
7. *During Koppel’s interview, how does Morrie explain his philosophy about living with a terminal illness? What does he most dread about the decay of his body? Why do you think this especially bothers him?

Name _____

Tuesdays with Morrie
Activity #7 • Character Analysis
Use During and After Reading

Directions: Write Mitch Albom's name in the center box. Complete the chart below. Cite evidence from the story as you fill in the information.



Name _____

Character Attribute Chart

Directions: Choose five characters from the book, other than Morrie and Mitch. List their names in the left-hand boxes. Fill in the other boxes with the requested information.

Character	One-Word Description	Appearance	Significance to the Story	Do you know anyone similar?

Name _____

Cause/Effect Chart

Directions: Make a flow chart to show decisions a character made, the decisions s/he could have made, and the result(s) of each. (Use your imagination to speculate on the results of decisions the character could have made.)

