



The Catholic High School of Baltimore
Summer Reading

Teacher's Name: Ms. Wozniak

School Year: 2026-2027

Grade Level: 11

Course No.: 148

Course Name: English Language & Composition

Academic Level (AP/Honors/CP/Archangel): AP

ASSIGNED READING:

Tuesdays With Morrie

by Mitch Albom

ISBN-13: 978-0767905923

ASSIGNMENT (77 points total):

Read *Tuesdays with Morrie* by Mitch Albom. In 1995, Albom was a successful sports columnist for the Detroit Free Press. After seeing his former sociology professor Morrie Schwartz appear on Nightline, Albom phoned Schwartz and it prompted him to visit Schwartz in Massachusetts, something that would continue weekly. After being diagnosed with Amyotrophic Lateral Sclerosis (ALS - Lou Gehrig's Disease), Morrie's final days are spent giving his former student Mitch his final lesson of life.

Part I: Answer questions (27 points)

Fully answer the questions below. Some questions ask for multiple responses; please take note of this when responding.

The Curriculum & The Syllabus

1. At what college did Morrie and Mitch first meet?
2. What is wrong with Morrie? What can he no longer do?
3. What is a "living funeral"? Describe Morrie's.

The Student & The Audiovisual

4. What did Mitch originally want to do with his life?
5. Describe how Mitch's life changed after his uncle's death.

The Orientation & The Classroom

6. When Mitch first knew Morrie, what nicknames did Morrie and Mitch use for each other? What did these nicknames indicate for their relationship?



7. What does Morrie mean when he says, “create your own culture”?

Taking Attendance & The First Tuesday

8. Name three things that are part of Morrie’s culture.
9. How do Mitch and Morrie differ when it comes to crying? Explain.

The Second Tuesday & The Third Tuesday

10. What is Morrie’s perspective on self-pity?
11. What does Morrie suggest people to do avoid having regrets?

The Audiovisual Part II & The Professor

12. What tragedy occurred in Morrie’s youth?
13. What things did Morrie’s stepmother teach him were most important in life?

The Fourth Tuesday & The Fifth Tuesday

14. Why does Mitch describe Morrie as a “religious mutt”?
15. Explain the statement, “Once you learn how to die, you learn how to life.”

The Sixth Tuesday & The Professor, Part II

16. What is Morrie’s theory on “detaching from emotions”?
17. What kind of professor was Morrie?

The Seventh Tuesday & The Eighth Tuesday

18. Why does Morrie embrace aging?
19. What are Morrie’s thoughts on money?

The Ninth Tuesday & The Tenth Tuesday

20. What does Morrie mean when he says, “I believe in being fully present”?
21. What are the “rules” that Morrie knows to be true about love and marriage?

The Eleventh Tuesday & The Audiovisual, Part III

22. Explain what Morrie means by “building you own subculture.”
23. Morrie says the world may be a better place if we can learn what lesson?

The Twelfth Tuesday & The Thirteenth Tuesday

24. According to Morrie, how are plants and animals different?
25. Describe what Morrie would do if he had one perfectly healthy day.

The Fourteenth Tuesday & Graduation/Conclusion

26. What did Morrie and Mitch tell each other on Mitch’s last Tuesday visit?
27. How does Peter respond to Mitch’s reconnection?



Part 2: Dialectical Journal (50 points)

Throughout the book, Morrie and Mitch talk about major life issues: the world, feeling sorry for yourself, regrets, death, family, emotion, aging, money, love, marriage, culture, forgiveness, and the perfect day.

Using the attached template, choose five (5) quotes from different sections to respond to.

I. CHOOSING A PASSAGE FROM THE TEXT:

Look for passages that seem significant, powerful, thought provoking, or puzzling. For example, you might record:

- Effective or creative use of stylistic or literary devices, Passages that remind you of your own life or something previously encountered, Structural shifts or turns in the plot, A passage that you believe affirms a truth, Examples of patterns: recurring images, ideas, colors, symbols or motifs, Passages with confusing language or unfamiliar vocabulary, Events you find surprising or confusing, or Passages that provide information about a particular character or setting

II. RESPONDING TO THE TEXT:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed.

EVERY ENTRY SHOULD:

1. Put the quote in **CONTEXT**: summarize what is going on in this part of the book that lead to this quote
2. **RESPOND/ANALYZE**: Why is this quote important? Why did it stand out to you? You may get ideas from the list below and find a passage that...
 - Raises questions about the beliefs and values implied in the text
 - Gives your personal reaction to the passage
 - Discusses the ideas or actions of the author or character(s)
 - Makes connections between the passage and something outside the text
 - Makes you think or feel something
 - Makes you agree or disagree with a character or the author
 - Drives you to analyze the text for use of literary devices (tone, structure, style, imagery)
 - Drives you to make connections between different characters or events in the text
 - Drives you to make connections to a different text
 - Drives you to consider an event or description from the perspective of a different character
 - Drives you to analyze a passage and its relationship to the story as a whole



Dialectical Journal Template

Quote	Pg. #	Commentary
<p>SAMPLE</p> <p>“The most important thing in life is to learn how to give out love, and to let it come in.”</p>	<p>p. 52</p>	<p>SAMPLE:</p> <p>Context: Morrie tells this to Mitch during their first Tuesday together.</p> <p>Explanation: In this quote, Morrie suggests to Mitch that his life will only feel full when he can learn to express love to the people around him, and to accept the love that other people give to him.</p> <p>Analysis: Morrie emphasizes the importance of giving out love and showing affection. He thinks that a lot of people feel that they do not deserve love and if they let love in, they become too soft. He wants to teach Morrie to break this mold. This coming up on the first Tuesday foreshadows that this will be a common theme in their meetings later on.</p>
<p>1. Pg. 1-38</p>		<p>Context:</p> <p>Explanation:</p> <p>Analysis:</p>



<p>2. Pg. 39-76</p>	<p>Context:</p> <p>Explanation:</p> <p>Analysis:</p>
<p>3. Pg. 77-115</p>	<p>Context:</p> <p>Explanation:</p> <p>Analysis:</p>



<p>4. Pg. 116-154</p>	<p>Context:</p> <p>Explanation:</p> <p>Analysis:</p>
<p>5. Pg. 155-192</p>	<p>Context:</p> <p>Explanation:</p> <p>Analysis:</p>

Recommendation: Annotate as you read (underline confusing and/or favorite passages, highlight interesting information, and comment on significant language). Doing so will help you greatly with the Dialectical Journal.



Journal Rubric	Strong 10	Good 7	Fair 5	Weak 3	Poor 1
Journal contains at least five significant passages (recorded word-for-word), spanning from beginning to end of the book with citation.					
Entries are insightful, containing personal and literary responses that surpass summary and respond in a more analytical fashion.					
Entries are in-depth, containing details about the passage as well as student's specific reactions/thoughts regarding passage.					
Entries are coherent, a clear connection between the passage and the student's response is evident.					
Entries demonstrate that the student read and clearly understood the passages addressed along with the entire book.					
Journal Points (50 points possible)					
Q & A portion points (27 points possible)					
Total Points (77 points possible)					

DUE DATE: All annotations and answers to questions are due Day 1 of class. All late work will incur a 10% penalty each day it is late.

CONTACT: If you have any questions this summer, please reach out. My email address is awozniak@thecatholichighschool.org.