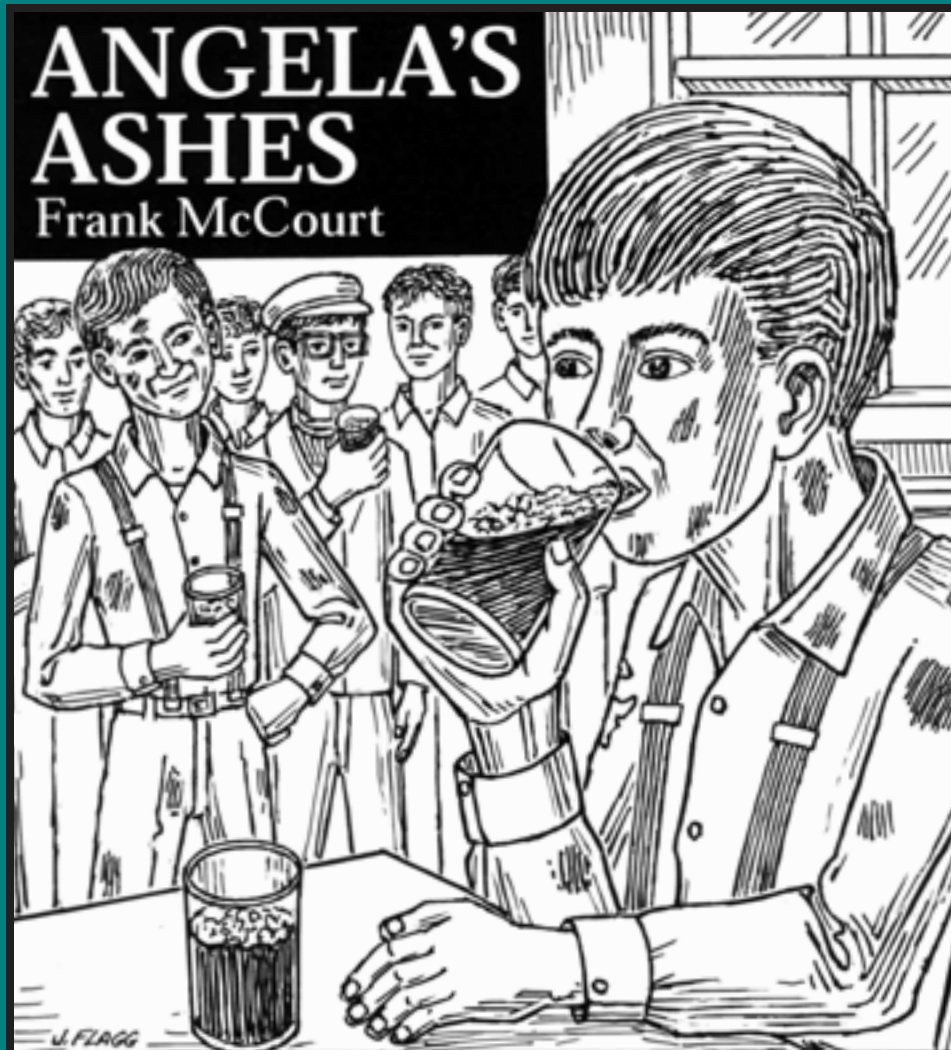


# Novel·Ties



## A Study Guide

Written By Carol Alexander

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

**TABLE OF CONTENTS**

Synopsis . . . . .	1
Background Information . . . . .	2
Pre-Reading Activities . . . . .	3 - 4
Chapters I, II. . . . .	5 - 7
Chapters III - V. . . . .	8 - 11
Chapters VI - VIII. . . . .	12 - 14
Chapters IX - XII . . . . .	15 - 18
Chapters XIII - XV . . . . .	19 - 20
Chapters XVI - XIX. . . . .	21 - 24
Cloze Activity. . . . .	25 - 26
Post-Reading Activities . . . . .	27
Suggestions For Further Reading. . . . .	28
Answer Key . . . . .	29 - 31

---

*Novel-Ties® are printed on recycled paper.*

---

*The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.*

## For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES

1. Preview the book by reading the title, author's name, and publisher's blurb, and by looking at the illustration on the cover. Noticing that this is a memoir, what do you think the book will be about? What is the setting of the book? Based upon what you know about this setting, do you expect this to be a book of pleasant or difficult memories?
2. Read the Background Information on page two of this study guide and do some additional research to learn about the political and religious tensions in modern Ireland. Do some specific research to find out about the following topics:
  - Irish Republican Army
  - British rule over Northern Ireland
  - Catholic minorities in Ireland
  - Wealth and class in modern Ireland
  - Irish emigration in the nineteenth and twentieth centuries

Consult current newspapers and political magazines to find out about continuing conflicts and attempts at peace between the opposing factions.

3. With a partner, discuss how a childhood of poverty in a dysfunctional family might be portrayed in a manner that would be upbeat rather than terribly depressing. As you read, monitor those aspects of Frank McCourt's style that serve to lighten the mood of the book.
4. What individuals or institutions have the greatest influence on your life? In the "You" column number the following (with 1 being the most important and 4 being the least important):

<u>You</u>	<u>Author</u>
<input type="checkbox"/> parent(s) or guardian	<input type="checkbox"/> parent(s) or guardian
<input type="checkbox"/> peers	<input type="checkbox"/> peers
<input type="checkbox"/> school	<input type="checkbox"/> school
<input type="checkbox"/> religious affiliation	<input type="checkbox"/> religious affiliation

After you finish the book, fill in the list for the author. Compare the your list with that of the author.

## CHAPTERS I, II

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |                      |
|----------------|----------------------|
| 1. cacophony   | a. disrespectful act |
| 2. congested   | b. lung disease      |
| 3. atrocious   | c. exceptionally bad |
| 4. consumption | d. clogged           |
| 5. sacrilege   | e. jarring noise     |
| 6. perfidy     | f. shortage          |
| 7. loquacious  | g. rejected          |
| 8. scarcity    | h. talkative         |
| 9. spurned     | i. disloyalty        |

.....

- The patient's \_\_\_\_\_ nasal passages made breathing extremely uncomfortable.
- The medical condition once known as \_\_\_\_\_ killed many people prior to the discovery of antibiotics.
- The proud nobility of Europe \_\_\_\_\_ the peasants whose backbreaking labor provided food for the kingdom.
- The music teacher covered her ears at the \_\_\_\_\_ of untuned violins, violas, and oboes.
- To some deeply religious persons, arguing with a priest is a(n) \_\_\_\_\_.
- The doctor's handwriting was so \_\_\_\_\_, his patients could hardly read their prescriptions.
- To betray a person or a country is an act of \_\_\_\_\_.
- Once the movie begins, we hope your \_\_\_\_\_ friends will stop talking.
- In times of famine, there is a(n) \_\_\_\_\_ of food.