

Text name: *Tears of a Tiger* (Developed by Quantico High School)

Objectives for this text: Students will

- Write a narrative essay
- Read orally
- Maintain a graphic organizer on the emotional decline of the main character
- Generate a reading journal during the reading of the text
- Produce a reflective essay a response to the reading of the text
- Participate in group discussion(s) on social issues presented in the text

Stage of Reading	What I'll have students do to support their reading and learning at this stage
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/pre-read • look at text structure • anticipate assumptions 	<ul style="list-style-type: none"> ➤ Early in the text, the English teacher has assigned the essay prompt, "My Most Frightening Moment." As an in-class pre-reading activity, assign students this narrative essay. Provide students the opportunity to share their essays in writing or orally. ➤ Download an article from a web-site on teenage drunk driving. (http://www.firsteagle.com/tdd.htm is one such site with an easy read article that speaks to peer pressure.) Share the article with the class to evoke some class discussion on the issue of teenage drinking and driving. ➤ Read aloud to the class the introductory excerpt in the front of the text. Have students make some predictions about the story. Have students write down predictions and save for later use. ➤ Have students "scan" the book to discover the structure of the text. If they do not note the following, point them out: <ul style="list-style-type: none"> -Newspaper articles as on pp. 1, 20, 21 -Homework assignments as on pp. 18, 33,66 -Diary entries as on p. 61 -Conversations with dashes instead of "he said, she said" -Chapter titles with subtitles, dates, and occasionally time Relate the various chapter formats to the term <u>genre</u>.

THROUGH

- help students process their reading as they move "through" it
- monitor understanding

- determine main and sub ideas

- make connections to prior learning and experience

- This text begs to be read aloud. The structure of the conversational chapters easily creates the use of dramatic dialogue between characters. However, knowing who is speaking can be confusing for students as this can only be determined from context clues. The teacher should preview each conversational chapter to determine the characters needed and guide the students through the process of knowing "who speaks next."
- As you begin reading the text, discuss the terms **internal conflict** and **conflict resolution** and relate the terms to Andy throughout the reading and discussion of the novel. The main focus of the text is the emotional break down and eventual suicide of the main character following the death of his friend. There are numerous clues to Andy's emotional deterioration as he struggles with his guilt. Have students use a graphic organizer (a sample is included in this plan) to plot these clues as they read.
- Guide students in making connections with their own experiences. Possible discussion prompts:
 - 1-As students read, they make discoveries about Hazelwood High School, its teachers, its students, etc. How does the high school experience of the characters in the text compare with yours?
 - 2-How are Andy's attitudes about school typical of many high school students? How do his attitudes sometimes bring him into conflict with his parents and teachers? Is he using racial stereotyping as an excuse for his academic negligence?
 - 3-How do sports influence the lives of the characters? Are sports an important influence in your life?
 - 4-Families differ in the text as they do in "real life." What are some of the positives and negatives in family relationships that you see in the text? How do you react to these situations?
 - 5-Young people often seem to reveal different sides of themselves to their friends and to adults. How does this seem to hold true for the characters in the text? Do you see this "dual personality" true for yourself?

<ul style="list-style-type: none"> • summarize/paraphrase 	<ul style="list-style-type: none"> ➤ Have students keep daily Reading Response Journals as they read the text. Some class readings may lend themselves to free writes and others to teacher-designed prompts. Encourage students to react to specific passages such as Keisha's diary entry on pages 128 and 129 in which she expresses her feelings about easing up on the relationship with Andy.
<p style="text-align: center;">BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move "beyond" the text • graphically organize the text's ideas • apply the information • connect to other texts 	<p>Some of the activities and questions in this plan have been drawn from the "Reader's Guide" in the back of the text. Review the guide for additional ideas.</p> <p>As they appear during reading, several issues present themselves as subjects for class discussion:</p> <p>1-Andy seems to receive a fairly light sentence from the judge. What are the laws in your state regarding vehicular homicide as the result of DUI? In your opinion, are these laws tough enough?</p> <p>2-In the chapter "Black on White", Ms. Blackwell says "Stereotypes of color, race, and gender are slowly disappearing." Yet Andy often sees himself as a black youth who is the victim of stereotyping. Do you agree with Ms. Blackwell? Do you believe that Andy's perceptions are based in fact? Are there things that a victim of stereotyping can do to change perceptions?</p> <p>3-Could Andy's suicide have been prevented? Have students review their graphic organizers on Andy's decline. At each incident, how might a friend or adult reacted differently? Were clues there that he was suicidal?</p> <ul style="list-style-type: none"> ➤ Download information on symptoms of suicidal feelings from websites such as http://www.aacap.org/publications/factsfam/suicide.htm Compare the symptoms with those exhibited by Andy. Discuss the importance of being aware of changes in our friends or loved ones that may indicate suicidal feelings. ➤ Two poems that you may wish to use INTO, THROUGH, or BEYOND to draw connections are attached. Other texts to consider are:

- evaluate a text's or author's argument

-A fiction book with themes of teenage death and guilt—*I Miss You, I Miss You!* By Peter Pohl and Kinna Gieth, R & S, 1999.

-A fiction book by the same author—*Forged by Fire* by Sharon Draper. Aladdin, 1998.

-A non-fiction book about suicide—*Suicide: Opposing Viewpoints*. Tamara L. Roleff, editor. Greenhaven, 1998.

➤ As a concluding activity, have students write a reflective paper on the text. One possible prompt:

"Write a paper to the Principal or other instructional leader in your school in which you recommend *Tears of a Tiger* as a book to be read by all high school students. In your essay include an evaluation the book in terms of its readability, its interest to students, and the importance of its messages. Be convincing in your argument that all high school students should read this book.

Auto Wreck by Karl Shapiro
in *Prentice Hall Literature Platinum Edition*, 1991.

Its quick soft silver bell beating, beating,
And down the dark one ruby flare
Pulsing out red light like an artery,
The ambulance at top speed floating down
Past beacons and illuminated clocks
Wings in a heavy curve, dips down,
And brakes speed, entering the crowd.
The doors leap open, emptying light;
Stretchers are laid out, the mangled lifted
And stowed into the little hospital.
Then the bell, breaking the hush, tolls once,
And the ambulance with its terrible cargo
Rocking, slightly rocking, moves away,
As the doors, an afterthought, are closed.

We are deranged, walking among the cops
Who sweep glass and are large and
composed.
One is still making notes under the light.
One with a bucket douches ponds of blood
Into the street and gutter.

One hangs lanterns on the wrecks that cling,
Empty husks of locusts, to iron poles.

Our throats were tight as tourniquets,
Our feet were bound with splints, but now,
Like convalescents intimate and gauche,
We speak through sickly smiles and warn
With the stubborn saw of common sense,
The grim joke and the banal resolution.
The traffic moves around with care,
But we remain, touching a wound
That opens to our richest horror.
Already old, the question Who shall die?
Becomes unspoken Who is innocent?

For death in war is done by hand;
Suicide has cause and stillbirth, logic;
And cancer, simple as a flower, blooms.
But this invites the occult mind,
Cancels our physics with a sneer,
And spatters all we knew of denouement
Across the expedient and wicked stones.

Another Statistic by Amanda Parmenter
in *Chicken Soup for the Soul: Tough Stuff*

I don't want to be another statistic
Some suicidal teen
Who makes a choice to kill herself
When the world just seems too mean.
She can't go on with life
Or so to her it seems
Reality has fallen short
And so have her many dreams.

I don't want to be another statistic
Some pregnant little girl
Who met this great guy
And then gave sex a whirl.
When was only fifteen
But it felt so right
She thought they'd be together
For more than just a night.

I don't want to be another statistic
Some kid strung out on crack
Who started at a party
And now he can't turn back.
First cigarettes and alcohol
Now meth, crack and cocaine
He's been smoking it so long
That now he's gone insane.

I don't want to be another statistic
Some girl left in the rain
Who was walking home from school

Then raped and left in pain.
She can't tell her parents
And it hurts to tell her friends
She doesn't know what she'll do
To make this nightmare end.

I don't want to be another statistic
Some kid out of school
Who dropped out really early
And was acting like a fool.
He thought that it was boring
He thought that it was dumb
He doesn't have an education
But lives on the streets like a bum.

I don't want to be another statistic
Some stereotypical teen
I'm gonna make a difference
I'll finish with my dream.
I won't end up pregnant
On drugs or even dead
I won't drop out of school
Because I'll use my head.

I don't want to be another statistic
To fit into some mold
Of what society thinks of kids today
Because it's getting kind of old.
Not all of us are bad
In fact most of us are good
When will the world see us
And give us credit like they should?

Andy's Emotional Decline

Page #	Incident (summarize)	What it reveals about Andy's emotional state

