A *Literature Kit™* F O R

Angela's Ashes

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By Frank McCourt

Written by Paul Bramley

GRADES 9 - 12

Classroom Complete Press

Permission to Reproduce

Critical Thinking Skills

Angela's Ashes

Skills for Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers
		1	2	3–4	5–6	7–8	9–10	11–12	13–14	15–16	17–19		
LEVEL 1 Remembering	• Identify Story Elements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Recall Details	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Match			✓	✓		✓	✓	✓		✓		
	• Sequence Events		✓				✓				✓		
LEVEL 2 Understanding	• Compare & Contrast	✓		✓	✓	✓		✓		✓		✓	
	• Summarize	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	• State Main Idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Describe	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	• Classify			✓		✓				✓			
LEVEL 3 Applying	• Plan						✓	✓	✓	✓	✓	✓	✓
	• Interview												
	• Infer Outcomes	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
LEVEL 4 Analysing	• Draw Conclusions	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	• Identify Supporting Evidence	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	• Motivations	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
	• Identify Cause & Effect			✓			✓	✓	✓	✓		✓	✓
LEVEL 5 Evaluating	• State & Defend an Opinion		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	• Make Judgements		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	• Predict		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	• Design					✓		✓		✓	✓	✓	✓
	• Create	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	• Imagine Alternatives	✓	✓	✓		✓		✓	✓			✓	

Based on Bloom's Taxonomy

Contents

✔ **6 BONUS Activity Pages!** Additional worksheets for your students

FREE!

- Go to our website: **www.classroomcompletepress.com/bonus**
- Enter item CC2002
- Enter pass code CC2002D for Activity Pages

Assessment Rubric

Angela's Ashes

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Comprehension of Novel	Demonstrates a limited understanding of the novel	Demonstrates some understanding of the novel	Demonstrates a considerable understanding of the novel	Demonstrates a thorough understanding of the novel
Content • Information and details relevant to focus	Elements incomplete; key details missing	Some elements are complete; details missing	All required elements are complete; key details contain some description	All required elements are complete; enough description for clarity
Style • Effective word choice and originality • Precise language	Little variety in word choice. Language vague and imprecise	Some variety in word choice. Language somewhat vague and imprecise	Good variety in word choice. Language precise and quite descriptive	Writer's voice is apparent throughout. Excellent choice of words. Precise language
Conventions • Spelling, language, capitalization, punctuation	Errors seriously interfere with the writer's purpose	Repeated errors in mechanics and usage	Some errors in convention	Few errors in convention

STRENGTHS:

WEAKNESSES:

NEXT STEPS:

Teacher Guide

Our resource has been created for ease of use by both TEACHERS and STUDENTS alike.

Introduction

Our literature kit has been designed in order to provide assistance to students in understanding the novel *Angela's Ashes. The novel provides opportunities for students to display knowledge and understanding of basic facts, communication of ideas and themes, and instances where advanced thinking can be demonstrated. Students are encouraged to use the text in order to make inferences, draw conclusions, and to develop and support hypotheses. At the highest level, students make predictions, imagine alternatives, and create their own pieces of work.*

Our literature kit divides the novel by chapters and features reading comprehension and vocabulary questions. Many of the questions stretch the student and force them to put themselves into the writer's shoes. The novel Angela's Ashes examines religion, education, poverty, family and alcoholism.

are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. *(See page 6 for suggestions on using the Graphic Organizers.)* The **Assessment Rubric** *(page 4)* is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

🍎 **Teacher Guide**
• Information and tools for the teacher

✏️ **Student Handout**
• Reproducible worksheets and activities

EZ✓ **Easy Marking™ Answer Key**
• Answers for student activities

How Is Our Literature Kit™ Organized?

STUDENT HANDOUTS

Chapter Activities *(in the form of reproducible worksheets)* make up the majority of this resource. For each group of chapters, there are BEFORE YOU READ activities and AFTER YOU READ activities.

• The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.

• The AFTER YOU READ activities check students' comprehension and extend their learning. Students

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns— just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

Every question matches up with its answer!
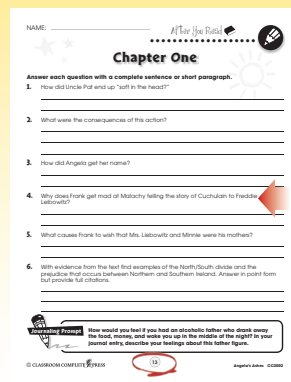
Angela's Ashes   CC2002
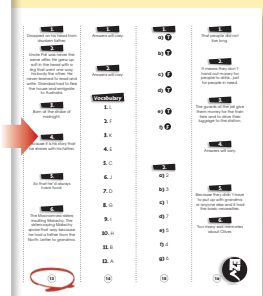
1,2,3
Graphic Organizers

The three **Graphic Organizers** included in this **Literature Kit™** are especially suited to a study of *Angela's Ashes*. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The organizers can be used on a projection system or interactive whiteboard in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (*on page 4*).

CHARACTER DEVELOPMENT

Frank changes a lot over the course of the novel. In the end he has left Ireland and his Catholic guilt behind and is looking ahead to a new life in America. This activity allows students to reflect upon his journey and acknowledge the significant events in his life. It can be done individually, in small groups or verbally as a class, followed by a writing exercise. **Found on Page 53.**

CHARACTER DECONSTRUCTION

The use of a first person narrator allows us to see deeply into that characters feelings and observe firsthand what is happening within the family and to that character. However, we see only his feelings; it is difficult to gauge the impact of the narrator's behavior upon others. This activity forces the student to look at Frank from the outside and not simply accept his word as gospel. It can be done individually or in small groups. Another choice is to set up a debate between two halves of the class. **Found on Page 54.**
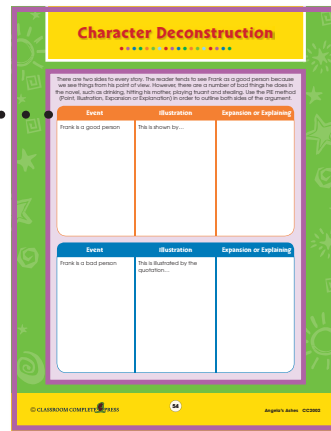
STORY SUMMARY

This activity can be done as a class, in small groups or individually. If it is done as a class it may be beneficial to have small groups work independently on one aspect of the novel and then feedback to the class. For example, a group looking at plot would look at all of the actions in the novel and how they affected the main character or the overall outcome of the novel. Groups looking at character would look at every character and discuss their role. Using this method the class benefits from an in depth analysis of the novel. However, if done as an individual task, one would not expect the same depth of discussion for each part of the novel. **Found on Page 55.**