

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?.....	5
• Graphic Organizers	6
• Bloom’s Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story.....	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Frank McCourt.....	10
• Chapter Questions	
<i>Chapter 1</i>	11
<i>Chapter 2</i>	14
<i>Chapters 3–4</i>	17
<i>Chapters 5–6</i>	20
<i>Chapters 7–8</i>	23
<i>Chapters 9–10</i>	26
<i>Chapters 11–12</i>	29
<i>Chapters 13–14</i>	32
<i>Chapters 15–16</i>	35
<i>Chapters 17–19</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY	47
---------------------------------------	----

GRAPHIC ORGANIZERS	53
---------------------------------	----

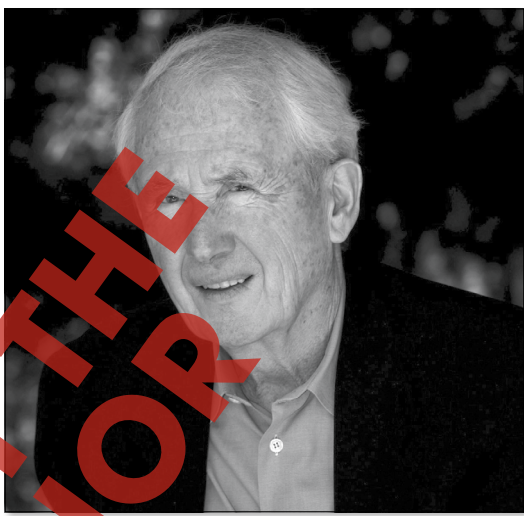


Frank McCourt

Frank McCourt was born in Brooklyn, New York on August 19, 1930 to Irish immigrant parents. When Frank's sister died, his father was unable to find work during the depression, so the family returned to Ireland. Frank's father was an alcoholic and was often unemployed. When he did work, he had a tendency to drink away his wages and lose his job for missing work the next day.

When they returned to Ireland, the McCourt family lived in horrific conditions. One house they lived in had one bathroom for the entire block, and the ground floor was constantly flooded in the winter. The family often had no money for food and his mother was forced to beg for food and accept charity. The lack of food and poor living conditions contributed to the deaths of two more of Frank's siblings. McCourt nearly died himself of typhoid fever when he was 11 years old. To help feed his family, Frank took a job at the Post Office.

When Frank was 19, he set sail for America. Frank moved to New York City where he worked at various jobs until he was drafted into the United States Army. Frank fought in the Korean War and then qualified as a teacher upon his return home. Frank became a very successful teacher and taught at some of New York's most prestigious schools.



After retiring from teaching, Frank and his brother — Malachy — performed their two-man musical show, "A Couple of Blaguards," which highlights their childhoods in Ireland. In his review, Albert Williams described it as "the absurdities of growing up under the thumb of the maternal trinity — Mother McCourt, Mother Church and Mother Ireland." Following the success of the show, Frank decided to write his memoirs, describing his upbringing in Limerick. Frank McCourt died on July 19, 2009 at the age of 78.

Did You Know?

• Other than his job at the Post Office, Frank also delivered the *Irish Times* and had part-time work writing threatening letters for a local money lender.

- The musical show Frank performed with his brother was originally to be a two-week stint, but turned into an eight-month performance.
- The novel *Angela's Ashes* was followed by *'Tis*, which starts where the previous novel left off, and *Teacher Man*, which chronicles his time as a teacher.



Chapters Nine to Ten

Answer the questions in complete sentences.

1. There are many dangers in Frank's life. In the last chapter we saw rats, flies and fleas all cause concern. How can Frank protect himself from these and the other dangers, which are present in his life?

2. Think of a time that you were aware of some dangers. What did you do to protect yourself?

Vocabulary

Complete each sentence with a word from the list.

munitions	blasphemy	contraption	cherished
ailments	sallow	notorious	sauntered

1. There was lots of work for both men and women in the _____ factory.
2. The waiting room was full with people complaining about their _____.
3. To take the Lord's name in vain is known as _____.
4. His father is _____ for drinking away his wages.
5. The criminal _____ down the street, trying to look innocent.
6. The pram was quite the _____. Its front wheels were taken from another broken pram.
7. The babies were _____ by the family.
8. His skin had the _____ look of a man who spent too much time indoors.



Chapters Nine to Ten

1. Circle **T** if the statement is TRUE or **F** if it is FALSE

- T F a) Mam says you can tell the neighbors aren't used to having anything because they brag about everything they have.
- T F b) When they go to see off Dad, all of the prams have one baby in each of them.
- T F c) The men do not drink before the journey to England.
- T F d) The women laugh at Mr. Kane's and Mr. Coffey's jokes because if they don't, they may not get the assistance they need.
- T F e) Malachy gets into trouble in England because he insults the royal family.
- T F f) The first thing Frank steals is bread.
- T F g) It's Guard Dennehy's job to see that all the boys attend school.

2. Number the events from 1 to 8 in the order they occurred in these chapters.

- a) Malachy goes to work in England.
- b) The family go to stay with Aunt Aggie.
- c) The neighbors brag about the food they have.
- d) Frank steals the bread and lemonade.
- e) Angela has to go to the Dispensary for public assistance.
- f) The children go begging for coal.
- g) The guard sends Frank to get Grandma and Aunt Aggie.
- h) Frank sees his mother begging.



Chapters Nine to Ten

Answer each question with a complete sentence.

1. What is the cause of the wealth in Ireland?

2. According to Frank, if heaven had a taste what would it be?

3. Why does Angela say their troubles are over?

4. Explain the meaning of the following phrase "better an English accent than an empty belly."

5. What do you think is going through Angela's mind as she stares into the ashes?

6. Why doesn't Mrs. Meagher go to mass on a Sunday?

7. Who is Frank reunited with at the hospital?

Journaling Prompt

What is the most embarrassing thing you have had happen in relation to your family? In your journal entry, describe a time when your family was embarrassed, or when your family embarrassed you. If you can't think of anything, make up an embarrassing scenario.



Chapters 12 to 17

Comic Strip

Choose a scene from the book and produce a comic strip. The storyboard should be at least 12 frames long. Write a short summary of the scene and explain why this scene is significant. Now produce a second storyboard of the same scene only with a different outcome. How would this change the course of the novel?



Chapters 18 to 19

Choose an Ending

At the end of the novel Frank says "I'm sure I'm in a film, that it will end and the lights will come up in the Lyric Cinema." Frank is of course beginning a new chapter in his life. Write the next chapter of Frank's life. What do you think will happen to him? Are there any clues at the end of the book?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

loquacious	barracks	catechism	virgin	pox
pious	dotes	dignity	pithy	pram
bronchial	trollop	hearth	heathen	quivers
croaks	slathered	martyr	idle	cavorting
galore	stranded	ledger	expire	rue
piety	perfidy	glen	revile	gallivanting
dervish	gob	stern	oozing	repentance

a	n	r	e	t	s	u	o	i	p	s	u	o	c	a	u	q	o	l	
e	o	t	a	e	j	a	y	a	o	k	p	o	n	o	v	e	n	a	
c	o	r	t	h	o	u	s	e	m	a	r	i	e	t	y	n	f	i	
n	z	o	n	f	f	a	g	o	p	o	x	a	u	h	e	a	r	t	h
a	i	l	o	p	o	g	a	l	b	r	e	h	e	a	t	e	r	s	c
t	n	l	o	p	e	e	p	i	u	e	h	a	y	l	e	y	m	y	n
n	g	o	p	d	e	r	v	i	l	h	l	o	v	e	e	r	s	t	o
e	o	p	d	i	d	h	f	w	s	o	q	a	e	a	s	w	e	a	r
p	x	x	a	z	o	o	l	i	k	g	d	u	r	n	e	l	g	o	b
e	v	i	y	t	i	n	g	i	d	v	n	e	i	v	t	a	s	g	f
r	e	v	i	l	e	u	a	u	a	y	m	i	r	v	x	l	o	n	q
p	r	l	k	a	r	t	w	f	h	d	b	s	t	e	e	m	v	z	a
q	i	b	s	e	r	z	r	r	k	l	e	a	i	r	h	r	d	d	p
u	p	o	g	r	i	s	h	f	r	n	u	d	r	h	o	t	s	u	u
i	x	d	u	c	s	l	s	a	i	l	a	a	n	r	c	v	a	y	t
h	e	a	t	h	e	n	p	g	g	j	t	e	i	a	a	e	a	l	o
l	u	l	w	l	p	o	r	e	b	y	x	u	o	l	r	c	t	c	s
s	t	m	d	o	p	i	t	h	y	m	a	r	t	y	r	t	k	a	z
g	a	l	l	i	v	a	n	t	i	n	g	m	d	o	t	e	s	s	c



Comprehension Quiz

Answer each question in a complete sentence.

- Why does Frank love his father?

- Name four of the jobs that Frank had.

- What causes Frank to wish that Mrs. Leibowitz and Minnie were his mothers?

- What does Mr. Haggerty mean when he says "we're not handing out money to support the Guinness family"?

- Why does the McCourt family feel rich when they move to the new place on Roden Lane?

- Why isn't Frank allowed at Arthur's Quay?

- Explain the meaning of the following phrase "better an English accent than an empty belly."

- What evidence is there that Mr. Hammond is a positive man?

- The novel offers a ray of hope in a scene of misery. What is this ray of hope and how does it come about?

SUBTOTAL: /16

Character Development

The narrator — Frank — grows and learns a lot over the course of the novel. For example, he struggles with his role as a Catholic and how to fit into his expected role as an Irish man. Describe some of the major events and instances that cause him to change and how they shaped him.

Event	Outcome

NAME: _____

After You Read 



Chapters Eleven to Twelve

Answer each question with a complete sentence.

- Why doesn't Mikey have fits anymore?

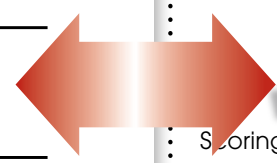
- Why won't Peter let Mikey have lots of pints?

- The novel offers a ray of hope in a scene of misery. What is this ray of hope and how does it come about?

- What simple, yet sublime pleasure does Frank experience?

- What advice does Mr. Hammond give Frank?

- How is Frank's shirt a symbol of poverty?



Journaling Prompt

Frank scores the winning goal in a game and experiences pure joy. Have you ever had a moment of accomplishment when you felt a surreal pleasure? In your journal entry, describe the event and the moment in which you felt accomplishment. Use very creative and descriptive vocabulary.

1. He fell off a drainpipe.

2. He doesn't want him to be turned off the pints.

3. Peter deciding that everything has it's opposite and that he is going to become the champion of non-drinkers.

4. Scoring the winning goal.

5. Concentrate on his schooling and get out of Limerick.

6. It's his only shirt and when he gets a new one, it becomes a towel.

1. Answers will vary.

2. Answers will vary.

Vocabulary
Answers will vary.

- a) Friday night
b) drinking c) dinner
d) overcoat
e) blood f) stout
g) Mam
h) overcoat
i) chin
j) hands
k) great bloody steak l) sin
m) float

2. a) C b) D

c) D d) D

e) C f) D

1. By emptying Laman's chamber pot.

2. Answers will vary.

3. Because she is impressed with Frank.

4. Because Ireland is throwing its talented children on the dung heap.

5. Answers will vary.

6. Due to the great distance to the post office.



Angela's Ashes

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.