

Contents

	Page	Handouts
Introduction	v	
Teacher Notes	vii	
<i>Tangerine</i>		
1 All's Fair—Or Not	1	1
2 Second Time Around	5	2
3 Stop the Bullying	9	3
4 Everybody Needs a Friend	13	4
5 A Continuum of Influence	17	
6 Eyewitness News Wrap-Up	19	5, 6, 7, 8
<i>Bleachers</i>		
7 What's in a Name?	25	9
8 Transient Status Symbols	29	10, 11
9 Blame Game?	35	12
10 It's Debatable	39	13
11 In Tribute	43	14, 15
<i>Tangerine/Bleachers</i>		
12 Evaluation Strategies	49	16, 17, 18, 19, 20, 21

Lesson 2

Second Time Around

Objective

- To contrast the settings of two learning environments

Notes to the Teacher

As part 2 begins, Paul Fisher has been given a second chance to make a first impression. He is moving to a new school. Comments by Joey Costello in part 1 characterized a group of Tangerine Middle School soccer players as aggressive young people. Still, Paul is eager to attend the new school and try out for the soccer team.

Lesson 2 will help students contrast the two schools and determine which setting suits the main character.

Procedure

1. Ask the class to respond to the following prompt:

Think about new students who arrive at our school. What might be confusing to them? What is being done now to help them? What could be done to help them feel welcome and comfortable in the school?

Allow time for students to work alone or with a partner to generate suggestions. If students need additional guidance, ask them to consider different aspects of the school. What would new students need to know about the cafeteria, the library, technology resources, activities, classroom procedures, or the guidance area, for example?

2. Have students share their ideas. Appoint a recorder so suggestions can be forwarded to appropriate groups such as student council or the administration. Also, a journal topic in the Optional Activity provides a way for students to expand on suggestions.
3. Point out that how a school presents itself influences how easily a student can adjust to a new environment. Explain that students will be recording their impressions of the first school that Paul Fisher attended.

4. Distribute **Handout 2**, and ask students to work alone or with a partner to complete part A.

Suggested Responses:

Setting—The building is new but it is stretched to the limits. Portable classrooms house many students. Wooden walkways are crowded. A nearby field becomes so flooded that Paul describes it as a rice paddy. Eventually, the area collapses into a sinkhole destroying some classrooms. There is no gymnasium or auditorium.

Characters—The Lake Windsor friends seem to be causal acquaintances. Joey Costello, Paul’s main friend, was caring toward his older brother Mike when he was injured by lightning. Joey is a weak soccer player while Paul is talented and passionate about the sport. Gino Deluca, the captain of the Lake Windsor soccer team, compliments Paul on his playing and makes sympathetic comments to him after Paul is removed from the team. Gino shows respect and concern, but they will not have an opportunity to bond, because the IEP prevents Paul from playing.

Action—Several scenes might be mentioned. Paul plays well on the soccer field. In fact, he feels superior to most of the players and describes himself as a big leaguer sent down to the minors. During a trip to a carnival, Paul remains somewhat aloof as well. He stays behind at the sideshow and seems unsure of his relationships. For example, he asks about Kerri Gardner’s interest in Adam, another member of the group. Although Paul has been gone for half an hour, he realizes that no one from group noticed his absence.

5. Assign the reading of the first half of part 2 (“Monday, September 18” through “Tuesday, October 3”) and direct students to complete part B of **Handout 2**, using ideas from their reading.

Suggested Responses:

Setting—Outside Tangerine Middle School, Paul’s mother notices menacing-looking gangs. The building is three stories high and has worn marble steps. The atmosphere is a complete contrast from Lake Windsor Middle School. The classes, however, are nearly the same.

Characters—Theresa Cruz is quiet and intelligent. She provides Paul with many insights about how to fit in with the other students. Tino Cruz, Victor Guzman, and several other players befriend him in a cautious way. Victor is aggressive and a leader on the soccer field. The guys tease Paul to test him.

Action—During the September 22 game against Palmetto Middle School, Paul plays effectively, and Victor says that people who play on the team have brothers to back him up. Paul recognizes the talents of the players. He seems content to play behind their main goalie, a highly talented girl. A second test of friendship takes place when Joey belittles Theresa and her group during a science project meeting. Paul is shocked at the ethnic ridicule that surfaces in the comments. Joey withdraws from the group. Paul remains with his new friends.

6. Have students to review the two settings. Ask them where Paul fits in best. Why do they think so?

Suggested Response:

Students may comment that Paul expresses pleasure at being in Tangerine Middle School. He takes pride in his new team, and he is impressed and challenged by the skills of various players. He shows his preference for the new friends when he rejects Joey’s cutting remarks and remains with Theresa and her group.

Optional Activity

Complete a journal entry about one or more of the following topics:

- Think about comments brought up in the discussion about making new students comfortable. Write a plan for helping new students adjust to your school and/or your community.
- If you could move to a new community, what type of environment would you chose? Would you prefer a large city or a small town? What region of the country would you select?

Take Two

Part A.

Directions: Answer the following questions about Paul Fisher's experience at Lake Windsor Middle School.



Setting—Describe the school environment. What does Paul observe about the buildings and equipment?

Characters—Who are Paul's friends? What words would you use to describe their behavior and personalities?

Action—Describe one scene that shows how Paul tries to fit in with his peers.

Part B.

Directions: Paul is enthusiastic to enter his new school, but many differences lie ahead. Answer the following questions about Paul's experience at Tangerine Middle School.



Setting—Describe the school environment. What does Paul observe about the buildings and equipment?

Characters—Who are Paul's friends? What words would you use to describe their behavior and personalities?

Action—Describe one scene that shows how Paul tries to fit in with his peers.