

# **tuesdays with Morrie**

by Mitch Albom

Summer Reading Packet  
for Sophomores  
2009-2010

Name \_\_\_\_\_

## Welcome to the Summer Reading!

As you are sunning at Ridgeland Commons, picnicking on the hill of Scoville Park, and sipping on frosty lemonade, pull out your new copy of *Tuesdays With Morrie* by Mitch Albom and this matching packet. You are now ready for the summer reading for OPRFHS.

Most literature explores greater human truths that are universal; it applies equally to males and females, the young and the old, those of your country and those who do not even speak your language, and peoples of differing cultures and races. Some literature, however, is so personal that there is a feeling of intrusiveness accompanied by empathy that inspires the reader to yell at the pages, "I know exactly what you mean. I wish we could talk."

The journal questions and activities are designed to give you the opportunity to react on both levels. Your new sophomore English teacher will know you even better from the early writing samples and the talents and personal philosophies revealed as you complete the packet.

- Be sure to have the book read and the packet completed before the first day of school in August.
- Your sophomore teacher will collect it during that first week.
- There will be lively discussion pertaining to Morrie, Mitch and you during that first week.

As you proceed through the packet, please respond thoroughly to **all** of the response journals/activities.

**Pre-Reading Activities  
for Teachers and Students**

## Pre-Reading Activity #1

The subtitle of the book speaks of an old man and a young man and implies that they develop a meaningful relationship over a period of time. Write about a relationship that you have with an older person.

Describe the older person:

Describe your relationship to that person:

Describe an extended conversation you have had with that person.

- What was the topic?
- What did you learn from the experience?
- What do you think the other person gained from you?

## Pre-Reading Activity #2

The subtitle of the book also speaks to “life’s greatest lesson.”

- List two of life’s greatest lessons
- Apply them to situations that you personally have experienced.

Life’s greatest lessons	Situation where you experienced this lesson
Lesson #1	
Lesson #2	

Name a **piece of literature** in which one of the above lesson has appeared. **Elaborate** on your answer.

### **Pre-Reading Activity #3**

At the end of the book Mitch Albom asks:

“Have you ever really had a teacher? One who saw you as a raw but precious thing, a jewel that, with wisdom, could be polished to be a proud shine? If you are lucky enough to find your way to such teachers, you will always find your way back” (192).

Write about a person in your life who left such a strong impression on you that you feel changed to some degree by his or her influence? (By teacher, Morrie is not referring exclusively to schoolteachers.) Describe the experience that prompted the change.

## Pre-Reading Activity #4

Mitch Albom writes primarily about sports for the *Detroit Free Press*. Contact Mitch Albom online and ask him a question about your favorite sports team. Go to [www.albom.com](http://www.albom.com) and click on “Ask Mitch.”

Your question:

Mitch’s response:

OR

Go online and gather information about the author, Mitch Albom.

List the books he has written:

Write down one headline and details for a news story he has written:

List the movies that have been made from the books he has written:

Write down three details about S.A.Y. Detroit, Mitch’s Family Health Clinic:

## **Required Activities for Students**

**Please note:** You will be expected to hand in an annotated text to your sophomore English teacher during the first week of the 2009 school year. You will receive a grade for your annotated text.

**Remember,** annotating includes:

- Drawing a square around vocabulary words
- Circling characters' names
- Underlining key details
- Writing notes in the margins (regarding anything that confuses you, anything you like, anything that seems significant, predictions you are making, thoughts you are having, etc.)
- Writing a one-sentence summary at the end of each chapter
- Writing "Q" in the margins for memorable quotes, striking lines, and greater human truths

## Response Journal and Activities

**Directions:** Please respond to **all** of the following journal responses and/or activities.

### Chapter: "The Syllabus"

1. a. Morrie makes a decision to share his "secret" with his last class in 1994.
  - What is the "secret" he decides to share?
  
  
  
  
  
  
  
  
  
  
  - Why do you think he makes the decision to share this part of his life?
  
  
  
  
  
  
  
  
  
  
  - Is the decision a good or bad one? Why?
  
- b. Morrie, his students, and his friends participate in his "living funeral." Give details about Morrie's funeral.

**Chapter: "The Audiovisual"**

*It's time for a web search!!*

2. Go to your computer and find out some facts about **Ted Koppel**.

His occupation \_\_\_\_\_

Show he hosted \_\_\_\_\_

Length of time hosting show \_\_\_\_\_

Some guests he interviewed \_\_\_\_\_

\_\_\_\_\_

How did Morrie "turn the tables" on Ted?

Play the Ted Koppel game (getting into the heads of his guests) with a friend.

What did you discover about your friend and yourself?

**Chapter: "The Classroom"**

3. The "Coach" claims that "we are teaching the wrong things."

a. According to Morrie, what are the "wrong" things we are teaching?

b. What would Morrie consider the right things to teach?

**Chapter: "Taking Attendance"**

4. What does Morrie say about the relationship between our culture and how we feel about ourselves?

Use the following blank page for a collage of pictures from a variety of printed sources that reflect your life and illustrate Morrie's point.

## COLLAGE

**Chapter: "The Second Tuesday/We Talk About Feeling Sorry for Yourself"**

5. What does Morrie say in this chapter about society and compassion?

- Take a look at a newspaper and **record the date** in the space below. Look through several pages of the paper and **record**, on this page, several of the headlines. Also, **read** at least **three of the stories**.

Newspaper date:
Headline #1:
Headline #2
Headline #3
Headline #4
Headline #5

Summary of one story you read:
--------------------------------

- Explain how the newspaper headlines and stories you examined illustrate Morrie's point of view.

## Chapter: "The Professor"

6. A character named Eva is introduced.

- Who is she?
- What does she value?
- How does she influence Morrie's life?
- Who is the Eva in your home? Why is she your Eva?
- What are the signs that education is valued in your household? (For example, what books are on your bookshelves? Who oversees your homework?)

## Chapter: "The Fourth Tuesday/We Talk About Death"

7. What point does Morrie make in this chapter about sleepwalking?

- Do you agree with Morrie's point of view? Explain.
  
- Take a "Morrie test" and walk from the Lake Theater to Tasty Dog. What do you notice that you have never noticed before (architecture, stores, people, sounds, smells, etc.)?
  
- How does this walking experiment relate to Morrie's observation about sleepwalking?

**Chapter: "The Sixth Tuesday/We talk About Emotions"**

8. As you read this chapter, you probably felt a range of emotions, from love and peace to fear, loneliness, and sadness. Draw a picture of one of the emotions you felt while reading. Include a **quotation** from the book for a caption.  
*Please use this page for your drawing.*

**EMOTION DRAWING**

9. Mitch thought Morrie was "stuck in the 60's."

- What did he mean by this statement?
  
- **Do a web search** and fill in the following chart about the 60's.

The 1960's

Popular songs	
Popular TV shows	
Movies	
Well-known people	
Political events	
How would you dress on a '60's day?	

**Chapter: "The Eleventh Tuesday/We Talk About Our Culture"**

10. What are Morrie's views on the predominant culture in this country?

- Find a newspaper article that supports his views. Tape the article on this page and explain the connection between Morrie's views and the article.

- How in your life have you created a subculture of your own?

**Chapter: "The Thirteenth Tuesday/We Talk About the Perfect Day"**

11. An aphorism is a brief saying that defines the way you want to live your life. Morrie mentions many in the book. Create your own original aphorism that you could live by, and then link your aphorism to a little story like the one about the wave and the ocean. Here are three aphorisms from Morrie:

- Love wins. Love always wins.
- Satisfaction comes from offering others what you have to give.
- You live on in the hearts of everyone you have touched.

Your Aphorism:

Your Story:

## 12. Vocabulary

**For each vocabulary word, complete the following activities:**

- Write down a definition for the word (immediately following the word).
- Write the sentence in which the word appears in the book.
- Compose an original sentence that is long enough to indicate meaning.

<b>inexplicably (6):</b>
Sentence from book:
Original sentence:

<b>insatiable (16):</b>
Sentence from book:
Original sentence:

<b>narcissist (21):</b>
Sentence from book:
Original sentence:

<b>insidious (22):</b>
Sentence from book:
Original sentence:

<b>gingerly (35):</b>
Sentence from book:
Original sentence:

**atrophied** (48):

Sentence from book:

Original sentence:

**imminent** (64):

Sentence from book:

Original sentence:

**ambivalent** (64):

Sentence from book:

Original sentence: