

Name (First and Last): \_\_\_\_\_

**Tuesdays With Morrie - The Professor, Part Two-The Eleventh Tuesday**

**Select the definition that most nearly defines the given word:**

1. diffused
  - a. rebirth of the soul in a new body
  - b. important person; big shot
  - c. broken up
2. a cappella
  - a. declined; worsened
  - b. without instrument accompaniment
  - c. reddish; rosy-cheeked
3. accosted
  - a. cause; create; produce
  - b. lift up; rise
  - c. attacked; assaulted; bullied
4. deferment
  - a. the act of delaying
  - b. insignificant; of minor importance
  - c. eventful; landmark
5. momentous
  - a. declined; worsened
  - b. attacked; assaulted; bullied
  - c. eventful; landmark
6. levitate
  - a. lift up; rise
  - b. broken up
  - c. the act of delaying
7. inherent
  - a. important person; big shot
  - b. inborn; natural-born
  - c. insignificant; of minor importance
8. ruddy
  - a. reddish; rosy-cheeked
  - b. cause; create; produce
  - c. rebirth of the soul in a new body

9. oblivion
- extinction; nothing
  - without instrument accompaniment
  - required to enroll for military service
10. stagnated
- declined; worsened
  - important person; big shot
  - eventful; landmark
11. reincarnation
- insignificant; of minor importance
  - the act of delaying
  - rebirth of the soul in a new body
12. engender
- lift up; rise
  - inborn; natural-born
  - cause; create; produce

**Write in the letter that corresponds with each definition:**

- |  |                    |
|--|--------------------|
| _____ 1 broken up                                | A. stagnated       |
| _____ 2 insignificant; of minor importance       | B. ruddy           |
| _____ 3 lift up; rise                            | C. inconsequential |
| _____ 4 the act of delaying                      | D. inherent        |
| _____ 5 cause; create; produce                   | E. oblivion        |
| _____ 6 declined; worsened                       | F. levitate        |
| _____ 7 eventful; landmark                       | G. engender        |
| _____ 8 extinction; nothing                      | H. a cappella      |
| _____ 9 inborn; natural-born                     | I. momentous       |
| _____ 10 without instrument accompaniment        | J. deferment       |
| _____ 11 required to enroll for military service | K. drafted         |
| _____ 12 reddish; rosy-cheeked                   | L. diffused        |

**Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.**

stagnated

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inconsequential

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levitate

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momentous

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diffused

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	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
<b>Use of conventions</b> : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors ( 3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Short Answer:**

1. What did Morrie feel caused people to become mean?

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2. Why didn't Morrie favor the emphasis on youth?

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3. How did the death of Morrie's parents help him prepare for his own?

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4. How long did it take Mitch to propose marriage to Janine?

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5. By Mitch and Morrie's seventh Tuesday together, what were the only two things Morrie could still do independently?

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6. During the 1960's, what Brandeis University situation did Morrie diffuse when one of the protestors recognized him as a favorite teacher and thus, invited him to come in?

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7. List four of Morrie's "rules" for a successful marriage.

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8. What did Morrie believe gave a person real satisfaction?

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9. Where did Morrie work after earning his Ph. D. from the University of Chicago?

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10. Who went with Mitch when he visited Morrie on the Tenth Tuesday?

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