

Tears of a Tiger Study Guide

The following questions could be used for small group discussions, whole class discussions, or short answer written questions.	Common Core Standard(s)
1. <i>Tears of a Tiger</i> is told from several different points of view. Cite textual evidence that shows how the reader can tell the story is told from different points of view.	RL.6-12.1 RL.6-12.6
2. How does this method of telling the story where the point of view changes impact the reader's inferences drawn from the text? What advantages and disadvantages does this method of narrative offer? Cite specific examples from the text to support your answer.	RL.6-12.1 RL.6-12.6
3. How is the character Andy like many young people today? How is he different? Does his character change over the course of the book? Cite specific examples.	RL.6-12.3
4. What makes this book more than just a moral warning to young readers about alcohol and vehicles? How did Sharon Draper's structure of the text contribute to the novel's impact?	RL.6-12.2 RL.6-12.5
5. Use specific examples to describe the relationship between the friends in the book. How does Rob's death affect each of the young people individually and how does it affect their relationships as friends? Is friendship enough when situations become monumental and overwhelming?	RL.6-12.1 RL.6-12.3 W.6-12.1
6. Use textual evidence to determine what Hazelwood High School is like. Look for explicit and implicit details that describe the building, the teachers, the students, the administration, and the "feel" of the school. What specific language does Draper use to convey the "feel" of the school? How does it compare to the "feel" of your school?	RL.6-12.1 RL.6-12.4 W.6-12.2
7. Andy's source of physical release and serious guilt is basketball. Why does Andy feel so conflicted about basketball? What positive and negative impacts can sports have on the life of a teenager?	RL.6-12.3 W.6-12.1
8. Andy's family had numerous problems. Can you cite specific details from the text that show some of their problems? How can families learn to cope effectively with tragedy and difficulties? How could Andy's family have been more successful?	RL.6-12.1 RL.6-12.3 W.6-12.1
9. Andy's parents send him to see a psychologist to help him "talk through" his problems. How successful are the efforts of the psychologist? What serious psychological issues are raised through the conversations? Support your answer with specific details from the text.	RL.6-12.1 RL.6-12.3 W.6-12.1
10. Describe Andy's gradual deterioration. Discuss all of the specific factors both explicitly said in the novel and implied by the novel that contributed to Andy's suicide. Could Andy's death have been prevented? How? What are the reactions of Andy's friends to his death and how do those reactions clarify that life is	RL.6-12.1 RL.6-12.2 RL.6-12.3

always a better solution than death?	
11. What are the problems created by discussing teen suicide and death in a novel written for young adults? What dangers and what positive influences can result?	W.6-12.1
12. What is the effect of Monty's final words to Andy in the last chapter? What impact does this textual choice have on the reader's interpretation of the novel?	RL.6-12.4 RL.6-12.5
13. What do the poems and essays written by the various students reflect about their characters' lives and personalities? How can self-expression be used as a tool for helping or healing?	RL.6-12.3 W.6-12.1
14. Look at the different mediums that the characters use to express their complicated feelings. Analyze how the choice of poetry vs. an essay impacts the subject matter. What is emphasized or absent in each genre?	RL.6-12.7
15. How would you describe the voices of the teenagers in the novel? Honest? Realistic? Do they use two "languages"—one for themselves and one for adults? Use specific evidence to support your answer.	RL.6-12.1 RL.6-12.3
16. What is the effect of Draper's use of modified slang in the conversations of the young people in the story? What is the effect of the conversational style of narration, which eliminates the use of traditional quotation marks as the characters speak to each other? Use specific examples to support your answer.	RL.6-12.4 RL.6-12.5
17. Explain the title of the novel. What references, both stated and implied, can be found to tears and to tigers? Why does the title have more than one meaning?	RL.6-12.1 RL.6-12.4
18. Many people have asked Draper why Andy was allowed to die at the end of the novel. What would have been the effect on the novel if Andy had lived?	RL.6-12.5 W.6-12.1
19. Why is tragedy more memorable and more powerful than happiness in a novel? Cite specific arguments based on this novel and at least one other you have read.	RL.6-12.1 RL.6-12.7 W.6-12.1
20. Imagine Andy's brother Monty in ten years, when he will be the age that Andy was when he died. How will Monty's life be different? the same? changed? How will Monty's parents change in their attitudes toward Monty?	RL.6-12.3
The following questions are designed to be individual writing projects or small group writing projects depending upon the needs of your classroom.	Common Core Standard(s)
Narrative Visualize the next ten years for Keisha, Gerald, and BJ. How will their lives be affected by the events of that year in high school? Create a scene in which they meet at a ten-year reunion. Write it in a style that mimics Draper's tone and text structure in the novel. What will have happened to them and why?	RL.6-12.5 W.6-12.3 W.6-12.4
Newspaper Article You are a reporter at one of the following scenes. Write the story for your newspaper.	RL.6-12.1 RL.6-12.2 W.6-12.3

<ul style="list-style-type: none"> • Andy's trial for the accident which caused Rob's death • Rob's funeral • Andy's funeral • The grief counselor at school 	W.6-12.4
<p>Letters</p> <p>A. Write a letter to one of the characters in the book explaining your feelings about the events in the story. What advice would you give Keisha, or Monty, or Andy's parents? What would you say to Andy?</p> <p>B. Write a personal letter to a friend that includes details about a school event and your personal observations about the event.</p>	RL.6-12.1 RL.6-12.3 W.6-12.3 W.6-12.4
<p>Point of View Paper</p> <p>How does point of view impact a story? How does a character's point of view distinguish his or her position from that of others? Why is personal observation not always fair and unbiased? <i>Tears of a Tiger</i> is told through multiple different points of view. Write an essay that analyzes the difference between at least two characters' points of view about the same subject. Use examples from the book to support your statements.</p>	RL.6-12.6 W.6-12.1 W.6-12.4 W.6-12.9
<p>Descriptive Paper</p> <p>Reread the vivid description of the accident in the novel. Reread the passage in the novel that describes Hazelwood's victory over Covedale. Notice in both scenes the specific details that allow the reader to vividly visualize the scenes. Using either passage as a guide, write a descriptive paper that uses sensory imagery to tell a story about any school activity. Use vivid verbs and powerful adjectives and adverbs as you write. Use as many of the senses as you can--sight, sound, smell, touch, taste--as well as deep, rich colors.</p>	RL.6-12.5 W.6-12.3 W.6-12.4
<p>Research Topics</p> <p>A. Investigate the organization called S.A.D.D. (Students Against Driving Drunk) by finding 2-3 quality, reliable sources that talk about the organization. What has been its effect in high schools? How have students been getting involved to use positive peer pressure to stop the problem of teenage drinking and driving? Cite evidence from your source(s) using a standard citation style such as MLA to support your argument.</p> <p>B. Investigate the recent laws concerning drivers under the age of 18 who are involved in traffic fatalities. Find at least 2-3 quality, reliable sources that discuss the topic. What is the usual punishment? Is Andy's punishment in the novel realistic or no longer true in many states? What do you think should be the punishment for young drivers who drink and cause the death of another person? Cite evidence from your source(s) using a standard citation style such as MLA to support your argument.</p> <p>C. Investigate the problem of teenage suicide by locating and reading at least 2-3 quality, reliable sources. Why is not reported in the press? What steps can be taken by schools to prevent this problem before it happens. How can</p>	W.6-12.1 W.6-12.2 W.6-12.4 W.6-12.7 W.6-12.8 W.6-12.9 RI.6-12.1 RI.6-12.2 RI.6-12.4 RI.6-12.8

<p>friends help other friends who seem to be depressed or suicidal? Cite evidence from your source(s) using a standard citation style such as MLA to support your argument.</p>	
<p>Persuasive Paper "If I could change the world I'd get rid of peanut butter, band-aids, and five-dollar bills. I know this sounds like a weird list, but I got my reasons." Using the homework assignment that Gerald wrote as a guide, write a persuasive paper that includes an introduction, at least three supporting paragraphs, and a conclusion. You can use one of the ideas below, or you can choose your own:</p> <ul style="list-style-type: none"> • "Three problems I wish I could solve." • "The three things that annoy me the most." • "Three things I wish teachers understood." 	<p>W.6-12.1 W.6-12.4</p>
<p>Character Sketch Write a character sketch of Monty. What made him unique? Use specifics from the book to illustrate your points.</p>	<p>RL.6-12.1 RL.6-12.3 W.6-12.1 W.6-12.4</p>
<p>Conversation/Dialogue There are many examples of dialogue in the novel. Look through some of the examples before writing a conversation between a parent and a teenager that covers issues of school, or homework, or family problems.</p>	<p>RL.6-12.1 RL.6-12.3 W.6-12.3 W.6-12.4</p>
<p>Poetry Read the poems from December 20 in the novel. Choose one of them and write your own in that style. You may use any topic of your choosing that seems to fit the themes or ideas in the book. Some possible topics include fear, guilt, loneliness, confusion, misunderstanding, pain, loss and hope.</p>	<p>RL.6-12.4 W.6-12.3</p>
<p>Literary Analysis</p> <p style="padding-left: 40px;"> "The Queen, my Lord, is dead. She should have died hereafter. There would have been a time for such a word. Tomorrow and tomorrow and tomorrow, Creeps in this petty pace from day to day To the last syllable of recorded time, And all our yesterdays have lighted fools The way to dusty death. Out, out, brief candle! Life's but a walking shadow, a poor player, That struts and frets his hour upon the stage, and then is heard no more; it is a tale Told by an idiot, full of sound and fury, Signifying nothing." The passage above comes from the play <i>Macbeth</i> by William Shakespeare. The teacher in <i>Tears of a Tiger</i> uses this passage, and it upsets Andy so much he runs out of the classroom. Why? Use what you have learned reading <i>Tears of a Tiger</i> and this </p>	<p>RL.6-12.1 RL.6-12.2 RL.6-12.4 RL.6-12.5 RL.6-12.7 W.6-12.1 W.6-12.4 W.6-12.9</p>

<p>passage from <i>Macbeth</i> to write an essay that provides an analysis of what you think the authors are saying about life and death. Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.</p>	
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