



Prestwick House
Teaching Unit™

Sample

Prestwick House

Literature Teaching Unit

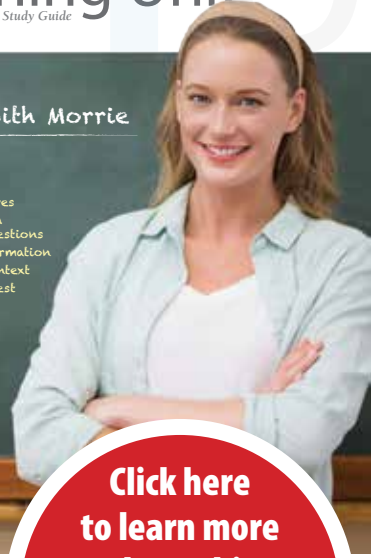
Chapter-by-Chapter Study Guide



Tuesdays with Morrie

by Mitch Albom

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



Click here
to learn more
about this
Teaching Unit!



Click here
to find more
Classroom Resources
for this title!



 **Prestwick House**

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature

Literature Teaching Unit

Chapter-by-Chapter Study Guide



Tuesdays with Morrie

by Mitch Albom

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms

 **Prestwick House**

P.O. Box 658, Clayton, DE 19938
www.prestwickhouse.com
800.932.4593

ISBN: 978-1-60389-958-1

Copyright ©2005 by Prestwick House Inc.

All rights reserved. No portion may be reproduced without permission in writing from the publisher.

Item No: 205047

Background Notes

Tuesdays with Morrie is a true story about the relationship between Morrie Schwartz and his former student Mitch Albom. As Morrie is on his death-bed, suffering from Lou Gehrig's disease, Mitch and Morrie discuss aspects of life, including, aging, death, relationships, marriage, and most importantly love. The book chronicles the time that Morrie and Mitch spent with one another before Morrie's death.

The book is one that anyone can enjoy and benefit from reading. While the book does not contain any inappropriate words or situations, the teacher should be prepared to discuss sensitive issues, especially those that deal with death. Some students may have difficulty verbalizing emotions that may be associated with the death of a loved one.

Objectives

By the end of this Unit, the student will be able to:

1. explain how Morrie Schwartz feels about death and dying and what he feels society's approach is to those who are dying.
2. explain Morrie's struggle with death throughout the novel.
3. discuss the characterization of Mitch as a man who is defined by society's idea of a successful man.
4. demonstrate an understanding of the variability between people and their experiences with death.
5. define and cite example(s) of:
 - imagery
 - motifs
 - flashback
 - symbols
 - foreshadowing
6. understand how popular culture may influence people's viewpoints about issues such as aging and death
7. define the way in which Morrie has created his own culture.
8. compare and contrast Mitch and Morrie and their beliefs about life.
9. explain the importance of love in Morrie's life.
10. understand Morrie's understanding of and use of religion in his life.
11. explain the use of reincarnation as a theme in Morrie's and Mitch's lives.
12. characterize Peter, Mitch's brother, and explain his purpose in the memoir.
13. explain the duality of media in current culture and justify an opinion about its benefits or detriments.
14. explain the conflict that drives the book.
15. describe the purpose and effect of the flashbacks throughout the narrative.
16. explain how themes of love, rejection, and acceptance function throughout the narrative.
17. explain the use of figurative language and rhetorical techniques within the text and how they function.

Questions for Essay and Discussion

1. Trace the mention of the pink hibiscus plant throughout the memoir. For each instance, explain the situation in which it is mentioned. How does it serve as a metaphor for Morrie's life? Explain its use as a motif in the memoir and how it may be a metaphor for the cycle of life.
2. Throughout the memoir, Morrie refers to the poet W.H. Auden. Explain why Morrie relishes this poet and relies on Auden's poetry as a way of illustrating his mantra, "Love or perish."
3. Explain the development of Morrie's religious beliefs. How does Morrie use religion in his life?
4. Throughout the memoir, the reader is given an insight into Morrie's relationship with Mitch Albom and Ted Koppel. Explain the relationship that Morrie has with each person. How does each person change as a result of a relationship with Morrie?
5. Even though this is an autobiographical work, explain the impact of the subjective point of view as Morrie's life is documented through Mitch Albom. How might Mitch have influenced the way in which Morrie's story is told? How would the memoir be different if it has been written by Morrie?
6. Morrie uses detachment as a way of coping with his disease. Explain Morrie's idea of detachment and how he utilizes it in his life.
7. Explain Mitch's relationship with his brother.
8. Describe Morrie's beliefs about the media and its importance in society. How does Morrie use media to his advantage?
9. Characterize the person Mitch Albom was before his Tuesday experiences with Morrie. Describe how Mitch changes.
10. Each reader will come to this text with a different belief about aging and dying. Explain your thoughts about aging, dying, and death before you read the memoir, and then describe how you feel after reading the book.
11. Explain the "effect of silence" exercise that Morrie uses in his classroom. What is a person supposed to learn through the exercise?
12. Explain the tension of opposites that Morrie describes to Mitch.

Tuesdays with Morrie

The Curriculum

VOCABULARY

hibiscus – a plant with large flowers
lieu – instead of

1. Explain the subject of the old professor’s course.

2. How does the course operate? How is it unique from other courses with which you may be familiar?

3. Describe the narrator of this memoir. How does he frame this book?

4. How does the use of “I was the student” add credibility to the memoir?

5. The text at the end of this chapter is in italics. After reading the text, decide how it functions in the book. What do you call this literary technique? How does the narration change during these passages?

The Syllabus

VOCABULARY

blissful – filled with happiness
lindy – a dance
prominent – leading
commandeered – took over
inexplicably – unexplainably
neurological – dealing with the nervous system
normalcy – lack of unusual or different circumstances
profound – important and well-thought out
demise – death
meditation – the act of quiet thought and prayer
rousing – exciting

1. Describe the effect of beginning the chapter with, “His death sentence came in the summer of 1994.”

2. What does Morrie love to do? What does this tell you about his personality?

3. How might people have missed the early signs of his illness?

4. How do we know that Morrie understands what is happening to him?

9. What list of topics does Mitch want to discuss with Morrie?

10. Explain the purpose of the last line of the chapter.

The list was in my bag when I returned to West Newton for the fourth time, a Tuesday in late August when the air-conditioning at the Logan Airport terminal was not working, and people fanned themselves and wiped sweat angrily from their foreheads, and every face I saw looked ready to kill somebody.

11. To what time does the memory take the reader?

12. Morrie encourage Mitch to write an honor's thesis. What is the topic?

13. How does Morrie's reaction to Mitch's thesis illustrate the tension of opposites?
