

<b>Work Title</b>	<i>Angela's Ashes</i>
<b>Lesson Title</b>	"A Plan for an Egg"
<b>Skill Category</b>	Creative Writing
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students will analyze the descriptive and creative nature of Frank McCourt's writing style in a specific passage of the novel.</li> <li>• Students will create a piece of writing of their own using a similar format to re-create Frank McCourt's descriptive and procedural writing. Students will produce an art poster to illustrate their writing.</li> </ul>
<b>Estimated Time</b>	One class period, 60 minutes
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• A white construction paper, posterboard-sized, cut in an oval-shaped egg shape.</li> <li>• Pens of many different colors</li> <li>• Markers and other coloring supplies</li> <li>• Text for <i>Angela's Ashes</i></li> <li>• Construction paper or colored poster board</li> </ul>
<b>Beginning (15 minutes)</b>	<p><b>Introduction:</b></p> <p>Discuss with students how the theme of hunger is ever-present in <i>Angela's Ashes</i>. Emphasize that eggs were particularly expensive to buy, and were a much appreciated item.</p> <p>Explain to them how, when Frank's father left for contract work in England, all the women left back in Ireland were eagerly awaiting the first money telegram from their husband's wages. Angela had specific plans for the boys regarding their breakfast. Frank had his own plans.</p> <p>Read with the students the following excerpt when Frank reveals quite descriptively how he plans to enjoy his breakfast.</p> <p>The women stay outside the pub, talking. Mam tells Mrs. Meeham 'The first telegram money order I get I'll be in the shop buying a big breakfast so we can all have our own egg on Sunday morning.'</p> <p>I look at my brother Malachy. Did you hear that? Our own egg on a Sunday morning. Oh God, I already had plans for my egg. Tap it around the top, gently crack the shell, lift with a spoon, a dab of butter down into the yolk, salt, take my time, a dip of the spoon, scoop, more salt, more butter, into the mouth oh God above, if heaven has a taste it must be the taste of an egg with butter and</p>

	<p>salt. And after the egg is there anything in the world lovelier than fresh, warm bread and a mug of sweet, golden tea?</p> <p>Using the board, ask students to identify all the adjective and other descriptors that McCourt used to describe the plan for his egg: <i>Own-gently-dab-lovelier-fresh-warm-sweet-golden</i></p> <p>What words appealed to the senses in this passage? <i>The process in which he would tap and open the egg, "tap it", "crack it", "more salt, more butter", "if heaven had taste", "warm bread", "sweet, golden tea", "oh God! 'expressions"</i></p> <p>Ask the students, what food would you make special plans for? How would you create a plan in your own words using descriptors and adjectives, actions, and sequence with the same effect that would appeal to the senses?</p>
<p><b>Middle (30 minutes)</b></p>	<p>Using the poster-board shaped egg, model how to write the plan for the egg on the paper egg using different colors, letter shapes, and trying at all times to follow the steps to the process.</p> <p>Write on the egg each step given by McCourt, and add small pictures showing (for example a happy face) satisfaction, hunger, excitement, and all the emotions that the description awakens in the reader.</p> <p>Explain to students that they will each choose a special food that they particularly have a plan of action for, and have them write the steps to their process first on roughdrafts. Each step to the process must describe the food in a way that it would appeal to the senses, and instill a feeling of connection to the intended audience.</p> <p>Once the student has at least 10 steps to the process with descriptors, they can proceed to "build" their special food out of poster board, or construction paper, and have them write their steps to the process and "emoticons" around the picture, on top of it, or behind it.</p> <p><i>Sample:</i></p> <p><i>Every time I get paid at work, I make sure I go to the gourmet store and get one of my favorite foods: A jar of \$19 dollar pure, golden sweet honey. I sometimes cannot wait to get home to enjoy its sweet and melting flavor, but it is best to wait. I have plans with that honey, and it is a process that makes the experience all the more delicious. I change clothes, slip on my slippers and become</i></p>

	<p><i>comfortable. Then, I open the jar and let it breathe for about one minute. During that time, I am literally sniffing its delicious, buttery, sweet, intoxicating aroma. My toasts are waiting. My favorite butter knife is ready to go, though I make sure it is always a bit warm from washing it well with hot water so that the honey does not stick too much. Then, the moment comes. I dip the butter knife and take a generous amount of that gorgeous, golden honey. I slather it onto the bread with no reservations. The bread feels heavier already because it is carrying over 11,000 calories on its top. I do not care: It is a special moment for me. Then, the explosion of sweetness and crunchiness that comes from biting on this lovely snack makes me smile. I close my eyes in ecstasy, making sure each of my taste buds are equally treated to this awesome deliciousness. And, as each bite is finished, I square it off with one heaping spoonful of the honey, reserved on the side, as my very special after snack treat.</i></p>
<p><b>End (15 minutes)</b></p>	<p>Arrange for all students to put up their pictures and descriptors around the room to conduct a gallery walk. Allow students to walk through with a rubric to score their peers and provide constructive criticism:</p> <ol style="list-style-type: none"> <li>1. There were at least 10 steps in the descriptive process of how you enjoyed your favorite food.</li> <li>2. The narrative included lots of sensory descriptors.</li> <li>3. The work was done in an organized way.</li> <li>4. The style of writing was similar to the style of description of Frank McCourt.</li> <li>5. The picture was creative.</li> <li>6. The task was completed.</li> <li>7. The work demonstrates knowledge on how to apply adjectives and sensory descriptors to a complete piece of descriptive writing.</li> </ol>
<p><b>Reteaching/Enrichment</b></p>	<p><b>Reteaching</b>  Re-read the passage with the students.  Ask them to write down what they felt as he described how he would eat his egg. If the students felt aversion, ask them what words in the description made them feel aversion. If they felt hunger or any other emotion that connects them to the story, ask also which parts of it made them feel that way. In either case, Frank McCourt accomplished the mission of appealing to the senses, and to engage the reader in the story. That is the purpose of the writing piece: To teach the students how to involve their intended audience in the same way.</p> <p><b>Enrichment</b></p> <p>Ask students to research online what were the staple foods and the price of the foods that were most expensive during McCourt's youth in Ireland (circa 1940's). Explain why eggs were so</p>

	appreciated to the poor Irish classes. How much would the egg have cost? Who was able to afford eggs? How often could a regular family afford to get eggs for their homes?
<b>Modifications</b>	<ul style="list-style-type: none"> <li>• Ensure that all your subgroups and paired students are divided by differentiated academic ability.</li> <li>• Always provide a printout version of the play for students with difficulty following small print.</li> <li>• Provide dictionaries/thesauri for ESOL learners.</li> </ul>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. There were at least 10 steps in the descriptive process of how you enjoyed your favorite food.</li> <li>2. The narrative included lots of sensory descriptors.</li> <li>3. The work was done in an organized way.</li> <li>4. The style of writing was similar to the style of description of Frank McCourt.</li> <li>5. The picture was creative.</li> <li>6. The task was completed.</li> <li>7. The work demonstrates knowledge on how to apply adjectives and sensory descriptors to a complete piece of descriptive writing.</li> </ol>