

The Tiggie Tompson Show by Tessa Duder

A teacher's Resource

This resource is designed to be used with Year 9-11 English classes. It links with the following English Curriculum Strands and Achievement Objectives at levels five and six:

- **Written Language: Reading:**
 - Personal Reading
 - Close Reading
- **Written Language: Writing:**
 - Poetic Writing
 - Expressive Writing
 - Transactional Writing
- **Oral Language: speaking and listening**
 - Interpersonal speaking
 - Interpersonal listening
- **Visual Language: presenting and viewing**
- **Language Process:**
 - exploring language
 - thinking critically
 - processing information

Questions to consider after reading the novel:

Characterisation

- 1) Describe the character of Ellis at: the start of the story
the end of the story
- 2) What changes have occurred and what has caused these changes?
- 3) Describe the relationship between Tiggie and Vita at: the start of the story
the end of the story
- 4) What changes have occurred and what has caused these changes?
- 5) Describe the relationship between Tiggie and Cassandra at:
the start of the story
the end of the story
- 6) What changes have occurred and what has caused these changes?
- 7) For each of the following:
Gareth Murray Rowan Emily Tara
 - Write a short description of the person.
 - Explain what idea(s) the author is telling us through her description of the person.
 - Say whether the character was a help or a hindrance to Tiggie.
 - Write a paragraph describing what you think might happen to each after the novel finishes.

Style

The Tiggie Tompson Show is written in an interesting way is because:

- the first person narration is limited to Tiggie's point of view.

- it sometimes makes us laugh.
- it is set in Auckland, New Zealand and mentions places and things we know.
- it uses a contrast in characterisation between Tiggie and Vita.
- the narrative voice accurately reflects the main character.

Choose **one** of the above and in about one paragraph, explain, giving details and examples from the story, how the statement is true for the novel.

Themes

- 1) The back cover blurb asks the question "*How much does Tiggie want to be a star?*" **How far should people go to achieve their dreams.** On your own, write your answer. Then, share it with a partner. Together, discuss your answers and write another one based on what you both think. Join with another pair and repeat the exercise. Share your answer with the class.

On a poster, display your group's response to the question. You can use magazine pictures, words, symbols, illustrations, collage.) Below are a list of quotations from the play.

- 2) For each of the following quotations: explain what the character(s) means; what is happening for the character(s) at that moment; and what your personal response to the statement is.
- a) "*You think because you pay mega-bucks for something, it's got to be better. I don't believe that...*" Tiggie page 13
 - b) "*The problem is I hate exercise because I'm too fat and I wobble and people laugh, and I'm too fat because I don't do any, except walk to school each day.*" Tiggie Page 43
 - c) "*Acting is hard. It's hard! It requires great courage and passion.*" Rowan page 50
 - d) "*Again she has practically no clothes on, just shorts and boots and a crop top with a lot of bare flesh showing. With her little bony fingers she pulls at a flap of skin somewhere down near her tiny waist.*" Tiggie page 86
 - e) "*I've known for ages. She binges and throws up, she'd got bad breath and those fine hairs on her face, she does a thousand sit-ups in her dressing room and eats a lettuce leaf for lunch. Sometimes I thought she wanted me to know. But it's none of my business.*" Tiggie Page 161
 - f) "*Dear God,*" she sighs. "*What are we doing to our young? Why?*" Emily Page 161
 - g) "*My head tells me that anorexics die and I've done the right thing; my heart, that I'm a traitor.*" Tiggie Page 161
 - h) "*I've decided I quite like being recognised.*" Tiggie Page 199

Written Language: Writing

- 1) Poetic Writing:
- a) Write a poem to Vita from Tiggie.
 - b) Write an **epilogue** for *The Tiggie Tompson Show*. It should be no more than a page.
- 2) Expressive Writing:
- a) Imagine you are Tiggie. Write a letter to the girls who treated you badly at camp.

- b) Describe one issue that you have struggled with. How did it come about? How did it make you feel about yourself? school? your friends? your family? What things did you do to try to overcome the problem?
- c) Write a letter of advice to Vita.
- d) Write a letter to the author Tessa Duder saying what you think of her novel. She can be contacted at c/- Penguin Books (NZ) Ltd, cnr Rosedale and Airborne Roads, Albany, Auckland 1310, New Zealand.
- 3) Transactional Writing:
- a) Write a newspaper article on either Vita as a television celebrity
or Cassandra as an aging celebrity
or Tiggie as a rising star
- b) Write a formal book review. Include comments on the language used, the treatment of the topics and the appropriateness of the novel for teenagers.
- c) Write a formal essay on one of the following topics:
Self image
Peer Pressure
The importance of mothers and/or fathers
The role of the media in our culture

Visual Language:

Static Images :

A static image is an image that does not move. When you create a static image you need to consider these questions:

- why do you want to make this static image? (the purpose);
- what do you want to say? (the message);
- who do you want to say it to? (the audience);
- and, how will you get it across? (techniques).

The last question is divided into two sections:

The visual techniques, for example:

colour	dominant image	layout
symbol	contrast	lettering

And language techniques, for example:

alliteration	rhyme	pun	cliche	hyperbole	simile
listing	imperatives	jargon	rhetorical question	metaphor	

A static image is successful if it achieves its purpose.

TASK ONE:

Look at the front cover of *The Tiggie Tompson Show*.

- 1) What is its **purpose**?
- 2) What is the **message**?
- 3) Who is the image aimed at? (the **audience**)
- 4) What visual techniques has the publisher used to get the reader's attention?
- 5) How effective is the cover? Give reasons for your answer.

TASK TWO:

Design your own front cover for *The Tiggie Tompson Show*.

Drama:

Drama and role-play can be a useful way of looking at some of the ideas and characters in a story, helping us to better understand some of the issues.

In a small group: Stage one of the following and perform to the rest of the class:

- When Tiggie's class mates made her walk down the bushtrack naked during camp
- After the school show, pages 177 - 180
- Or, select your own.

In pairs: Re-work one of the following and perform to the rest of the class:

- Tiggie and Vita page 109 - 110
- Tiggie and Gareth page 181 - 184
- Or, select your own.
- Write your own short play dealing with some of the issues presented in this novel.

Remember to keep the staging simple and the performances real.

Film/Video:

Making a video or film of your own scripted version of a scene from the novel also enables you to understand the characters in a deeper way and search for techniques and special effects to enhance the message of the story.

Ensure you are familiar with the following terms:

- | | |
|----------------------|------------------------|
| • shot | • cut |
| • jump cut | • close-up |
| • extreme close-up | • medium shot |
| • long (wide) shot | • low-angle shot |
| • high-angle shot | • pan |
| • tilt | • zoom |
| • point of view shot | • FX (special effects) |
| • voice-over | • frame |

- Prepare a story-board

1.	2.	3.	4.
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shot _____

dialogue _____

FX _____

music _____

- Filming

When you have finalised your story-board with the list of shots, dialogue, any special effects and music, you are ready to film it.

- Rehearse the whole thing two or three times until your group is satisfied with the piece.
- Set up the first shot; practise again.
- Shoot your first shot.
- Continue this way until you have completed the whole sequence.

- Editing

If you don't have a editing suite at your school, you can still easily do the same thing by using two video recorders. Transfer the shots you like from the tape you filmed with, to another tape. Using the audio dub control you and add sound effects, music or voice over.

Extra Activities

Research Assignment:

For this assignment, **HOW** you go about the research topic, is of particular interest, not just in the information you find. Therefore, you must keep a **DETAILED LOG** of what you do in the seeking of information.

DO use of a variety of information sources and **DO** employ a variety of research methods.

In your LOG, do the following:

- 1) Choose to research either a New Zealand Television series (for example *Shortland Street*) or Eating Disorders.
- 2) List five key words.
- 3) List five key questions.
- 4) Make a list of possible resources and connect them to your key questions/words.
- 5) Attempt all of the following and record what happens:

Community Sources:

- a) Use the Telephone Book
- b) Call a knowledgeable person
- c) Conduct an oral interview
- d) Conduct a survey
- e) Write at least one letter
- f) Contact a community organisation

At the Library:

- g) Search the vertical files
- h) Look up the catalogue for a book
- I) Use the reference section of the library

Print Sources:

- j) Read a magazine or newspaper article
- k) Read a book

Electronic Sources:

- l) Use the computer: CD Rom, internet and/or Computer Index
- m) Search the microfiche
- 6) **Write a review** of either a film/a television programme/ a radio programme/ a pamphlet or brochure/ a newspaper or magazine article.
- 7) **Write a feature article** based on your findings.
- 8) **Write a report** on an oral interview.
- 9) **Organise your research data** and **present it** in such a way that will be of interest to high school students. Include copies of all letters sent and received, any pamphlets, newspaper clippings, magazine articles, transcripts of interviews, surveys etc.

Possible Marking Schedule:

Log	30%
Variety of resources used	10%
Review	10%
Feature Article	25%

Report on an oral interview	10%
Organisation of data	5%
Presentation	<u>10%</u>
	100%

A game using group work:

WRITING A THREE LEVEL GUIDE IN GROUPS OF FIVE.

What you need: Cardboard, scissors and pens to make the cards; chocolate fish for the winners (see your teacher about this one).

You are writing a guide for the novel and which can be used in a game. Your task is to come up with three sets of statements about the novel. Some of the statements at each level should be true and some should be false. Once you have decided on the statements, write them on separate cards. On a separate sheet of paper indicate whether each statement is true or false.

1. *Level One Statements* (10 Statements)

These are factual statements which say what the novel says. They may be about characters, plot, theme, dialogue. The statements may be worded differently, but they should say the same thing. Use page references and quotations where necessary.

2. *Level Two statements* (10 Statements)

These are statements which ask the reader to read between the lines and interpret what has happened in the story:

eg. the reasons a character does something
the most important problem a character has to deal with.

3. *Level Three Statements* (5 Statements)

These are statements which you think the author would agree with. These are difficult questions designed to make the reader think. They are not necessarily written down anywhere in the play, but a thoughtful reader can work out what the author might think about them.

Total of 25 cards.

Now swap your cards with another group.

Setting up the game: Once you have your new set of cards, shuffle them and then hand them out, one at a time, until everyone has the same amount of cards and all the cards have been distributed. In the centre of the group have two places: one for false; one for true. This is where the cards will be placed.

How to play: A player chooses a card from his or her hand, reads it to the group and states whether they believe the statement to be true or false. They must justify their decision to the rest of the group. If the group believes the player has successfully justified their argument, the card remains on the desk. If they don't think the player was convincing, then the player must take the card back and wait until it is their turn again.

The aim of the game: to be the first person to put down all their cards.

The winner of each game deserves a chocolate fish but you will have to negotiate this with your teacher.

When the games are finished, give the group who has your cards, the sheet of paper with the 'answers' on it. Compare the decisions.

After the game, **write a report** on the exercise. Say how people in your group came to their conclusions; what new things you learnt about the story; comment on the disagreements; comment on the effectiveness of the three level guide.

This teacher's resource was prepared by Tania Kelly Roxborough.