

TEACHER'S PET PUBLICATIONS

LitPlan Teacher Pack *for* **A TREE GROWS IN BROOKLYN** based on the book by Betty Smith

Written by
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Note that this publication is set up for two-sided printing. The extra pages inserted to make the divider pages correct have been labeled as NOTES pages for any notes you might want to make.

REMINDER

Do not post this LitPlan on the Internet.

It makes answer keys available to students, which undermines every teacher's work.

ABOUT THE AUTHOR

Betty Smith

Born in Brooklyn, New York, to German immigrants, Betty Smith grew up poor in Williamsburg, Brooklyn. After marrying George H. E. Smith, she moved with him to Michigan and gave birth to two girls. Once her daughters were in school, Smith enrolled in college, even though she had not completed high school. She studied journalism, literature, writing, and drama. She later divorced her first husband and remarried after moving to North Carolina. After publishing *A Tree Grows in Brooklyn*, Smith worked on the musical adaptation for the novel. She continued to work as a dramatist and novelist throughout her life. Smith died in 1972.

Major Works

A Tree Grows in Brooklyn (1943)

Tomorrow Will Be Better (1947)

Maggie-Now (1958)

Joy in the Morning (1963)

Awards

Rockefeller Fellowship

Dramatists Guild Fellowship

INTRODUCTION *A Tree Grows In Brooklyn*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Tree Grows in Brooklyn*. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** mimics an activity the main character does in the text and gets students thinking about small, yet significant moments in their own lives.

The **reading assignments** are approximately thirty pages each; some are a little shorter, while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple-choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II reinforces the definitions of the words by providing students with dictionary definitions of them and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they encounter them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all the fragmented vocabulary lists for the reading assignments and gives students a review of all the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **timeline project** in this unit. This project requires students to record historical and personal events for the main character, as well as for themselves, noting the correlation between the two.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first writing assignment asks students to persuade their future children to follow their advice on how to find success and happiness in their teenage years. The second writing assignment asks students to inform others about the social injustices covered in the text, and the third asks students to describe their parents from a different perspective.

There is a non-fiction **reading assignment**. Students must read non-fiction articles, books, etc. to gather information about themes in our world today.

The **review lesson** pulls together all the aspects of the unit. The teacher is given four or five choices of activities or games to use, which all serve the same basic function of reviewing all the information presented in the unit.

The **unit test** comes in two formats: multiple-choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher can choose from to enhance the unit or use as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes, and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *A Tree Grows In Brooklyn*

1. Students will study the changes in America from the early 1900s to today.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will make connections with the material in the text and apply the lessons learned to their lives.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Tree Grows in Brooklyn* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENTS *A Tree Grows In Brooklyn*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters 1-3	
	<i>Assignment 2</i> Chapters 4-6	
	<i>Assignment 3</i> Chapters 7-9	
	<i>Assignment 4</i> Chapters 10-14	
	<i>Assignment 5</i> Chapters 15-20	
	<i>Assignment 6</i> Chapters 21-26	
	<i>Assignment 7</i> Chapters 27-30	
	<i>Assignment 8</i> Chapters 31-34	
	<i>Assignment 9</i> Chapters 35-38	
	<i>Assignment 10</i> Chapters 39-42	
	<i>Assignment 11</i> Chapters 43-45	
	<i>Assignment 12</i> Chapters 46-48	
	<i>Assignment 13</i> Chapters 49-54	
	<i>Assignment 14</i> Chapters 55-56	
	<i>Whole Book</i> Whole Book	

UNIT OUTLINE *A Tree Grows In Brooklyn*

1	2	3	4	5
Introduction Timeline Project PVR RA#1	Study ?s RA#1 PVR RA#2 Oral Reading Eval	Study ?s RA#2 Graphic Review Book One PVR RA#3	Study ?s RA#3 Characterization	Writing #1 PVR RA#4
6	7	8	9	10
Study?s RA#4 Non-Fiction PVR RA#5	Study ?s RA#5 Guest Speaker PVR RA#6	Study?s RA#6 Writing #2 PVR RA#7	Study ?s RA#7 Francie's Growth PVR RA#8	Study ?s RA#8 Johnny's Decline PVR RA#9
11	12	13	14	15
Study ?s RA#9 Johnny Interview Asst. PVR RA#10	Study ?s RA#10 Writing #3 PVR RA#11	Study ?s RA#11 Debate Education PVR RA#12	Study ?s RA#12 Impact of War PVR RA#13	Study ?s RA#13 Francie's Romances PVR RA#14
16	17	18	19	20
Study ?s RA#14 Changes	Extra Discussion Questions	Extra Discussion Questions	Vocabulary Review	Unit Review
21				
Unit Test				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *A Tree Grows in Brooklyn* unit
2. To distribute books, study questions, and other related materials
3. To preview the vocabulary and study questions for Assignment 1
4. To read Assignment 1
5. To introduce the project assignment for this unit

Activity 1

NOTE: Prior to the start of this lesson, ask students to think about items that represent their life. Give students a manila envelope and instruct them to fill it with items of relevance to their life. Tell students these items can be mementos from past significant events, or symbolic representations of things that are important to them. These envelopes should be brought to class for Lesson One.

Place students into small groups. Have them share the contents of their envelopes with those in their group, explaining why each item is significant. After each student has had time to share, ask students to think about how items can sometimes hold special memories or relevance to important events in life. Tell students that the character in the novel they are about to begin also selected important items from her life to preserve in an envelope. Explain to students that they will be reading a novel about a young girl growing up in Brooklyn. Be sure to mention that they will be reading about significant events in Francie's life, just as they just learned about significant events in each other's lives.

Activity 2

Explain to students that as they read the novel, they will be encountering important people and events from Francie's life as she grows into a young adult, as well as important events in American history. Tell students they will be creating a timeline of events in the novel as well as events in their own life. Distribute the project requirement sheets and discuss them with your students.

Activity 3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test. **Review the study questions for Assignment 1 while you're looking at the study guides.**

Vocabulary Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test. **Do Assignment 1 together orally to show students how to do the vocabulary worksheets.**

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can make

copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource Materials portion of this LitPlan contains suggested topics for an extra library of related books and articles in your classroom, as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for use when they finish reading assignments or other class work early.

Non-fiction Assignment Sheet Explain to students that they each are to read at least one nonfiction piece from the in-class library at some time during the unit. Students will fill out a Nonfiction Assignment Sheet after completing the reading to help you (the teacher) evaluate their reading experiences and to help the students think about and evaluate their own reading experiences.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school. Preview the book. Look at the covers, front matter, and index.

Activity 4

Tell students that they should read Assignment 1 prior to the next class period. Give them the remainder of this class (if time remains) to complete this assignment.

A TREE GROWS IN BROOKLYN HISTORICAL AND PERSONAL TIMELINE PROJECT
A Tree Grows In Brooklyn

PROMPT

While reading *A Tree Grows in Brooklyn* you will follow Francie from a young girl to a young adult. Aside from important events in Francie's life, you will also be introduced to important events in American history. As you are reading, you will be creating two timelines: one for Francie's life and one for your own life. Both timelines you create will feature both personal and historical events of relevance. Your goal is to not only document relevant events, but to also show the correlation between historical events and the way they change an individual life.

WHAT TO DO

As you are reading, be sure to take note of important events in both Francie's life and in the time period in which she lives. You may want to keep sticky notes or page flags with you while reading so you may easily refer back to pages you need when selecting items to place on your timeline. After each reading assignment is complete, review your notations and decide what you want to include on your timeline, keeping in mind you are recording events from both Francie's life and the historical time period in which she lives.

Before you begin constructing your timeline, determine how you want to compile your information. You may choose to create a timeline using poster board, or you may use the computer to create your project. After you have determined how you want to create your timeline, begin by drawing a horizontal line across your project. Above the line is where you will include events from Francie's personal life. Below the line is where you will want to include events from American history. Remember to give specific details for each entry on your timeline. You may want to use quotations from the novel or conduct additional research on your own. Each entry should also include a graphic.

When working on your personal timeline, you will follow the same format as outlined above. The top portion of your timeline will detail important events in your life, while the bottom will focus on important events globally or nationally. When selecting historical events from your life, try and choose events that changed or shaped your world in some way, just as Francie does in the novel. Remember, you are not just documenting important dates, but trying to illustrate how the world in which you live can hold significance in your personal way of life as well.

LESSON TWO

Objectives

1. To review main ideas, events, and vocabulary of Assignment 1
2. To preview the vocabulary and study questions for Assignment 2
3. To read Assignment 2
4. To evaluate students' oral reading

Activity 1

Give students a few minutes to formulate answers to the study guide questions for Assignment 1, and then discuss the answers to the questions in detail. Write the answers on the board or overhead transparency so students can have the correct answers for study purposes. Preview the questions for Assignment 2 while students have their study guides out.

NOTE: It is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed in this unit. Of course, you should guide the discussion when appropriate and try to fill in any gaps students may leave. The study questions could really be handled in a number of different ways, including in small groups with group reports following. Occasionally you may want to use the multiple choice questions as quizzes to check students' reading comprehension. As a short review now and then, students could pair up for the first (or last, if you have time left at the end of a class period) few minutes of class to quiz each other from the study questions. Mix up methods of reviewing the materials and checking comprehension throughout the unit so students don't get bored just answering the questions the same way each day. Variety in methods will also help address the different learning styles of your students. From now on in this unit, the directions will simply say, "Discuss the answers to the study questions in detail as previously directed." You will choose the method of preparation and discussion each day based on what best suits you and your class.

Activity 2

Review the vocabulary answers from the reading. Make sure students write down the correct answers. Instruct students to complete the vocabulary work for Assignment 2.

Activity 3

Have students read assignment 2 of *A Tree Grows in Brooklyn* orally in class. You probably know the best way to get readers with your class; pick students at random, ask for volunteers, or use whatever method works best for your group. If you have not yet completed an oral reading evaluation for your students, this would be a good opportunity to do so. A form is included with this unit for your convenience.

LESSON THREE

Objectives

1. To review main ideas, events, and vocabulary of Assignment 2
2. To analyze the purpose of Book One
3. To introduce students to central themes and important elements of the novel
4. To preview the vocabulary and study questions for Assignment 3

Activity 1

Discuss the answers to the study guide questions for reading Assignment 2 as previously directed.

Activity 2

Review the vocabulary answers from reading Assignment 2. Be sure students have the correct answers for study purposes.

Activity 3

Book One serves as an introduction to Francie's life and key elements that will be explored in later chapters. Explain to students that the setting, characters, and events outlined in the first book of the novel will later be given to them in the full context of Francie's life and explored in more detail. Tell students that Book One is like a glimpse into Francie's life before the author delves into more detail.

Split students into small groups, providing each group with construction paper and markers. Ask each group to visually represent a scene from Book One. The scene they choose to visually represent should contain one of the following elements that will continue to be explored through the remainder of the text: religion, relationships with family members, the frugal lifestyle of the Nolans, the resourcefulness found in poverty, enjoyment of small pleasures in life, character flaws, character strengths, gender roles, and ethnic separation. Tell students that since Book One is a glimpse into Francie's life, they should select a scene and create a glimpse of one element of the novel. Guide students to reread portions of the text in order to make sure their visual representation of these important elements are accurate and full of detail.

Once students have completed their visual representations, ask them to share them with the class. Use this as a way to begin discussing some of the important themes of the novel by spending a few moments after each presentation to explore that element fully.

Activity 4

Review the study questions and vocabulary for Assignment 3 orally together in class. Tell students that they should read Assignment 3 prior to the next class period. Give them the remainder of this class (if time remains) to complete this assignment.

WRITING ASSIGNMENT #1 *A Tree Grows In Brooklyn*

PROMPT

Mary Rommely reflects on what she has learned as a mother and offers her daughter Katie sound advice after giving birth to her first child. Though her daughter is skeptical at first, Mary offers support and examples to back up her advice, helping Katie to see the relevance of her wisdom. Your assignment is to write to persuade your future children to follow your advice on how to find happiness and success in their teenage years.

PREWRITING

Reread the portion of the text where Mary talks with Katie soon after Francie is born, paying close attention to the broad spectrum of topics she covers in her advice. For each piece of advice she gives, take note of the support and examples she provides to make her argument stronger. Next, reflect on what you have learned in your teenage years. Think about what you have learned from firsthand experience, and what you have learned from observing others around you. Generate a list of several topics you wish to cover in your advice to your children, making sure to provide at least two or three examples or reasons to support why your children should follow your advice for each topic.

DRAFTING

This essay should be written in first person and should be speaking directly to your future children. Remember, in order to get them to follow your advice, you must provide authentic support and examples to prove why your advice is sound. You may use examples from your life, your observations, or the text. Your conclusion should summarize the reasons why your children should follow your advice and leave the reader with a lasting impact.

PROMPT

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

FRANCIE'S GROWTH
A Tree Grows in Brooklyn

Change in Francie	Evidence in the Book	Page

LESSON TWENTY-ONE

Objectives

To test the students understanding of the main ideas and themes in *A Tree Grows in Brooklyn*

Activity 1

Distribute the unit tests. Go over the instructions in detail and allow the students the entire class period to complete the exam.

NOTES ABOUT THE UNIT TESTS IN THIS UNIT:

There are 5 different unit tests included in the LitPlan Teacher Pack. Two are short answer, two are multiple choice. There is one advanced short answer test. The answers to the advanced short answer test will be based on the discussions you have had during class and should be graded accordingly. You should choose the tests and/or test parts which best suit your needs. Matching and short answer tests have answer keys. For essay type questions, grade according to your own criteria based on class discussions and the level of your students. Also, you will need to choose vocabulary words to read orally for the vocabulary section of the short answer tests.

Activity 2

Collect all test papers and assigned books prior to the end of the class period.

Assignment 6

Chapters 21-26

1. Why did attending school give Francie a feeling of safety?
2. Identify Mr. Morton and Miss Bernstone and explain why Francie thought they were special.
3. How did Francie make arithmetic "warm and human"?
4. How was Francie different from the other kids in her class?
5. What did Johnny tell Francie about bad people?
6. Who was responsible for getting Francie into the new school she wanted to attend? How was this plan accomplished?
7. Identify Mr. Jenson.
8. Why was Francie fortunate to be at her new school?
9. Describe both Katie and Johnny's feelings regarding the Democratic Party.
10. What was the Mattie Mahoney Association excursion?
11. What was the difference between a lie and a story, according to Francie's teacher?
12. What advice did the teacher give Francie to help her separate her fact from fiction?

Assignment 7

Chapters 27-30

1. Describe the ritual of acquiring a Christmas tree at midnight Christmas Eve.
2. What did Katie realize as she watched the children drag the Christmas tree up the stairway?
3. Why did the girls at the Christmas celebration refuse to admit that they were named Mary?
4. Why did Francie lie and say her name was Mary?
5. How did "things change" in the years between Francie's eleventh and twelfth birthdays to signify she was growing up and no longer viewed the world in the same way?
6. Briefly describe the trip to Canarsie.
7. Describe the scene Francie witnessed between Joanna and the neighborhood women.
8. Why did Francie leave her only copy of her published story in the baby carriage?
9. Why did Francie decide never to have a woman as a friend?

Assignment 8

Chapters 31-34

1. Why did Aunt Evy end up with her husband's milk delivery route?
2. After Katie found Francie's diary under her bed, what did she make her do?
3. What good news did Francie's teacher give her in regards to the upcoming graduation ceremony?
4. How did the Nolans happen to have a gun in the house?
5. What happened to Francie in the hallway of their apartment building? What did Katie do?
6. What did Sergeant McShane think as he shook hands with Katie?
7. Why did Lucia's father lock her in a room and feed her only bread and water?
8. How did Sissy get a baby?

MULTIPLE CHOICE STUDY/QUIZ QUESTIONS
A Tree Grows In Brooklyn

Assignment 1
Chapters 1-3

1. What was the Tree of Heaven?
 - A. It was the tallest tree in the neighborhood. It stood outside Francie's tenement.
 - B. It was the tree outside the Catholic church. It was said to bring good luck to all who said a prayer as they passed by it.
 - C. It was the tree which seems capable of growing in the worst conditions. It flourished in the slums.
 - D. It was the tree under which the neighborhood families buried their pets. It was said their animals would be sent to heaven.

2. What was Carney's?
 - A. The restaurant where Francie's papa worked
 - B. The grocery store that sold small, damaged pies for half price
 - C. The junk shop where children sold the trash they collected all week
 - D. The tent which contained freakishly odd animals and charged a penny for admission

3. What were the two rules about handling money?
 - A. All the money was split equally, and no one was allowed to buy candy.
 - B. Half the money had to be given to Granma Rommely, and the rest could only be spent if the kids had done all their chores.
 - C. Neeley was in charge of the money because he was the boy, and half of all the money the kids collected went into the tin can bank.
 - D. Five cents had to be given to the church on Sunday, and the kids could only spend the rest after they had gone to confession.

4. Describe the process Francie underwent as she decided how to spend her money.
 - A. She consulted with her brother before selecting the candy she wanted, making sure he helped her negotiate a good price. She then asked the opinion of all her girl friends before she selected the hair ribbon she would wear that week.
 - B. She purchased the first thing she saw in the store, wanting to get home as quickly as possible to enjoy her purchase.
 - C. She browsed in all the stores several days before she made her money so that she knew which stores offered the best price for the items she wanted.
 - D. She dreamed of winning a pick from Cheap Charlie's, debated whether to take a gamble on a surprise grab bag, and felt powerful as she took pleasure in handling items in the five and dime store.

VOCABULARY ASSIGNMENT 1 *A Tree Grows In Brooklyn*

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. He was a gentle man, kind to little children...or so everyone thought until that sunny afternoon when he inveigled a little girl into his dismal back room.

2. She looked over her friend's shoulder; saw her take out a few pieces of stale candy and examine her prize--a coarse cambric handkerchief.

3. What a wonderful feeling to pick something up, hold it for a moment, feel its contour...

4. He peeped into the bag and cut a caper of delight when he saw the buns.

5. "We ain't doing nothing, lady," said Neeley with that ingratiating smile which always won over her mother.

6. "Who the hell cares?" inquired the big boy languidly

7. "Yes?" inquired the lady pettishly.

8. His black derby was cocked jauntily and he was smoking a cigar.

A Tree Grows In Brooklyn Vocabulary Worksheet Assignment 1 Continued

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

- | | | |
|--------|--------------|--|
| ___ 1. | INVEIGLED | A. Enticed; lured |
| ___ 2. | CAMBRIC | B. Joke, prank |
| ___ 3. | CONTOUR | C. Outline |
| ___ 4. | CAPER | D. Dashing; stylishly |
| ___ 5. | INGRATIATING | E. With an attitude of impatient irritation over something small |
| ___ 6. | LANGUIDLY | F. Listlessly; indifferently |
| ___ 7. | PETTISHLY | G. Thin, white cotton or linen fabric |
| ___ 8. | JAUNTILY | H. Disarming; making yourself likeable to another person |

EXTRA DISCUSSION QUESTIONS/WRITING ASSIGNMENTS

A Tree Grows in Brooklyn

Chapters 1-3

1. Why is Saturday "like a holiday" for the people of Brooklyn? Compare and contrast the mood and events that take place on Saturday with those on Sunday.
2. In the first few chapters the reader learns a lot about Francie through her observations and actions. Using at least three details from the text, cite examples where the author uses indirect characterization to give the reader more insight into Francie's character.
3. What role does money play in the lives of Francie and Neeley? What ways are they responsible with their money and what ways do they indulge in small luxuries?
4. Why is wasting coffee so important to the Nolan family?
5. What realization about life does Francie have while waiting to buy bread? Why does this realization make her panic?
6. Describe the religious and national separation in Brooklyn. Cite examples from the text to support your answer.
7. How does the author introduce the symbol of the tree in the opening chapters?
8. Why is the union label so important to Francie's father? What does this say about the time in which the story was taking place?
9. In what ways does the author introduce the readers to the financial situation of the Nolans within the first few chapters?
10. What is Francie's goal in regards to reading? What big goals did you have as a child? In what ways did you set out to achieve those goals and what was the outcome?
11. Describe the differences between Francie's mother and father. Who does Francie connect with more? Who in your family do you feel closest to?
12. Francie and Neeley spend their childhood Saturdays trading in junk they collect for pennies to spend on small treats. What Saturday traditions did you have as a kid?
13. Francie observes her brother teasing other boys in the neighborhood, but realizes it is just a part of life. Describe a time in your life when you were teased by other kids, or when you teased others. How does this behavior affect others? How does it play into the natural role of children growing up?

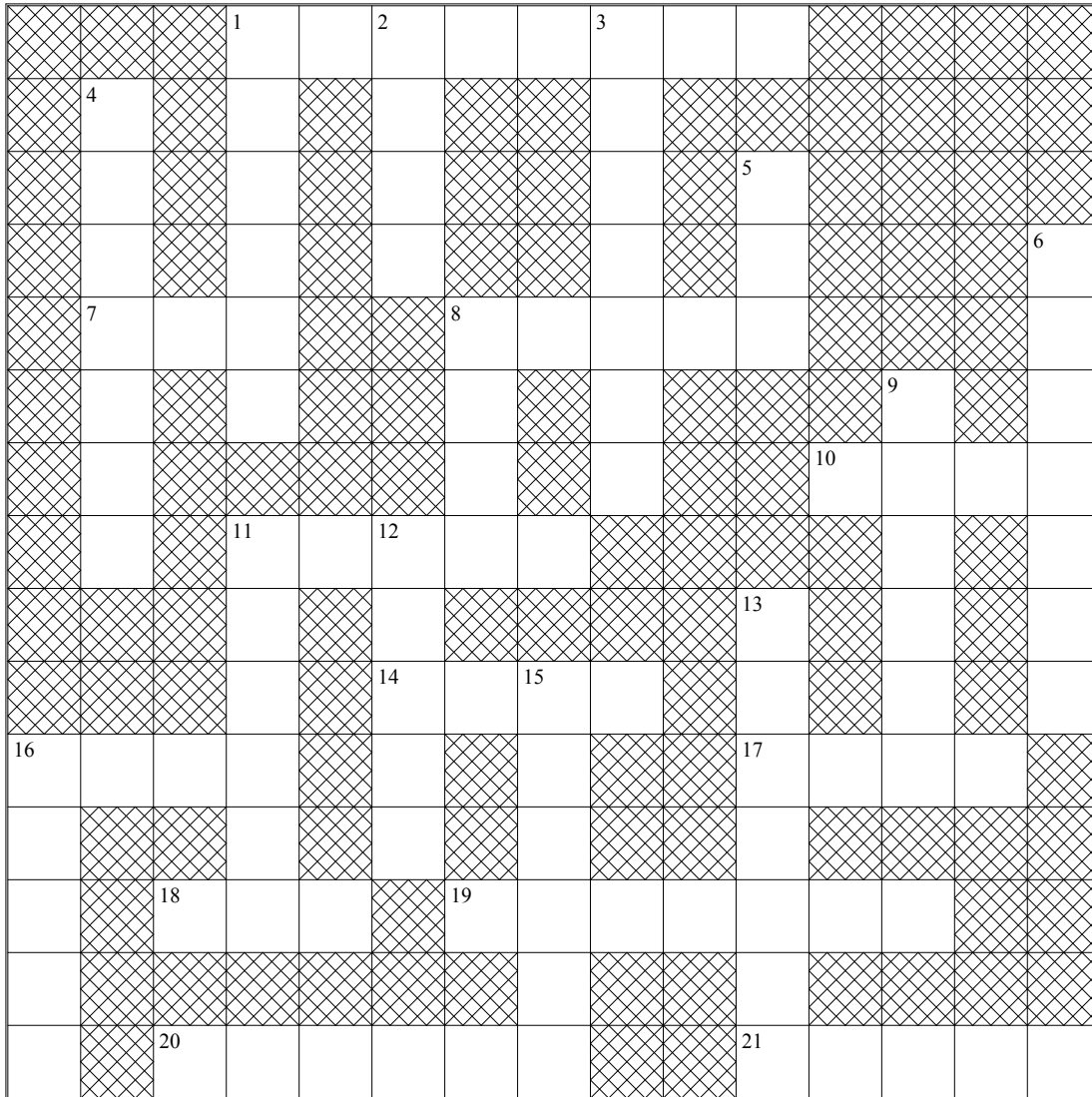
WORD SEARCH *A Tree Grows In Brooklyn*

B	U	R	E	A	U	D	J	O	A	N	N	A	T	B	U
L	T	I	L	L	Y	S	O	E	I	M	G	U	R	L	N
Z	W	S	R	R	R	T	H	B	N	C	G	N	E	E	I
T	Y	N	M	O	R	E	N	L	S	S	S	T	E	E	O
W	H	D	U	M	T	A	A	Y	U	H	O	I	V	V	N
P	O	I	S	M	F	C	H	D	R	A	S	N	S	X	Y
M	S	A	I	E	T	H	F	R	A	N	C	I	E	S	C
B	P	R	C	L	L	E	G	U	N	E	L	X	L	K	Y
L	I	Y	O	Y	S	R	D	B	C	R	I	S	A	W	M
A	T	B	L	P	G	T	N	I	E	C	B	I	U	A	O
K	A	W	L	Z	N	G	E	Q	V	F	R	N	R	G	V
E	L	R	E	E	T	D	Q	M	Y	O	A	G	I	O	E
S	N	I	G	P	D	R	U	M	M	E	R	S	E	N	D
G	D	T	E	N	E	E	L	E	Y	I	Y	C	Q	Y	O
S	B	E	S	M	I	T	H	P	E	N	N	I	E	S	L
Y	F	R	E	D	U	C	A	T	I	O	N	G	W	J	L

- Also called Prima Donna (7)
- Annie _____ is the youngest child of Johnny and Katie Nolan. (6)
- Author of the novel *A Tree Grows in Brooklyn* (5)
- Book read daily by the Nolans (5)
- Button Johnny was proud of (5)
- Dreams of marrying Katie and eventually does (7)
- Drummer pulls the milk _____ (5)
- Francie is able to attend this during the summer (7)
- Francie keeps one of these for a year (5)
- Francie loves to _____ (4)
- Francie meets Ben _____ in college (5)
- Francie says her name is Mary to get this (4)
- Francie works at the clipping _____ (6)
- Francie's first real job is at a _____ factory (8)
- Horse that feuds with Willie (7)
- Johnny _____ on his way up the stairs (5)
- Katie does this when she gets embarrassed in front of her neighbors (4)
- Katie loves this person more than Francie (6)
- Katie uses this on the pervert in the hallway (3)
- Katie's maiden name (7)

- Man who breaks Francie's heart (3)
- Mr. Morton taught this subject (5)
- Neighbor who comes along on the fishing trip (5)
- Person who calls Francie's writing "sordid" (7)
- Prominent symbol in the novel (4)
- Sissy or Evy to Francie (4)
- The _____ man was the family messenger (9)
- The key to a better life (9)
- The kind janitor at Francie's school (6)
- These sisters offer voice and piano lessons (7)
- Was widowed, divorced, married and pregnant in 10 days (5)
- What Francie and Neeley get when they trade in their collected junk (7)
- What Francie wants to be when she grows up (6)
- What Sissy calls all her husbands (4)
- What Sissy fails to get in her first two marriages (7)
- Where Francie goes nearly each day (7)
- Where Sissy has her first healthy baby (8)
- Willie's wife (3)
- Women throw rocks at this person (6)

CROSSWORD A *Tree Grows In Brooklyn*



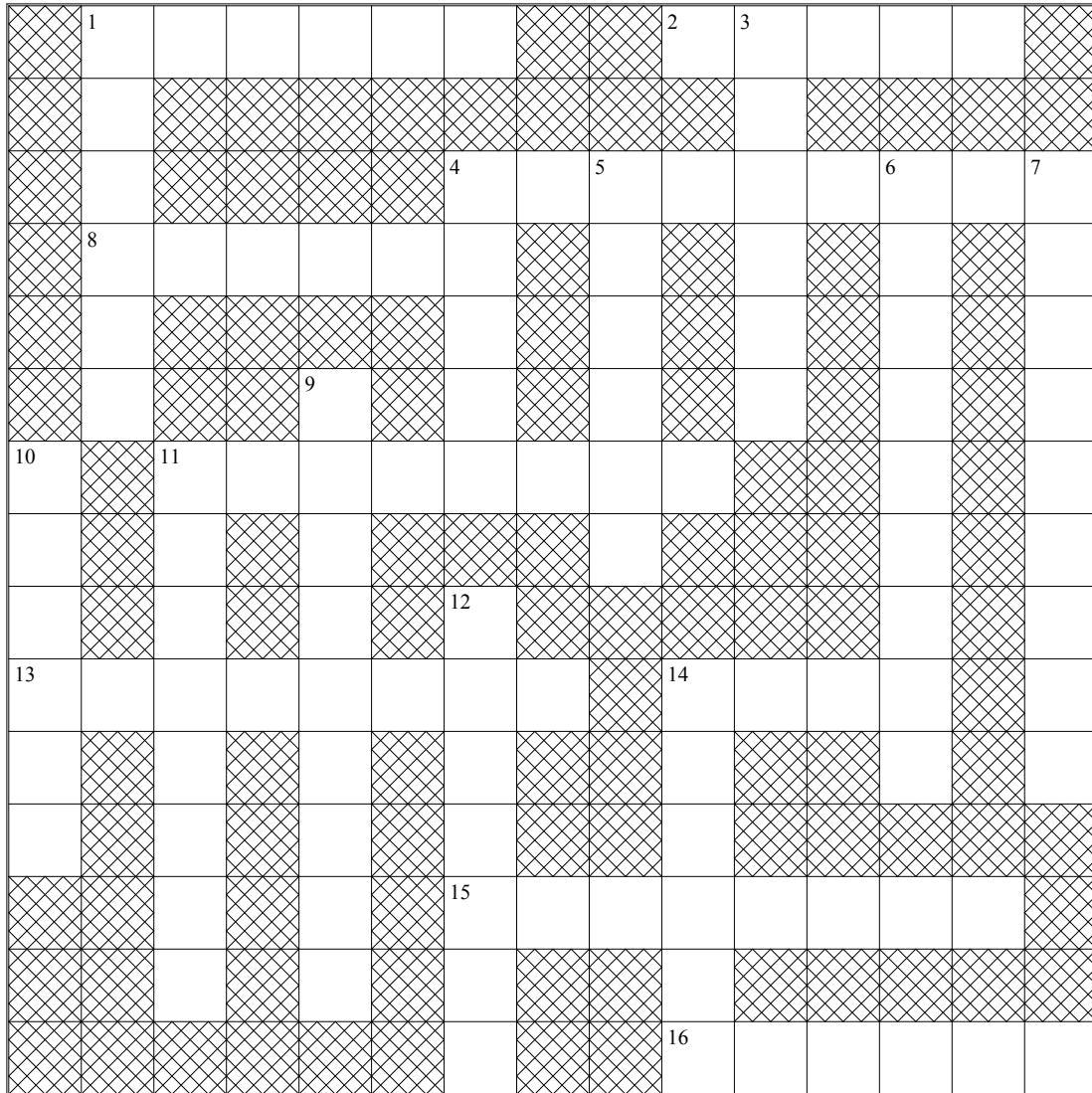
Across

- 1. The Nolans practice the _____ religion
- 7. Man who breaks Francie's heart
- 8. Francie keeps one of these for a year
- 10. What Sissy calls all her husbands
- 11. Book read daily by the Nolans
- 14. Sissy or Evy to Francie
- 16. Katie does this when she gets embarrassed in front of her neighbors
- 17. Francie loves to _____
- 18. Katie uses this on the pervert in the hallway
- 19. What Francie says she gets drunk on for the first time
- 20. Died at a young age from alcohol
- 21. Johnny _____ on his way up the stairs

Down

- 1. What the Nolans waste
- 2. Prominent symbol in the novel
- 3. Where Francie goes nearly each day
- 4. Francie is able to attend this during the summer
- 5. Willie's wife
- 6. Also called Prima Donna
- 8. Francie says her name is Mary to get this
- 9. Women throw rocks at this person
- 11. Francie works at the clipping _____
- 12. Francie meets Ben _____ in college
- 13. Place where the children sell their junk
- 15. Katie loves this person more than Francie
- 16. Mr. Morton taught this subject

VOCABULARY CROSSWORD *A Tree Grows In Brooklyn*



Across

- 1. A great flood
- 2. Joke, prank
- 4. Bewildered
- 8. Mystery
- 11. Free from guilt or blame
- 13. A disturbed state of mind often with hallucinations or restlessness
- 14. Innermost membrane of sac surrounding the embryo
- 15. Bright
- 16. Crude representation of someone or something used to ridicule the subject

Down

- 1. Distract; change course
- 3. Intensely devoted or enthusiastic
- 4. Commonplace
- 5. Excessively flattered or praised
- 6. Listlessly; indifferently
- 7. Low-necked
- 9. Find out
- 10. Prepared
- 11. Rich
- 12. Rustic
- 14. Moderate red color