



 Prestwick House

Activity Pack

TANGERINE

BY EDWARD BLOOR



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ISBN 978-1-60389-300-8

Item No. 303043
Written by Kathryn Mitchell

Name: _____

Date: _____

Pre-Reading**Author Background**

Objective: Obtaining information about the author

Activity

Edward Bloor is a favorite author among students everywhere. His novels contain realistic, complex characters facing relevant social issues. Students love his works because they can relate to them. His life, you will find, has been relatively simple: after working as a teacher for a short time, he began writing literature for young adults.

Using the Internet, research Bloor's life, and find out as much as you can about him. Make a list of your findings.

Name: _____

Date: _____

Monday, August 21 – Wednesday, August 30**Compare and Contrast****Objective:** Comparing and contrasting football and soccer**Activity**

The Fisher's house is a house divided: Paul plays soccer, while his brother plays football. During this section of the novel, the reader can more clearly sense the tension between Paul and Mr. Fisher. Mr. Fisher obviously favors Erik because he is much more invested in Erik's football endeavors than in Paul's soccer experience. Paul does not understand why his father favors Erik or favors football. He says:

I don't understand why Dad loves football....It's boring. You just stand around most of the time waiting for somebody to tell you what to do. And in the end, some guy like Erik who hasn't even worked up a sweat can come in and grab all the glory. It doesn't work that way in soccer.

In this activity, compare and contrast the two sports using a Venn diagram on the following page. In the two, separate spaces, list characteristics that are unique to each sport; in the center, list characteristics the two sports have in common. In addition to the rules of both sports, also include the similarities and differences in the sports' cultures. How are football players and their fans different than soccer players and their fans? An example is provided to get you started.

Name: _____

Date: _____

Friday, September 8 – Friday, September 15**Creating a Newscast**

Objectives: Synthesizing information from the text
Writing a script

Activity

The sinkhole that occurs at Lake Windsor Middle School during this section of the novel is dramatic, frightening, and intense. In a matter of moments, twenty-five portable classrooms are completely destroyed, and students must depend on each other for rescue. Thankfully, no one is seriously injured. Later that day Paul's grandparents call to tell him that CNN is covering the story, showing footage of the damage from a helicopter.

For this activity, you will work in a small group to create a newscast of the event. Imagine that your news team is live at Lake Windsor Middle School. What details will you want to report?

Each member of your group must have a speaking role in the newscast. You may want to have reporters in different locations (for example, one in the news studio, one in the helicopter, one at the sight of the sinkhole, etc.). Once you have determined how many roles your group needs and which group members will fill them, write the script of the newscast. Go back through the sections of the novel that deal with the sinkhole to gather facts. You may have to invent some information yourself. Remember to include reporters' names and the name of the TV channel broadcasting your report.

Name: _____

Date: _____

Friday, September 22 – Tuesday, September 26**Journal Entry****Objective:** Making a connection between the novel and real life**Activity**

Betty Bright is a special person. She has single-handedly turned a group of rough-and-tumble kids into a successful, functional team. She has taught them patience, self-control, and the value of hard work. Her players love her so much that they would do anything to please her and would be devastated if she were ever disappointed in them. From the very first game, Paul knows that he and the War Eagles are lucky to have such an inspiring, caring, and competent coach.

The game against Palmetto proves to be a challenging one. Not only do the Whippoorwill fans jeer and spit at the War Eagles, but also the game is disrupted by a thunderstorm, and the referee is apathetic. It seems the odds are against Paul's team.

At this pivotal moment, Coach Bright encourages her team to take the high road and not respond in anger to the fans, the opponents, or the referee. She tells them to play the best game they can. She says, "There's no way this team can beat you. You can only beat yourselves."

Write a journal entry of at least one page in which you describe a time you felt the odds were against you and you gave up. Was it a lack of effort that caused you to fail or nearly fail? Was it fear? Or poor judgment? Summarize the event and then explain how you prevented yourself from being successful.

Name: _____

Date: _____

Thursday, November 2 – Friday, November 9**Talk Show**

Objectives: Transforming information from the novel into a new format
Writing a script

Activity

Paul is pleased to see his soccer team and coach featured in the *Tangerine Times*. The story includes information about the county's top three scorers, Tangerine Middle's scoring record, and Betty Bright's controversial experience at the Pan Am Games. Perhaps after this illuminating article about a small middle school soccer team, the local television stations would be interested in the team.

Imagine that the team has been invited to a local television station for a live interview during the morning news program. Work in a group to cast parts and write the script for the interview. The parts you need are Paul, Victor, Maya, Shandra, Coach Bright, and the reporter. Your interview should last approximately 5 minutes. We have provided a script sample to get you started:

Sample:

Reporter (*smiling enthusiastically*): We're back, everyone, and we're pleased and honored to have with us in the studio today members of the undefeated Tangerine Middle School soccer team. Welcome, War Eagles!

Name: _____

Date: _____

Saturday, December 2 – Wednesday, December 6**Letter to the Editor****Objective:** Using evidence from the novel to persuade others**Activity**

On Sunday, December 3, shocking news reaches the Lake Windsor community. Because Antoine Thomas lives in Tangerine County, which is outside of the Lake Windsor attendance area, the three seasons for which Antoine played football must be nullified. Suddenly, Lake Windsor's three-year record of 26 wins and 4 losses becomes zero wins and 30 losses. Additionally, any records broken during those three seasons are nullified.

This decision by the Tangerine County Sports Commission affects not just Antoine Thomas's; it affects all the players on the team, including Erik Fisher. How do you feel about this decision: Is it fair to disqualify everyone and erase three years of hard work? Do you agree that the Commission must follow its policies?

Pretend that you are a resident of Tangerine County or Lake Windsor. Write a letter to the *Tangerine Times* in which you express your opinion of the Antoine Thomas scandal. Be sure to support your opinion with facts from the novel.

Name: _____

Date: _____

Saturday, December 2 – Wednesday, December 6**Wanted Poster****Objective:** Identifying character traits**Activity**

Create a “Wanted” poster for Erik or Arthur.

By the end of the novel, Erik and Arthur are both in a lot of trouble. Not only have they burglarized their neighbors’ homes, but they have also participated in an assault and a murder.

Create a “Wanted” poster for either of them. Include the character’s name, a physical description of him, character traits, the crime for which he is wanted, where he was last seen, and reward information.

Name: _____

Date: _____

Wrap-Up

Exploring Stereotypes

Objective: Using events from the novel to show how stereotypes are invalid

Activity

One great feature of *Tangerine* is that it exposes some established stereotypes without being preachy or demoralizing. Bloor presents readers with many types of characters, and when readers are surprised at what they do, it is partly because they have predetermined expectations of certain “types” of people. Bloor’s novel shows readers that people cannot be classified.

In the chart on the following page, there is a list of types of people. For this activity, write the traits that those people stereotypically possess and provide evidence from the novel that disproves each stereotype. Try to provide more than one piece of evidence per character type. There is room in the chart for you to add additional stereotypes if you think of any.

Name: _____

Date: _____

Wrap-Up

Designing a Book Cover

Objectives: Responding to the novel
Creating a visual representation of motif

Activity

Design a new book cover for *Tangerine* that also illustrates a motif of the novel. Follow these steps:

1. Think about the novel as a whole. In the chart provided, make a list of motifs that Bloor addresses in the novel.
2. Next to each motif you list, think of images from the novel that represent that motif. What scenes from the novel come to your mind when you think of each motif? An example has been provided for you.
3. Fold one sheet of drawing or construction paper in half. On the front, draw or cut and paste pictures from magazines to design the new cover. Be sure your cover reflects these motifs.
4. On the back, write a brief review of the novel. Include these elements:
 - a quoted excerpt from the novel that reveals its theme
 - a summary of one hundred words or fewer