

Name (First and Last): _____

Tuesdays With Morrie - The First Tuesday-The Sixth Tuesday

Select the definition that most nearly defines the given word:

1. baklava
 - a. uncertainty or indecisiveness as to which course to follow
 - b. the condition of being open to injury, pain, or attack
 - c. a Near Eastern pastry made of many layers of paper-thin dough with a filling of ground nuts and then drenched in a syrup of honey
2. cynical
 - a. a Near Eastern pastry made of many layers of paper-thin dough with a filling of ground nuts and then drenched in a syrup of honey
 - b. skeptical of the motives of others; doubtful
 - c. a small microphone that hangs around the neck of a performer or speaker
3. impermanent
 - a. small European evergreen trees
 - b. not permanent or enduring
 - c. thinking too highly of oneself
4. intrusive
 - a. thinking too highly of oneself
 - b. drug; narcotic
 - c. prying; upsetting; distressing
5. confrontations
 - a. one who is skeptical about the existence of God, but does not profess true atheism
 - b. clashes; encounters
 - c. abused; took advantage of
6. egotistical
 - a. persons stationed by a union outside a factory, store, etc., in order to prevent workers or customers from entering it
 - b. thinking too highly of oneself
 - c. drug; narcotic
7. lavalier
 - a. assisted; helped
 - b. a small microphone that hangs around the neck of a performer or speaker
 - c. speaking in a cheerful manner
8. laurels
 - a. an option that is selected automatically unless an alternative is specified
 - b. clashes; encounters
 - c. small European evergreen trees

9. lilting
- skeptical of the motives of others; doubtful
 - speaking in a cheerful manner
 - state of being helpless or reliant
10. befriended
- an Italian variety of lawn bowling played on a dirt court
 - clashes; encounters
 - assisted; helped
11. agnostic
- longing; sentimentality
 - uncertainty or indecisiveness as to which course to follow
 - one who is skeptical about the existence of God, but does not profess true atheism
12. pickers
- persons stationed by a union outside a factory, store, etc., in order to prevent workers or customers from entering it
 - abused; took advantage of
 - the condition of being open to injury, pain, or attack

Write in the letter that corresponds with each definition:

- | | | |
|----------|---|----------------|
| _____ 1 | state of being helpless or reliant | A. baklava |
| _____ 2 | uncertainty or indecisiveness as to which course to follow | B. exploited |
| _____ 3 | abused; took advantage of | C. opiate |
| _____ 4 | small European evergreen trees | D. ambivalence |
| _____ 5 | prying; upsetting; distressing | E. picketers |
| _____ 6 | an option that is selected automatically unless an alternative is specified | F. egotistical |
| _____ 7 | speaking in a cheerful manner | G. laurels |
| _____ 8 | one who is skeptical about the existence of God, but does not profess true atheism | H. lilting |
| _____ 9 | a Near Eastern pastry made of many layers of paper-thin dough with a filling of ground nuts and then drenched in a syrup of honey | I. default |
| _____ 10 | persons stationed by a union outside a factory, store, etc., in order to prevent workers or customers from entering it | J. intrusive |
| _____ 11 | thinking too highly of oneself | K. agnostic |
| _____ 12 | drug; narcotic | L. dependency |

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.

exploited

ambivalence

egotistical

default

dependency

	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.
Use of conventions : (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)

[illegible]

Short Answer:

1. What part of each day did Morrie allow himself to feel self pity?

2. Who else in Mitch's family fell ill to the same disease that struck his uncle years earlier?

3. Besides food, what did Mitch take with him for his third Tuesday with Morrie?

4. In contrast with Morrie's values, what celebrity was on trial during Mitch's visits with his old friend?

5. During Mitch's "First Tuesday" with Morrie, what did the old professor claim he was learning most about life since he'd been diagnosed with ALS?

6. On the Fourth Tuesday, what was Morrie's clear message about death?

7. What topic did Mitch write his senior thesis on?

8. What realization came to Mitch during their second Tuesday together, when Mitch lifted Morrie from his wheelchair to his recliner?

9. According to Morrie, what is a family about besides love?

10. On the sixth Tuesday, what did Morrie mean when he advised the need to "detach from emotions"?

Write a one page summary of the First Tuesday to the Sixth Tuesday:

[illegible]