***Tuesdays with Morrie***

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| **Lesson Title:** What’s the Point?  **Subject:** English / Literature  **Grade Level:** 6-12th  **Topic:** The ending of *Tuesdays with Morrie*  **Duration of Unit:** 1 week days | |
| **STAGE 1 – DESIRED RESULTS** | |
| **Iowa Core Standards for English/Reading/Language Arts (7-12)**    ***Anchor Standards for Reading-Literature***  **Standard 2: Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**    **Standard 7: Students will assess how point of view or purpose shapes the content and style of a text.**    ***Anchor Standards for Writing***  **Standard 3: Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | |
| [**Understanding(s) /Big Ideas:**](http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf)   * Students will understand the purpose behind reading *Tuesdays with Morrie.* * Students will understand the central themes and ideas of *Tuesdays with Morrie.* * Students will understand how voice and narrative affect literature. * Students will understand the value of writing a formal letter. * Students will write responses to literature. | [**Essential Question(s):**](http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf)   * Why do you think that we read *Tuesdays with Morrie?* What was the purpose of reading this book? * Why do you think Mitch Albom has gained so much fame since publishing this book? * Why is it important that this book was written by Mitch? What do we gain from hearing the story through Mitch’s eyes? * What are some of the central themes of this book? * What is something that you take away from this book? * What would you say to Mitch now that you’ve finished reading *Tuesdays with Morrie?* * What is the value of writing a formal letter/what would you use a formal letter for? * What is the format of a formal letter? |
| [**Student Objectives/Learning Outcomes**](http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf):   * Students will understand that the purpose of reading *Tuesdays with Morrie* is to integrate memoir/first person literature into the curriculum. Students will also understand that the book is read because it is motivational and values human relationships and an appreciation for life. * Students will identify central themes of the text such as death, fear, aging, greed, marriage, family, society, forgiveness, and living a meaningful life. * Students will identify what they are taking away from the book—like, dislike, confused about, motivated by, thinking about, etc. * Students will understand the value of first-person narration and voice. * Students will understand what narrative writing is. * Students will understand that formal letters are used in the workplace, for college applications, and for other future endeavors. Students will be given a sheet with the template of formal letter writing. * Students will choose a quote that has meaning to them personally and write a narrative response letter to Mitch regarding that quote/lesson. | |
| **STAGE 2 – ASSESSMENT EVIDENCE** | |
| [**Performance Task(s**](http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf)**):**   * Students will create a 2-3 page, single-spaced, response letter to Mitch Albom following the completion of the book. The letter will focus on a selected quote of their choice, explain why they selected that quote, and what they are taking away/their response to *Tuesdays with Morrie.* * The letter will follow formal template guidelines. | [**Other Evidence:**](http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf)   * Student participation during small group and class discussions will be monitored. Each student will have to contribute to the discussions about purpose, narration, or themes in some way. * The teacher will walk around during small groups to facilitate and monitor discussions. * Students will begin working on their letters in class and the teacher will walk around and monitor/discuss their progress with them individually. |
| **STAGE 3 – LEARNING ACTIVITIES** | |
| [**Learning Activities:**](http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf)   * Students will be split into pairs or groups of three. In these small groups, they will discuss and write down what they think the purpose of reading *Tuesdays with Morrie* is and the value of Mitch Albom as the narrator for the story. After 5-10 minutes of small-group discussion, the teacher will bring the group together to discuss as a class. * Students will be put back into their groups and will discuss and write down some of the central themes/topics of the story. After 5-10 minutes the teacher will ask the students to name the central/themes topics and write them on the board.   Examples: death, fear, aging, greed, marriage, family, society, forgiveness,  and living a meaningful life.   * Teacher will give students a copy of the ‘Life Lessons From *Tuesdays With Morrie’* sheet and they will select a quote that applies to their lives, has meaning, or is interesting to them. They will use this quote to construct a response letter to Mitch Albom. * The following class, students will share their quotes with the class in large-group setting. Then they will be given their formal letter-writing template as a guideline for their letters. For the remainder of the class they will have work time on their letters with the teacher serving as a helper/guide.     © 2015 Marisa Donnelly | |