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Teaching Unit™

# Sample

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## Literature Teaching Unit

Chapter-by-Chapter Study Guide



### Tangerine

by Edward Bloor

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



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# Tangerine

## Note to Teacher

A complex story written by award-winning novelist Edward Bloor, *Tangerine* will lead to lively classroom discussions about racism, stereotypes, misjudgment, family roles, and the power of moral choices.

*Tangerine* makes an ideal complement to lessons on sports writing and narrative writing, as well as persuasive writing and debate. Set in Florida, the novel challenges racial and familial stereotypes against the backdrop of public school sports. The protagonist must choose between protecting his family and doing what is right.

All references come from the Harcourt edition of *Tangerine*, copyright 1997.

# Tangerine

## Objectives

By the end of this unit, students will be able to:

1. identify the protagonist in the novel.
2. understand the author's use of suspense.
3. summarize sections of the novel to demonstrate understanding.
4. explain character motivation.
5. predict future events in the story.
6. understand the difference between static and dynamic characters.
7. define structural irony, and locate examples in the novel.
8. make inferences based on events in the novel.
9. identify examples of simile, metaphor, and personification in the novel.
10. identify the use of foreshadowing in the novel.
11. define internal and external conflict, and provide examples from the text.
12. explain how the protagonist and other major characters change over the course of the story.
13. describe the main characters.
14. define first-person, third-person limited, and third-person omniscient points of view, and explain how the use of a different point of view might affect the story.
15. identify myths in the novel.
16. describe the mood that is conveyed in various parts of the novel.
17. identify the climax of the story.
18. understand symbolism and identify how it is used in the novel.

# Tangerine

## Questions for Essay and Discussion

1. Describe in detail each of the following characters: Paul, Erik, Theresa, Victor, Tino, Joey, Coach Bright, and Mr. Donnelly. Be sure to include physical and personality traits, as well as strengths and weaknesses, where appropriate.
2. Contrast Paul and Erik Fisher. Discuss both physical and personality differences. Provide specific examples from the novel.
3. How might the story have been different if Paul had spoken up about Erik's wrongdoings sooner?
4. How might the story be different if Bloor had used another point of view? Explain how the story might change if it were told in third-person.
5. Throughout the novel, Mrs. Fisher is characterized as a person who likes to be in control. How might this trait have inadvertently contributed to Erik's troubles?
6. Suspense and foreshadowing go hand in hand. In the Prologue, for example, Bloor uses Paul's sketchy memories of the past to create suspense, while at the same time, foreshadowing future events. Cite other areas of the novel where Bloor employs this technique, and explain how he accomplishes this.
7. At one point, Coach Bright tells her team, "We're in control of our own destiny." While she is referring specifically to the game against Lake Windsor, how could her words apply to other parts of the novel? Be specific.
8. What is the main conflict in the story? Is it internal or external? What secondary conflicts can you identify?
9. Where does the climax of the novel take place? What effect does this climax have on the conflict and the characters? (In what way does it cause the story to take a turn?)
10. What traits does Paul have that make him a good friend? Refer directly to the novel to provide examples of times when Paul acts as a friend.

# Tangerine

## Prologue

### VOCABULARY

**hysterically** – in a very upset manner  
**predator** – one who destroys or devours  
**receding** – growing smaller  
**snarling** – growling  
**swiveled** – turned

1. Paul's mother worries that she has not left her former home in good enough condition for the new owners. What does this suggest about her?

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2. List the members of the Fisher family.

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3. Where are the Fishers coming from? Where are they moving?

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4. Summarize the memory Paul has about the black metal mailbox.

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5. List one example each of a simile, a metaphor, and personification.

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**Wednesday, August 23**

## VOCABULARY

**calisthenics** – light exercises  
**osprey** – a large hawk that eats fish  
**sympathetically** – in a caring manner

1. When Mr. Fisher tells Coach Warner the story about his experience at Ohio State, why does Paul refer to it as a tragedy he does not understand?

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2. Explain how Erik came to be a placekicker.

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3. Paul remarks that Mr. Fisher did not seem interested in Erik's athletic pursuits until he "started getting good." What does this imply about Mr. Fisher?

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4. Summarize what Paul says about why people in the past might have been happy with Tangerine's rainy weather.

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5. Paul meets a few middle school soccer players, including Joey Costello. What does Paul discover about these players? How do you predict this discovery might help or hinder Paul?

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**Wednesday, September 6**

VOCABULARY

**colossal** – huge  
**deliberately** – with purpose  
**scrimmage** – a practice game

1. The football practice following Mike Costello’s death seems strange to Paul. Why?

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2. Why are Mr. and Mrs. Fisher arguing?

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3. Paul tries to empathize with Joey by wondering how he would feel if Erik died. What does Paul say about how he would feel? Do Paul’s feelings surprise you? Why or why not?

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