
Tiger Boy: Evaluating Rational, Ethical, and Emotional Appeals

English and Language Arts, Social Studies,
and Science

Grades 3-6

- CCSS ELA Reading: Literature Standard
 - C3 Framework D2 Geography
 - Next Generation Science Standard MS.Human Impacts (MS-ESS3-4)
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Overview

This lesson is appropriate for use with grades 3-6. Particularly in regards to the ELA standards, attention should be paid to the appropriate level of detail and reference to the text for the grade level the lesson is being used with. The lesson is aligned with Common Core ELA Reading Literature Standard 1 (using textual evidence to support analysis of explicit and implicit content), C3 Framework Dimension 2 (Human-Environment Interaction), and Next Generation Science standard ESS3.C (Human Impacts on Earth Systems).

Students will closely read Mitali Perkin’s novel *Tiger Boy* using the “Appeals: Logical, Ethical, Emotional” tool. Students will support an analysis of the three types of appeals with evidence from the text.

Objectives

- Students will engage in a close reading of *Tiger Boy*.
- Students will analyze the meaning of the story, using both explicit and implicit content.
- Students will consider various appeals regarding human-environment interaction using a “logical, ethical, emotional appeals” framework.

Hook

Have students create an illustration based on the following prompt:

“Draw a picture of a tiger in its environment.”

Once students have completed their drawings, discuss what they chose to include (and what they didn’t). What kinds of resources are there for the tigers? Are there any humans? What kind of environment is it?

Pre-Reading

1. Read the author’s note from the end of the book as a group.
2. Ask for volunteers to try and locate a) India, b) Bangladesh, c) West Bengal (an Indian state), d) Kolkata (on older maps it will be spelled Calcutta), and finally e) the Sunderbans.

Materials

- *Tiger Boy* by Mitali Perkins; illustrated by Jamie Hogan (Charlesbridge, 2015)

Other Resources

- See list of resources in the back of the book.

3. Discuss the environment around the Sunderbans – how much water is there? How much land? How many human settlements? How many governments are involved in the region? What do they think life is like for the tigers that live there?

Close Reading

Have students read fold a piece of paper into three columns. They should label the columns as “Logical/Rational”, “Ethical”, and “Emotional”. Ensure that students have a clear understanding of each of those three categories. (A good resource to review this way of evaluating appeals is here: <https://tweakyourslides.wordpress.com/tag/pathos/>)

As students read the book (on their own or in combinations of whole group, partner, and individual readings), they should fill in the columns as they encounter appeals for the protection of tigers. They should be sure to record details and examples from the text as the source of the appeal – a page number, a quotation if relevant (especially for 5th and 6th graders), and whether it is a direct appeal or an inference (the Common Core begins this distinction at grade 4).

Analysis

Once they have completed the book and filled in their charts, have students work in pairs to evaluate the following prompts:

- Which type of appeal does *Tiger Boy* use the most?
- Which type of appeal do you think is the most effective?
- Would different types of appeal work best with different audiences?
- Which type of appeal speaks most directly to you?

As a summative assessment, students should write one to three paragraphs responding to the following prompt using one of the three types of appeals (including direct citation of the text when relevant):

When humans and animals live close to each other, they affect each other’s lives. What should be done when human and tiger needs come in conflict?