

Unit Topic: Our Choices and Life’s Lessons

(Created by Jessica Collins Boateng; Brown Summit Middle, NC)

Unit Objective: This year we are focusing on choice and the impact of choice in the stories that we read, as well as our personal lives. During this unit, students will be reading Bloor’s Tangerine. As we read, we will discuss and critically analyze the relationship that exists between choices and consequences. During our discussions, we will employ (use) a variety of literacy skills and strategies, including questioning, predicting, connecting, synthesizing, and inferring. These strategies will allow students to analyze the story and the author’s use of literary elements from a deeper, varied perspective.

Step 1→ Unit Essential Questions:

Step 2→ Bookmark:

By the end of the novel, students will have completed their bookmark. This will count as a quiz grade. During each reading and **THROUGHOUT** the book, students will be responsible for jotting down their thoughts under the appropriate category.

Create→ Tri fold a piece construction paper, creating 3 panels. Write your name on the back.

Keep track→ Label the three panels with following headings:

Panel 1	Panel 2	Panel 3
Questions	Connections	Predictions/Inferences

Step 3→ Layer Project-- Directions: Included on this handout, you will find a list of activities. During this unit you will **individually** work on the assignments. This unit sheet will function as your check grade sheet, as well. Mrs. Boateng will initial each completed assignment once it is checked and found to be satisfactory. You should work on this unit during our class time **ONLY**. Your unit work will be kept in folders and taken up each day at the end of class. **Read each assignment description carefully before beginning.** This unit is worth a total of 100 points and counts as a project grade.

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***Deadline for Unit Completion: _____**

C Layer→ FOUR of the following activities must be completed. (40 points) --10 pts each

- 1.) _____ **Comic strip.** Create an 8 to 10 frame comic strip based on a chapter (day) or section of the story. Include dialogue among the characters. On the back of the comic strip, describe the purpose of this particular part of the story and the impact/effect of the characters' actions/choices.
 - 2.) _____ **Examine author's purpose (Arthur Bauer).** Why is Arthur in the story? What is the importance of his character? How do his choices impact the story? How would the story change if he were not in it? (1 fully developed paragraph)
 - 3.) _____ **Examine author's purpose (setting)** What is the significance of the setting? How would the story change if it was set in a different place and/or time period? Why did the author choose this particular setting? (1 fully developed paragraph)
 - 4.) _____ **Examine author's purpose (flashback)** Think about the flashbacks in the story. What is the author's purpose in including these flashbacks? How do you know? What was the impact of these flashbacks on the story and the reader's understanding of the story? (1 fully developed paragraph)
 - 5.) _____ **Character's Internal Conflict:** Choose either **Paul, Mom, Dad, or Erik** and write a **TWO PARAGRAPH** answering the following questions: What issues does that character struggle with and how do they handle them? How does he/she deal with conflict? What does that character think about the people around them? What do you think are the positive and negative aspects of his/her personality?
 - 6.) _____ **Describe** Joey's reaction to his new middle school. What does his reaction indicate about him as a person? Why did Paul behave and react differently? (1 fully developed paragraph)
 - 7.) _____ **Venn diagram** (compare/contrast Paul and Erik's relationship with a personal relationship or a relationship in another story that you have read)
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B Layer→ THREE of the following activities must be completed. (45 points) --15 pts each

- 1.) _____ Complete **PART I** of the "Thinking About It" packet

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- 2.) _____ Complete **PART II** of the "Thinking About It" packet
 - 3.) _____ Create a **song/rap** from Paul's mother's perspective. Think about her character and role in the story. As you create your song/rap, reflect upon her actions, thoughts, feelings, motives. (Your song/rap should be at least 15 lines long and should include at least 75 words.)
 - 4.) _____ Create a **journal entry** from Paul's father's perspective. Think about his character and his role in the story. From his perspective, create a page-long journal entry that shows his thoughts, feelings, and motives. Does he love Paul and Erik equally? Does he see Erik only as a football star or does he see a darker side in Erik? (These are possible questions to consider!) *3 quarters of a page long
 - 5.) _____ **Examine Paul's choice** to attend Tangerine Middle and befriend his Eagle teammates. What does this show about his character? What were the consequences of his choice? (Response should include **COMPLETE** responses to each part of this assignment. A half of a page is minimum length.)
 - 6.) _____ **Re-create a chapter (day)** from Erik's perspective. This must be at least three quarters of a page long. Be sure to think about Erik's character and his role in the story as you re-create the chapter (day). Be prepared to explain your changes to the story with Mrs. Boateng.
 - 7.) _____ Create a **eulogy** that memorializes Luis. Tell his story. Talk about his life, his family, his passion and talent, and what he should be remembered for. (Three quarters of a page to a page long)
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A Layer→ ONE of the following activities must be completed. (15 points)

- 1.) _____ **Appearance vs. Reality Essay:** Think about the differences between appearance and reality. What are the consequences of focusing on appearance and ignoring the reality? Write a personal essay in which you describe a time where you realized that the appearance of something was much different than its reality? How did you come to the realization? How did this realization change your behavior/attitude? (*Essay must be at least a page and a half to two pages long.*)

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- 2.) _____ **Symbol Model:** Throughout *Tangerine*, Edward Bloor (the author) uses symbols to help us understand what is happening. Some of the symbols in this novel are lightening, koi fish, the tangerine trees, the muck fire, etc. Choose one symbol in the novel to research extensively. Find out as much as you can about this symbol. Then make a 3-D decahedron that demonstrates connections between information about the symbol, its meaning in the novel, and events in the story in which the symbol is mentioned.
- 3.) _____ **Motives:** In life, the experiences of our past often influence the present. In order to help you see the connection between past experience and present reality, analyze one character (other than Paul) in *Tangerine*. Research this character's past and evaluate his or her motives throughout the text. Then prepare an FBI Case File which reveals the character's experiences and feelings that have contributed to his or her motive and, therefore, their behavior. (The FBI file should be at least a page long. See the example for assistance.)

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<p>IDENTIFICATION ORDER NO. 1227 May 21, 1933.</p> <p>WANTED MRS. ROY THORNTON, aliases BONNIE BARROW, MRS. CLYDE BARROW, BONNIE PARKER.</p> <p>DESCRIPTION Age, 23 years (1933); Height, 5 feet, 5 inches; Weight, 100 pounds; Build, slender; Hair, asburn, bobbed; originally blonde; Eyes, blue; Complexion, fair; Scars and marks, bullet wound left foot next to little toe; bullet in left knee; burn scar on right leg from hip to knee; Peculiarities, walks with both knees slightly buckled.</p> <p>RELATIVES: Roy Thornton, husband, Texas State Penitentiary Mrs. J. T. (Emma) Parker, mother, 1216 South Lamar St., Dallas, Texas Mrs. Billie Parker Mace, sister, 1216 South Lamar St., Dallas, Texas Hubert (Buster) Parker, brother, Gladewater, Texas Bellie Gonzales, half-sister, Harwood, Gonzales County, Texas.</p> <p>CRIMINAL RECORD Arrested sheriff's office, Kaufman, Texas, June 16, 1932; charge, burglary; released.</p>	<p>DIVISION OF INVESTIGATION U. S. DEPARTMENT OF JUSTICE WASHINGTON, D. C.</p> <p>NATIONAL MOTOR VEHICLE THEFT ACT</p> 	<p>WANTED CLYDE CHAMPION BARROW, aliases CLYDE BARROW, ROY BAILEY, JACK HALE, ELDIN WILLIAMS, ELVIN WILLIAMS.</p> <p>DESCRIPTION Age, 23 years; Height, 5 feet, 7 inches, bare feet; Weight, 150 pounds; Build, medium; Hair, dark brown, wavy; reported dyed black; Eyes, hazel; Complexion, light; Scars and marks, shield and anchor with "U.S.M." on right forearm, outer; girl's bust, left inner forearm; bullet wound through both legs just above knees.</p> <p>RELATIVES: Henry Barrow, father, Rural Route 6, Dallas, Texas Mrs. Cunie Barrow, mother, Rural Route 6, Dallas, Texas L. C. Barrow, brother, County Jail, Dallas, Texas Marie Barrow, sister, Rural Route 6, Dallas, Texas Mrs. Artie Winkler, sister, Sanger Hotel Apartments, Dallas, Texas Mrs. Nellie Cowan, sister, Sanger Hotel Apartments, Dallas, Texas Mrs. Jim Muckelroy, aunt, Martinsville, Texas Mrs. Belle Briggs, aunt, Dallas, Texas Frank Barrow, uncle, Eureka, Navarro County, Texas Jie Barrow, uncle, Streetman, Texas D. Brown, cousin, Martinsville, Texas Bertha Graham, cousin, Tyler, Texas Claud Linthicum, cousin, San Angelo, Texas Komeie Linthicum, cousin, San Angelo, Texas.</p> <p>CRIMINAL RECORD Criminal record and fingerprints can be obtained from Identification Order No. 1211, issued October 24, 1932.</p>
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Clyde Champion Barrow and Bonnie Parker constantly travel together and extreme caution must be exercised by arresting officers as they are wanted in connection with assault and murder of officers.

Complaint was filed at Dallas, Texas, on May 20, 1933, charging Clyde Champion Barrow and Bonnie Parker with transporting Ford Coupe, Motor No. 4-1878100, property of Dr. E. L. Osaron of Effingham, Illinois, from Dallas, Texas, to Pawhuska, Oklahoma, on or about September 16, 1932.

Law enforcement agencies kindly transmit any additional information or criminal record to the nearest office of the Division of Investigation, U. S. Department of Justice.

If apprehended, please notify the Director, Division of Investigation, U. S. Department of Justice, Washington, D. C., or the Special Agent in Charge of the office of the Division of Investigation listed on the back hereof which is nearest your city.

(over)

Issued by: J. EDGAR HOOVER, DIRECTOR.

(The FBI file above includes the following categories: criminal's name, criminal record, family history, bodily description, what they are wanted for, pictures. Be sure to make note of the assignment requirements on the previous page.)