

Character Based Literacy Program

Independent Study Lesson Plan

The Long Valley, Introduction



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Summary

John Steinbeck (1902 - 1968)

American novelist, storywriter, playwright, and essayist, John Steinbeck received the Nobel Prize for Literature in 1962. He is best remembered for *THE GRAPES OF WRATH* (1939), a novel widely considered to be a 20th-century classic.

John Steinbeck was born in Salinas, California. His native region of Monterey Bay was later the setting for most of his fiction. Steinbeck's father was a county treasurer. From his mother, a teacher, Steinbeck learned to love books.

Steinbeck attended the local high school and worked on farms and ranches during his vacations. Between 1920 and 1926, he studied marine biology at Stanford University, but did not take a degree - he always planned to be a writer. Several of his early poems and short stories appeared in university publications. After spending a short time as a laborer and reporter in New York City for the *American*, Steinbeck returned to California. While writing, Steinbeck took odd jobs. He was apprentice hod-carrier, apprentice painter, caretaker of an estate, surveyor, and fruit-picker.

The Long Valley

These short stories, written over several years and first published together in 1938, are set in Steinbeck's birthplace, the rolling Salinas Valley in California, a land of farms, ranches, sunny hills and distant mountains. Haunting and acutely observed, they explore the tensions between men and women, the individual and society, and humanity and the natural world.

The lesson plans begin with Steinbeck's beloved novella *The Red Pony*. After focusing on *The Red Pony*, you can move on and read the other stories in the collection. They can be read in any order, and you have the option of picking and choosing which stories will work for you. Be aware these stories deal with many mature themes, including death, murder, suicide, and adultery. The following is a breakdown of the stories by lesson plan day:

- Days 1-3, pages 145-174, *The Red Pony*, "The Gift"
- Day 4, pages 174-189, *The Red Pony*, "The Great Mountains"

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- Days 5-6, pages 189-208, *The Red Pony*, “The Promise”
- Days 7-8, pages 209-226, *The Red Pony*, “The Leader of the People”
- Days 9-10, pages 14-27, “The White Quail”
- Day 11, pages 1-13, “The Chrysanthemums”
- Day 12-13, pages 28-48, “Flight”
- Day 14, pages 49-60, “The Snake”
- Day 15, pages 61-64, “Breakfast,” and pages 135-144, “Saint Katy the Virgin” (there is a separate writing prompt for each story)
- Day 16, pages 65-76, “The Raid”
- Day 17, pages 77-92, “The Harness”
- Day 18, pages 93-100, “The Vigilante”
- Day 19, pages 101-120, “Johnny Bear”
- Day 20, pages 121-134, “The Murder”

Content Warnings

Be aware that the following stories may have sensitive and/or objectionable material. Please preview the material, because only you know what is appropriate.

- Days 1-8, *The Red Pony* – The story includes some shocking moments, including the **death and murder of animals**.
- Days 9-10, “The White Quail” – Includes the possible **unintentional killing of an animal**.
- Day 12-13, “Flight” – The main character **commits murder, and is killed by a posse** in the end.
- Day 15, “Saint Katy the Virgin” – Steinbeck **treats religious conversion with tongue-and-cheek**, which might be offensive to some.
- Day 16, “The Raid” – The protagonists are **cruelly and unjustly beaten** by a mob.
- Day 17, “The Harness” – Casual **references to alcohol abuse and prostitution**.
- Day 18, “The Vigilante” – Protagonist **participates in a lynch mob**. The word **nigger** is used.
- Day 19, “Johnny Bear” – **Sexual references and racial biases**. A white character commits **suicide** when it is revealed she is **pregnant with a Chinese servant’s child**. Also, the characters **use the title characters’ mental retardation as a source of nightly entertainment**.
- Day 20, “The Murder” – The main character visits a **house of prostitution** every Saturday night. After the protagonist catches his wife committing **adultery**, he **kills her lover**, and **horsewhips his wife**.

Map

In most lessons, there are suggestions of places that can be added to a map. Ideally, this would be a large map to use as a reference when reading *The Long Valley*. You might choose to put up a map of all of California, perhaps continued from *The Circuit*, or use a map of Monterey County.

If you are a member of AAA, you can drop by your local AAA office and request maps of both California and the Monterey area.

Internet Resources

The website of the National Steinbeck Center, is probably the best resource for finding information on John Steinbeck online www.steinbeck.org.

Film Resources

The Red Pony (1949) is available on DVD. It is an unrated film starring Robert Mitchum.

Final Writing Assignment

The final writing assignment is a literary comparison of two somewhat similar characters from two different stories in the collection. You may choose your own characters. Detailed instructions and a checklist appear at the end of the lesson plan.

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Independent Study Lesson Plan

The Long Valley, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

Who is John Steinbeck?

What are the Gabilan Mountains?

What is strangles?

Why does Steinbeck name the old man Gitano?

What's the difference between a gelding and a stallion?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

contemplative (145)	stern (146)	disciplinarian (146)	jovial (146)	crossroads (148)
inflection (157)	lax (157)	coaxed (157)	cinch (158)	bridle (159)
precedes (164)	constricted (165)	listlessly (165)	whetted (168)	incensed (169)
strenuously (175)	ferocious (177)	gnarled (179)	paisano (179)	parallel (183)
languorous (190)	conscientiously (192)	nonchalance (192)	fatuous (196)	infallible (199)

READ

Read Read the selection.

Read p. 145-199

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

In most lessons, there are suggestions of places that can be added to a map. Ideally, this would be a large map to use as a reference when reading *The Long Valley*. You may choose to put up a map of all of California, perhaps continued from *The Circuit*, or use a map of Monterey County.

If you are a member of AAA, you can drop by your local AAA office and request maps of both California and the Monterey area.

Map

You will find a blank map of California attached to the Activity Check List.

- Mark the settings of *The Long Valley* on your map of California.
- Locate Salinas and the Gabilan Mountains.
- Label the Great Mountains on your map. They aren't formally named. Use Steinbeck's description to figure out where they would be in relation to the Salinas Valley.

KWL

What do you already know about the Salinas/Monterey area? Begin to fill the "Know" section of a KWL Chart about Salinas and Monterey. What do you know about a ranch in California at this time, based on "The Gift?"

Add to your KWL chart about Steinbeck's California. What cultural differences are there within the population at this time? How do people treat the old? Who cared for old people in Monterey County?

What do you want to know about the Salinas/Monterey area? Begin to fill the "Want to Know" section of a KWL Chart about Salinas and Monterey. What questions do you have about Steinbeck's California at this time?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Beginning Middle End Chart

- You will find a Beginning Middle End Chart in your set of CBL Graphic Organizers. Please draw a copy of this chart to use as you read this story.
- Remember, a typical story uses the following format:

- The **beginning** introduces the setting, the characters, and the problems the characters face.
- In the **middle** you learn about the roadblocks to the characters solving their problems.
- In the **end** of the story, the conflicts reach a peak and then resolve with a resolution of the characters' problems.

Story Sketch

Steinbeck uses incredibly rich imagery and description in his writing. He uses words to paint a picture for the reader. Today, use Steinbeck's written description to create a sketch of a particular event, setting, or character from today's reading.

- Choose a sentence or passage that you find especially descriptive.
- Write that sentence or passage across the bottom of an unlined sheet of paper.
- Use the rest of the paper to create a picture that matches and enhances the words.
- Be sure to utilize the colors that Steinbeck describes.

Open Mind Portrait

Twice in today's reading we see Jody's dad get his feelings hurt. Draw an open mind portrait for Jody's dad that shows what he is thinking and feeling at one of these times.

Character Profile Chart

- You will find a Character Profile Chart in your set of CBL Graphic Organizers. Please draw a copy of this chart to use with this activity.
- Complete a Character Profile Chart to describe Carl Tiflin. Try to think of at least two positive character traits, and two negative character traits, to include in your analysis. What kind of person is Carl Tiflin?

1g6 Setting Chart

By now, you should be very familiar with the setting of *The Red Pony*. Complete a setting chart for the Tiflin ranch.

Discussion

Key Questions, p. 145-155

1. Why does Steinbeck spend so much time describing the place where this story happens with sensory details?
2. What are some of the sensory details Steinbeck uses?
3. Do you know any ten-year-olds who are capable of caring for a horse?
4. What kind of man is Jody's father?
5. Who is Jody's true father-figure?
6. Why is Jody's mother proud of him?
7. How do you think the setting of *The Red Pony* might mirror some of the author's own childhood?
8. What three adjectives would you use to describe Jody?

Key Questions, p. 155-164

1. What is Jody learning from the experience of raising his horse?
2. Why was Jody afraid for the time when he would be able to ride his pony?
3. How has Billy Buck earned his infallibility in Jody's eyes?
4. How does Steinbeck foreshadow what will happen next in the story?
5. What do Jody's daydreams about Gabilan being injured mean?
6. Why are boys so afraid to disappoint their male role models?
7. What is your favorite example of descriptive imagery from today's reading?
8. What does the name "Gabilan" tell the readers about the pony's qualities?
9. Would you want to be Carl Tiflin's son? Why or why not?

Key Questions, p. 164-174

1. What are the steps in Gabilan's treatment?
2. Does Jody believe Billy Buck's assertion that Gabilan is going to get better?
3. What does Jody learn about life from this experience with his pony?
4. When do most children first experience death?
5. If you were Jody's father, how would you have handled the situation?
6. What are some other famous novels or movies where a beloved animal dies?
7. How does Steinbeck use the setting to increase the drama of the story?
8. What do you think will happen next in Jody's saga?

Key Questions, p. 174-189

1. How does Steinbeck use the character of Carl Tiflin to point out important themes in the story?
2. How are Gitano and old Easter similar?
3. This is the second time Jody has killed a bird to appease his anger; how does this time contrast with the time he killed the vulture?
4. What has Cody learned about life from his interaction with Gitano?
5. How do Steinbeck's characters treat the old? Is this different from how the old are treated in your culture?
6. In the last paragraph "The Great Mountains," on page 189, what emotion is Steinbeck trying to convey to the reader?
7. What do you think is going to happen next in *The Red Pony*?

Key Questions, p. 189-199

1. How does Billy Buck talk Carl Tiflin into letting Jody have another horse?
2. How is Carl teaching Jody responsibility?
3. What are the ways that Jody shows that responsibility requires action?
4. What worries Jody in today's reading selection?
5. What clues does Steinbeck give the reader as to what might happen before the end of "The Promise?"
6. What promise does the title of this section refer to?
7. Has anyone ever made you a promise they couldn't keep?
8. Do you think Jody will get his colt?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 148

"...Behind him, in the tall sagebrush, the birds were scampering on the ground, making a great noise among the dry leaves; the squirrels piped shrilly on the side-hills. Jody looked along at the farm buildings. He felt an uncertainty in the air, a feeling of change and of loss and of the gain of new and unfamiliar things. Over the hillside two big black buzzards sailed low to the ground and their shadows slipped smoothly and quickly ahead of them. Some animal had died in the vicinity. Jody knew it. It might be a cow or it might be the remains of a rabbit. The buzzards overlooked nothing. Jody hated them as all decent things hate them, but they could not be hurt because they made away with carrion" (p. 148).

Writing Prompt

Steinbeck uses plants and animals to provide sensory details that show how alive the land is. He writes continually about this area of California that he was so attached to.

Think about a place that is important to you, or just a place you really, really like. Close your eyes and imagine how it feels, looks, smells, tastes, and sounds. **Write a paragraph describing your place in vivid detail. Try to make sure you have all the parts of a good paragraph, and use as many good location words as you can.**

Key Paragraph, p. 159

"And Jody trembled when he thought of the time when he would first sit in the saddle. The pony would probably throw him off. There was no disgrace in that. The disgrace would come if he did not get right up and mount again. Sometimes he dreamed that he lay in the dirt and cried and couldn't make himself mount again. The shame of the dream lasted until the middle of the day" (p. 159).

Writing Prompt

Jody is afraid to ride his pony, because he isn't sure how he will react to adversity. He really wants to ride, but doesn't want to embarrass himself. **Write a paragraph about a time when, like Jody, you were afraid to do something you were looking forward to because of what might happen. How did you feel about the situation? Be sure to use a very clear topic sentence.**

Key Passage, p. 174

"Carl Tiflin wiped the blood from the boy's face with a red bandana. Jody was limp and quiet now. His father moved the buzzard with his toe. 'Jody,' he explained, 'the buzzard didn't kill the pony. Don't you know that?'

'I know it,' Jody said wearily.

It was Billy Buck who was angry. He had lifted Jody in his arms, and had turned to carry him home. But he turned back to Carl Tiflin. "Course he knows it,' Billy said furiously, 'Jesus Christ man, can't you see how he'd feel about it?'" (p. 174).

Writing Prompt

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Jody knows that the buzzard didn't kill his pony, but his anger leads to violence against the innocent bird. Think about a time when you were very, very angry. **Write a paragraph that describes when and why you were angry, and how you reacted. Make sure you have a strong topic sentence. Arrange the sentences in chronological order.**

Key Paragraph, p. 175-6

"The bird looked much smaller dead than it had alive. Jody felt a little mean pain in his stomach, so he took out his pocket-knife and cut off the bird's head. Then he disemboweled it, and took off its wings; and finally he threw all the pieces onto the brush. He didn't care about the bird, or its life, but he knew what older people would say if they had seen him kill it; he was ashamed because of their potential opinion. He decided to forget the whole thing as quickly as he could, and never to mention it" (p. 175-176).

Writing Prompt

Jody kills twice—once in anger, once in boredom. Although the act was the same, the two events were very different.

Think of something that you did or that happened to you twice, for example, getting a bad grade on a report card, breaking up with a boy/girl friend, or getting angry with someone in your family.

Write a paragraph comparing and contrasting two events in your life that were similar. Use a topic sentence, organized body sentences, and a good closing sentence.

Key Paragraph, p. 193

"He went to his work with unprecedented seriousness. This night he did not dump the can of grain to the chickens so that they had to leap over each other and struggle to get it. No, he spread the wheat so far and so carefully that the hens couldn't find some of it at all. And in the house, after listening to his mother's despair over boys who filled their lunch pails with slimy, suffocated reptiles, and bugs, he promised never to do it again. Indeed, Jody felt that all such foolishness was lost in the past. He was far too grown up ever to put horny-toads in his lunch pail any more. He carried in so much wood and built such a high structure with it that his mother walked in fear of an avalanche of oak. When he was done, when he had gathered eggs that had remained hidden for weeks, Jody walked down again past the cypress tree, past the bunkhouse toward the pasture. A fat warty toad that looked out at him from under the watering trough had no emotional effect on him at all" (p. 193.)

Writing Prompt

Jody is feeling more grown up. He decides to take responsibility around the farm, and changes his behavior. Think about a time when you felt particularly grown up. Did you, like Jody, suddenly become responsible and do the things you were supposed to do?

Write a narrative paragraph about a time when you began to feel more grown up, how you acted, and what you did. Try to make it a strong narrative paragraph that includes who, what, where, when and why.

Close Close by extending today's lesson to life and the world.

Community Connection

The common thread of nature links all of the stories in Steinbeck's *The Long Valley*. As you read the novel, list all of the animals and plants mentioned in the novel. As the novel progresses, you can research interesting facts about these animals and plants, and create an illustrated dictionary of California flora and fauna. A sample worksheet is included at the end of the Day 1 lesson to help guide the process.

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Name: _____

Date: _____

Flora and Fauna Scavenger Hunt

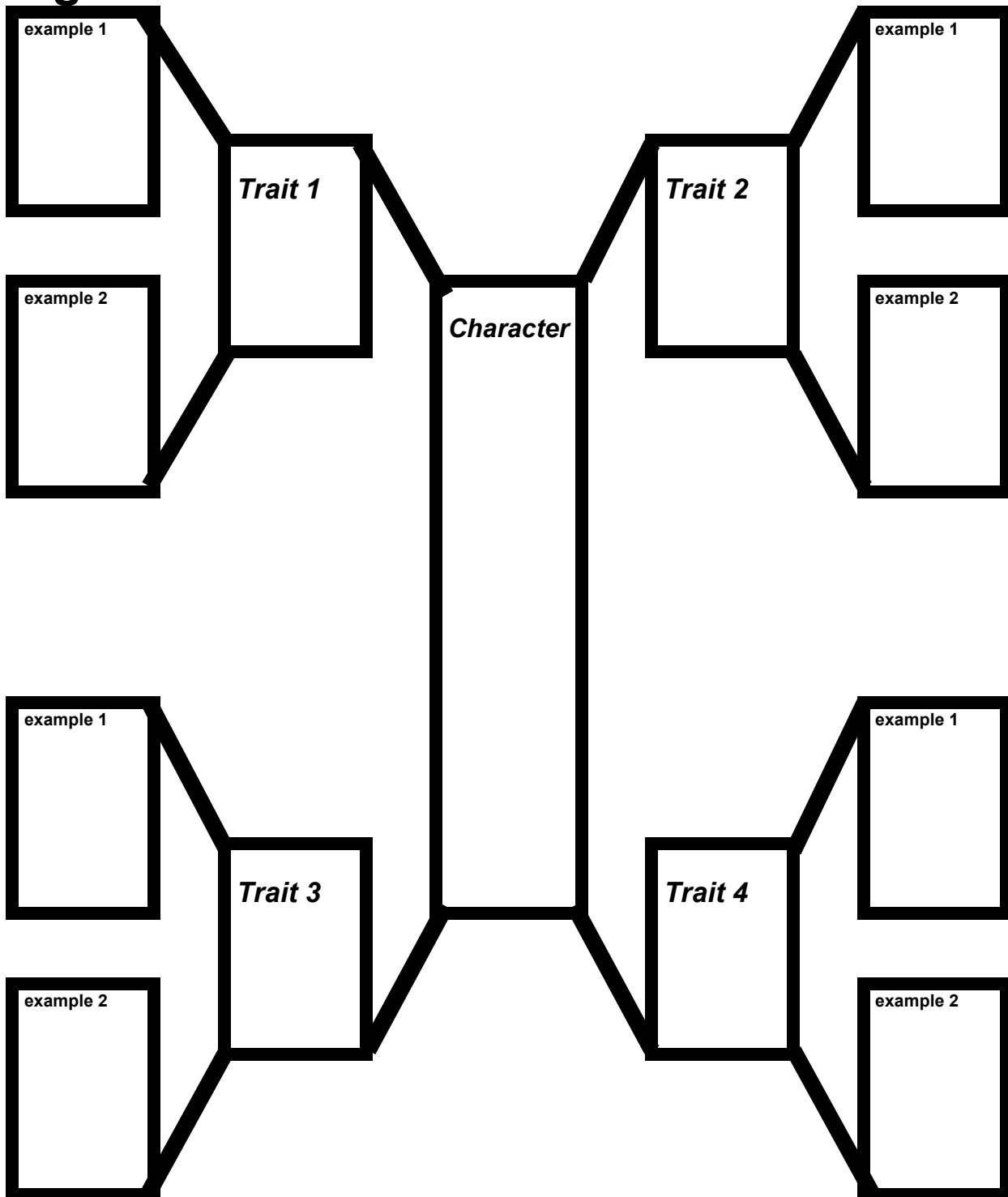
The Long Valley by John Steinbeck

Name	Flora (plant) or fauna (animal)?	Interesting Facts	Illustration

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

4g6 Character Profile Chart



1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program
Independent Study Lesson Plan
The Long Valley, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is a breech birth?

What was the Westward Movement?

Why was it a bad idea for pioneers to eat their oxen?

What is Florida Water?

What is a quail?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

scalded (200)	counteract (200)	conjunction (200)	eliminated (200)	preliminary (203)
ominously (210)	relented (211)	judiciously (212)	rancor (213)	humoring (216)
reverence (217)	staunchness (221)	apprehension (222)	retract (223)	disconsolately (224)
fuchsias (14)	coping (19)	title (20)	interest rate (20)	decisive (21)
sacred (22)	discouraged (23)	ecstasy (23)	paralysis (24)	albino (25)

READ

Read Read the selection.

Read p. 199-226, 14-27

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

KWL

Continue to fill in the “Want to Know” section of a KWL Chart about Salinas and Monterey. What do you want to know about the Salinas/Monterey area? What questions do you have about Steinbeck’s California at this time?

Start to fill in the “Learned” section as well. What have you learned about the settlers of Salinas/Monterey from the story “The Leader of the People?” What have you learned about the people of this area, especially about the lives of women, from the story “The White Quail?”

Map

Add to your map of the settings of *The Long Valley*. Trace some of the routes by which settlers would have arrived in California from the East. For “The White Quail,” consider making a map to represent Mary’s garden.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Billy believes that because of his promise to get Jody a foal, he has no choice but to kill Nellie. Is this true? Create an open mind portrait for Billy Buck when he realizes he can only save one or the other. How does he make his choice?

Complete side-by-side open mind portraits of Mary and Harry. What is important to each of them? What do they think about the other person? Why does each need the other person?

5g6 Character Interaction Chart

Create a character interaction chart for Jody, Billy Buck, and Carl Tiflin. How does each relate to the other? How are their relationships different? Does Jody interact differently with Billy than he does with his father?

You will find a template, to use to draw your own chart, in your packet of CBL Graphic Organizers.

6g6 Venn Diagram

Create a Venn Diagram comparing Jody to his father, Carl Tiflin. How are the two the same? How are they different? The two differ not only in age and experience, but in

temperament and world view. Why? How is it that a child can be so different from the parent who raises him?

You will find a template, to use to draw your own diagram, in your packet of CBL Graphic Organizers.

Postcard

As Jody, write a postcard to Grandfather after he goes home. On one side, draw a scene from the Tiflin farm. On the other, write to Grandfather and tell him about your feelings about your home in the Salinas Valley.

4g6 Character Profile Chart

Complete a Character Profile Chart for Jody. What are his best characteristics? Be sure to give detailed examples of each character trait. If you choose responsibility as a characteristic, the examples should illustrate Responsibility Requires Action.

Postcard

Write a postcard as though you were Mary writing to her sister. On one side draw the garden. On the other, tell your sister about the newly finished garden.

You will find a template, to use to draw your own chart, in your packet of CBL Graphic Organizers.

Open Mind Portrait

Complete side-by-side open mind portraits of Mary and Harry. What is important to each of them? What do they think about the other person? Why does each need the other person?

Story Sketch

Draw a picture of the white quail Mary sees in her garden.

Discussion

Key Questions, p. 199-208

1. What is the mood of the story at the beginning of today's reading on page 199?
2. How are Jody's daydreams different from the reality of his situation?
3. How is Jody's relationship with Billy Buck different from his relationship with his father?
4. Why is Jody so worried as Nellie's time approaches?
5. Are there really any times when we have no choices?
6. In Billy's situation, what would you have done?
7. Was Billy's choice the most responsible choice he could have made?
8. Why does Jody find it hard to be happy about the colt?

Key Questions, p. 209-216

1. Why does Jody want to kill the mice in the haystack?

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2. What role does story telling play in building and maintaining a culture?
3. Why do we tell stories to children?
4. Why do you suppose Carl Tiflin doesn't want to hear Grandfather's stories over and over while Jody does?
5. How is Grandfather similar to Gitano, the old man from "The Great Mountains?"
6. How does Steinbeck portray elderly people differently in different stories?
7. Are older people portrayed differently in other novels you have read? (For example: *The Giver*, *The Maze*, *Harry Potter*, *The Circuit*, *The Contender*, *A Christmas Carol*, *Night*, etc.)
8. How do you treat the elderly people in your family?

Key Questions, p. 216-226

1. Why did Steinbeck end *The Red Pony* with the story about Grandfather?
2. If people like Grandfather had not led wagon trains across the country, how would California have developed?
3. What is the primary conflict in "The Man of the People?" In *The Red Pony* as a whole?
4. Why do older people like to tell stories of their youth?
5. How are Carl and Jody Tiflin different in their treatment of Grandfather?
6. Do you think Jody would treat his grandfather differently if he were an older teenager?
7. At the end of the novella *The Red Pony*, how does Mrs. Tiflin feel about her son?
8. What will happen as Jody develops into a man?

Key Questions, p. 14-22

1. What was Mary's goal in life?
2. Why did Mary marry Harry?
3. How did Mary feel after her garden was completed?
4. Would you rather be Mary or Harry?
5. What is a good reason to get married?
6. What words and phrases does the author use to illustrate Harry's feelings towards Mary?
7. Is a vivid imagination a blessing or a curse?
8. If Mary were a "modern woman," allowed to have a job outside her home, do you think she would be a happier person?

Key Questions, p. 22-27

1. What does Mary associate with the white quail?
2. What information does the author reveal about Mary's past that gives the reader insight into her character?
3. Why does Harry refuse to poison the cat?
4. Who do you think was right: Mary or Harry?
5. Is it wrong to poison animals, even if they're going to kill other animals?
6. Do you think Harry *accidentally* killed the quail?
7. Why is Harry lonely?

8. What does this story reveal about Steinbeck's attitude toward women?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 208

"Billy's face and arms and chest were dripping red. His body shivered and his teeth chattered. His voice was gone; he spoke in a throaty whisper. 'There's your colt. I promised. And there it is. I had to do it—had to.' He stopped and looked over his shoulder into the box stall. 'Go get hot water and a sponge,' he whispered. 'Wash him and dry him the way his mother would. You'll have to feed him by hand. But there's your colt, the way I promised'" (p. 208).

Writing Prompt

Billy does something he knows is wrong in order to follow through on his promise to Jody. He felt like killing the mother horse was his only option.

Write a paragraph describing a time when you thought you had no choice, or didn't like any of the choices you had. Describe the situation and what you were thinking. You might want to start by drawing an open mind portrait for yourself at that time. When you write your paragraph, make sure you have a clear topic sentence, an organized body, and a strong closing sentence. Include as many personal and sensory details ("*showing*" writing) as possible to make your writing exciting.

Key Paragraph, p. 216

"No, not much—but then later, when the troops were hunting Indians and shooting children and burning teepees, it wasn't much different from your mouse hunt" (p. 216).

Writing Prompt

Jody's father isn't thrilled about his father-in-law's visit, because he only talks about one thing – Indians. Think of a family member, friend, or teacher who likes to tell stories, maybe even the same ones over and over.

Write a narrative paragraph *showing* what it is like to listen to a person in your life tell a story. Write the paragraph from the point of view of a listener. How do you feel when you are listening to the story? Try to put your narrative paragraph in chronological order. Make sure you have a clear topic sentence, an organized body, and a good closing sentence.

Key Paragraph, p. 224

"It wasn't Indians that were important, nor adventures, nor even getting out here. It was a whole bunch of people made into one big crawling beast. And I was the head. It was westering and westering. Every man wanted something for himself, but the big beast that was all of them wanted only westering. I was the leader, but if I hadn't been there, someone else would have been the head. The thing had to have a head" (p. 224).

Writing Prompt

Jody's grandfather is talking about being a leader. He says it wasn't necessarily important who was the leader, but that the group had to have a person to lead and control it as it crossed the country.

Think about a time when you were in a leadership position. How did it make you feel? **Write a strong narrative paragraph with a topic sentence that tells your story about being a leader. Be sure to describe the group you were leading, as well as how you felt as their leader. Use at least one concluding word in your closing sentence.**

Key Paragraph, p. 18

"That's the enemy,' Mary said one time. 'That's the world that wants to get in, all rough and tangled and unkempt. But it can't get in because the fuchsias won't let it. That's what the fuchsias are there for, and they know it. The birds can get in. They live out in the wild, but they come to my garden for peace and for water.' She laughed softly. 'There's something profound in all that, Harry. I don't know quite what it is. The quail are beginning to come down now. At least a dozen were at the pool this evening'" (p. 18).

Writing Prompt

Mary's garden is her refuge. She has built an elaborate fantasy world around her garden. It has become her entire life.

Think about a place you go for "refuge." **Write a paragraph describing a place that you go for refuge, and explain what it means to you to have such a place. This place might be a room, park, store, or almost any place in your life that makes you feel good. Remember to use sensory details. Arrange your sentences in order of importance.**

Key Paragraph, p. 26

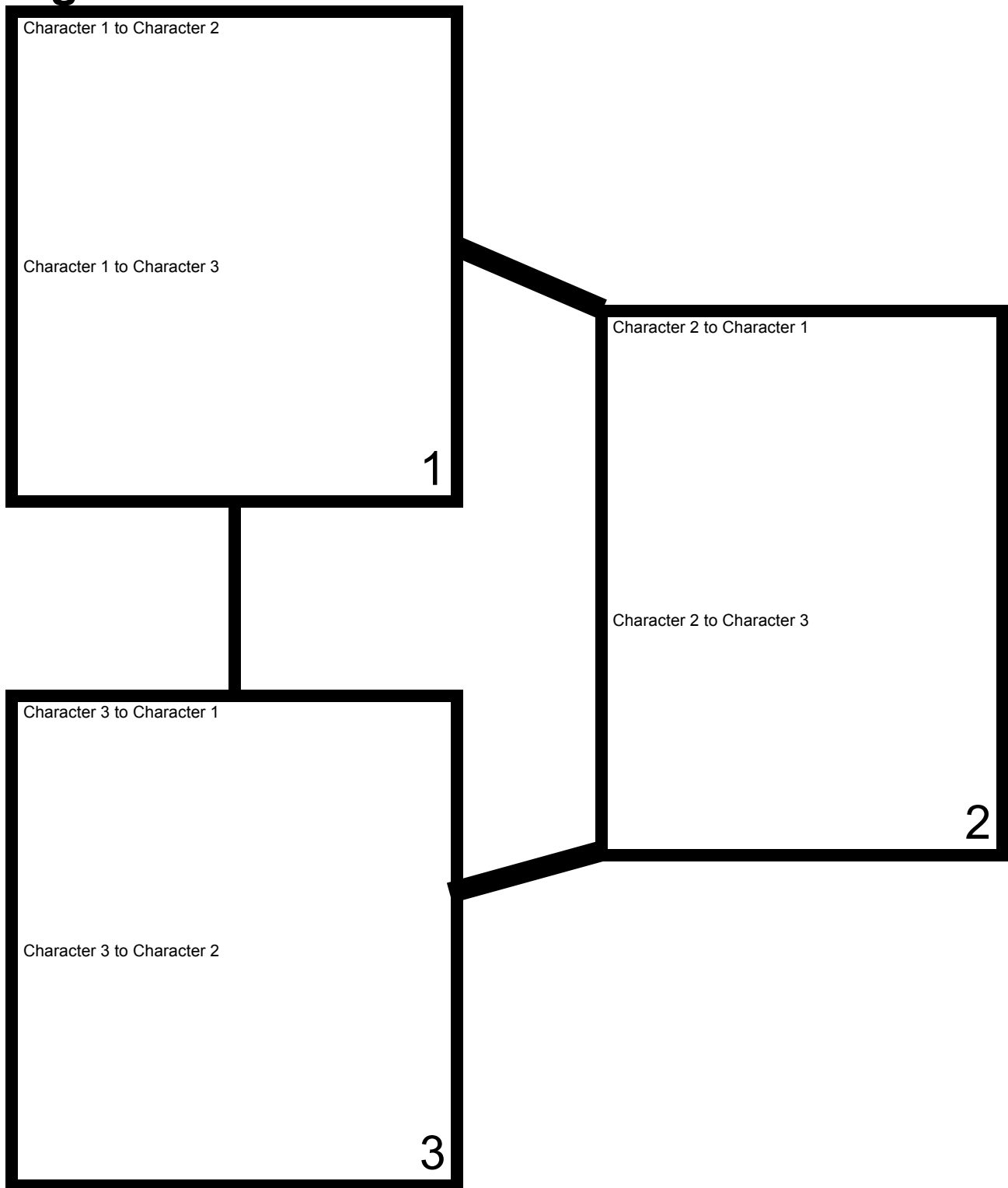
"Harry walked slowly over to her and picked her up. 'I didn't mean to kill it,' he said to himself. 'I just wanted to scare it away'" (p. 26).

Writing Prompt

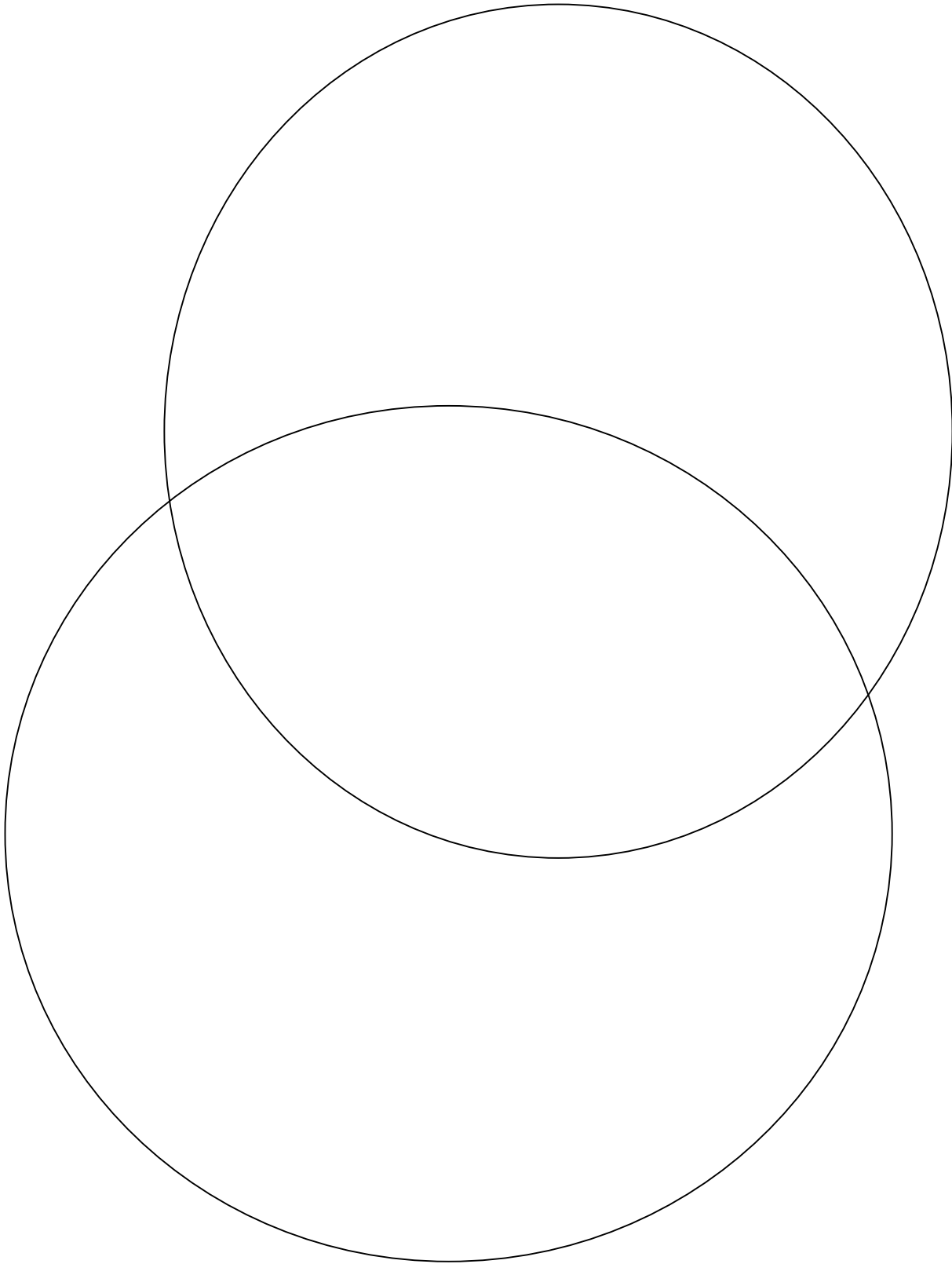
Although he does not consciously plan to kill the bird, Harry shoots the white quail. His life with Mary is desperately lonely—she lavishes all of her feeling, affection, and love on her garden, leaving her devoted husband starved for affection. Unconsciously, Harry kills Mary's alter-ego, the white quail, as a way to avenge his hurt feelings and empty home life.

Think about a time you wanted to make someone feel bad, get revenge, or get even with someone for something. **Write a paragraph or two telling what happened and how you felt about it. What did the offending party do? Why did you feel the need for revenge? Did the revenge make you feel any better? Would you make the same choice today? Remember to include a beginning, middle, and end to your story.**

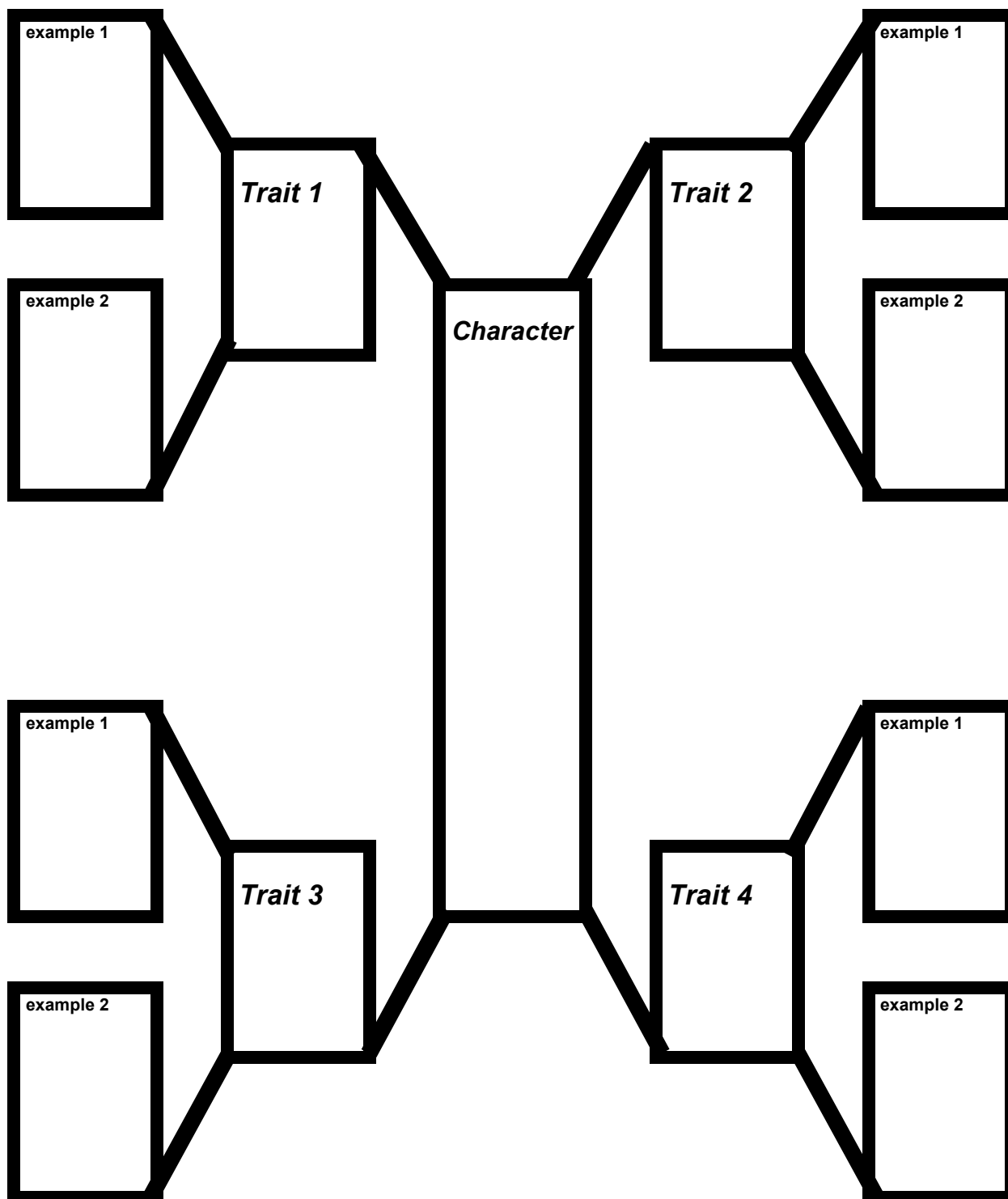
5g6 Character Interaction Chart



6g6 Venn Diagram Chart



4g6 Character Profile Chart



Character Based Literacy Program
Independent Study Lesson Plan
The Long Valley, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is a tinker?

What does “thee” mean?

What is blood poisoning?

Who is the “real” Dr. Phillips?

What is a monastery?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

chrysanthemum (1)	transplant (3)	mongrel (4)	sedately (4)	definitive (4)
aphids (28)	ancient (28)	thatch (28)	chiseled (28)	abalones (31)
sentinel (37)	foliage (37)	ascended (38)	monotonous (38)	sliver (43)
cannery (49)	dissection (49)	forceps (50)	subjective (56)	objective (56)
averted (62)	element (64)	heretic (140)	impervious (140)	repentance (141)

READ

Read Read the selection.

Read p. 1-13, 28-64, 135-144

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why

- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Locate a spot on your map of California where you think Elisa and Henry's farm might be.

Mark a possible place on your map of California where Mama Torres and her children might live. Remember, it should be near the ocean, far from the county seat, and close to the mountains.

Locate Monterey and the approximate location of Cannery Row on your map of California.

Add a possible location of "The Breakfast" to your map of California.

KWL

What do you want to know about the Salinas/Monterey area? Continue to fill the "Want to Know" section of a KWL Chart about Salinas and Monterey. What questions do you have about Steinbeck's California at this time?

Continue to fill in the "Learned" section as well. What have you learned about California flora and fauna, as well as California women, from the story "The Chrysanthemums?" What do you now know about the life of a man on the run in California at this time? Perhaps you might list what you've learned about industry and occupations that were available in Monterey at the time. What was life like for migrating farm workers? Why would a story about a pig in 14th Century France be included in a collection of stories about California?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Your Hobby, Task, or Chore

Elisa's favorite hobby is raising beautiful chrysanthemums. She gives the tinker very detailed instructions on how to care for a flower and raise it to be as wonderful as hers.

- Today, draw a picture of your favorite hobby, task, or chore. It should be something that involves some skill, and that has steps involved in completing it correctly.
- Below the picture, or on the back, make a list of the steps you take to complete your task.

- For example, if you're a cyclist, detail how you would repair part of your bicycle, or the steps involved in getting ready for a long ride.
- You could also outline the steps in a chore you complete regularly at home, like mowing the lawn or cleaning your kitchen.

Story Sketch

Draw a picture of one of Elisa's Chrysanthemums.

In pictures, recreate the scene of the strange woman watching the snake kill and eat its prey. What does she look like while watching the snake?

Venn Diagram

Create a Venn Diagram comparing Pepé before he went to town with Pepé after he returns home. How has he changed in the span of just a few hours?

You will find a sample of a blank Venn Diagram in your CBL Graphic Organizer packet. Please use this as a model to draw your own Venn Diagram.

Open Mind Portrait

Steinbeck uses vivid description to show us how Pepé is feeling instead of telling us. We never see directly into Pepé's head. Look through today's reading selection for strong descriptive phrases. Use these to create an OMP with at least five descriptive thoughts that Pepé is having as he travels through the mountains.

6g6 Venn Diagram

Choose a woman from another Steinbeck story. You might choose Mrs. Tiflin from *The Red Pony*, Mama from "Flight," Mary from "The White Quail," or any others you can think of. Complete a Venn Diagram comparing one of those women to the character of the strange woman in "The Snake."

You will find a sample of a blank Venn Diagram in your CBL Graphic Organizer packet. Please use this as a model to draw your own Venn Diagram.

Postcard

Write a postcard from the narrator of "The Breakfast" to a close friend telling about sharing breakfast with the migrant workers. On the other side, draw the breakfast scene.

Comic Strip

Create a comic strip showing the transformation of Katy in "Saint Katy the Virgin."

Map

Locate Monterey and the approximate location of Cannery Row on your map of California.

Discussion

Key Questions, p. 1-13

1. Why was Elisa so passionate about chrysanthemums?
2. What are you passionate about?
3. Do you think Elisa would like to be “transplanted?”
4. What change comes over Elisa after she gives the plant to the tinker?
5. Why did the old man really ask Elisa for the chrysanthemum?
6. Is Elisa satisfied with her life?
7. Why might Elisa think about going to the fights when she wouldn’t have before?
8. Why is she crying at the end of the story?

Key Questions, p. 28-36

1. How would you describe Pepé’s character at the beginning of the story?
2. How does the author foreshadow the murder and Pepé’s fate?
3. What do you think defines a man?
4. Does Pepé accept responsibility for what he did?
5. Does Mama believe her son is responsible for his actions?
6. How would a responsible person respond to the situation Pepé was in?
7. Why does Mama say Pepé is a man now?
8. Did Pepé mean to kill the man? Does that make a difference?
9. What does Rosy mean when she says “Not yet?” (p. 36)?

Key Questions, p. 36-48

1. What does Pepé do after leaving home that makes him a man?
2. Is Pepé ready to be a man?
3. What role does the setting play in “Flight?”
4. How does Steinbeck create such a vivid picture of Pepé’s struggle?
5. Is this a realistic portrayal of someone on the run from the law?
6. What do you think will happen to Pepé’s mother, brother, and sister?
7. What responsible choices could Pepé have made to avoid his death?
8. How is this story different from other Steinbeck books you have read so far?

Key Questions, p. 49-60

1. Why does the woman’s behavior both fascinate and disgust Dr. Phillips?
2. Do you think Dr. Phillips wants her to return? Why or why not?
3. What is the relationship between the woman and the snake?
4. Do you believe it is ethical to kill animals for science?
5. Why does Dr. Phillips have a problem with feeding the snake for entertainment, when he would have to feed the snake eventually anyway?
6. Is Dr. Phillips a responsible person? What evidence would you use to defend your answer?
7. Steinbeck claimed that he witnessed this exact scene in Ed Ricketts’ laboratory; why do you think he made a short story out of it?
8. How are the women in Steinbeck’s stories similar? How are they different?

Key Questions, “Breakfast”, p. 61-64

1. What descriptive details does Steinbeck use to describe the setting?

Character Education at the Markkula Center for Applied Ethics

2. Did the narrator's pleasure depend on the breakfast, or the setting in which it took place?
3. Why are the characters living in a tent?
4. Why was it so significant that the migrant workers shared their meal with the narrator?
5. Although the men are described as "neither friendly nor unfriendly" (62), they treat the narrator with courtesy—why?
6. Would you have shared your meal with a stranger?
7. What lesson is Steinbeck trying to convey to the readers?

Key Questions, "Saint Katy the Virgin", p. 135-144

1. What were the funniest parts of this story?
2. Have you ever owned or known an animal like Katy, that appeared to be "evil"?
3. Can animals be Christian?
4. Do you agree with Father Benedict when he tells the priest that he was a fool to think he could convert a pig and then butcher it?
5. How important are intentions in determining whether we are considered "wicked" or "saintly"?
6. Can a person (or a pig, for that matter), change "overnight"?
7. What is the moral of Steinbeck's story?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 3

"There was a little square sandy bed kept for rooting the chrysanthemums. With her trowel she turned the soil over and over, and smoothed it and patted it firm. Then she dug ten parallel trenches to receive the sets. Back at the chrysanthemum bed she pulled out the little crisp shoots, trimmed off the leaves of each one with her scissors and laid it on a small orderly pile" (p. 3).

Writing Prompt

Eliza works in a diligent and orderly fashion to plant her chrysanthemums. She has a routine to ensure that the little plants are properly planted and cared for.

Think of a task or chore that you do on a regular basis and make a list of the steps that are necessary to complete that task. **Take the list and turn it into a paragraph explaining to a peer how you complete that task. Remember to keep all the steps of the action in order.**

Key Passage, p. 35

"Pepé turned back to Mama. He seemed to look for a little softness, a little weakness in her. His eyes were searching, but Mama's face remained fierce. 'Go now,' she said. 'Do not wait to be caught like a chicken.'

Pepé pulled himself into the saddle. 'I am a man,' he said" (p. 35).

Writing Prompt

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Pepé acted on impulse, and was irresponsible. As a result, he now chooses to leave his home and his family, rather than face justice.

Write a paragraph describing a time you acted irresponsibly, and had to pay the consequences later. Did you regret your irresponsible action? What did you learn? Revise and edit your paragraph to improve your storytelling.

Key Paragraph, p. 44

“Pepé was pushing the rifle with his left hand now. Little drops of sweat ran to the ends of his coarse black hair and rolled down his cheeks. His lips and tongue were growing thick and heavy. His lips writhed to draw saliva into his mouth. His little dark eyes were uneasy and suspicious. Once when a grey lizard paused in front of him on the parched ground and turned its head sideways he crushed it flat with a stone” (p. 44).

Writing Prompt

In the end of “Flight,” Pepé faces death head on. Steinbeck ends the story in a tragic way, but it is an ending that the reader expects. How did Steinbeck “set up” the reader so that Pepé’s death wasn’t a complete surprise? What clues did the author leave in the story that told us the main character was going to die in the end?

Write an analytical paragraph that explains how Steinbeck foreshadowed Pepé’s death throughout the story. List at least three clues that Steinbeck left for the reader. Use one strong quote from the story that was a literary device intended to develop the story.

Key Paragraph, p. 55

“He shrugged his shoulders. ‘I see. You want to watch how rattlesnakes eat. All right. I’ll show you. The rat will cost twenty-five cents. It’s better than a bullfight if you look at it one way, and it’s simply a snake eating his dinner if you look at it another.’ His tone had become acid. He hated people who make sport of natural processes. He was not a sportsman but a biologist. He could kill a thousand animals for knowledge, but not an insect for pleasure. He’d been over this in his mind before” (p. 55).

Writing Prompt

Steinbeck often uses animal imagery to describe people. In this case, the snake is compared to Dr. Phillips’ female guest. Think of someone you know who reminds you of an animal of some kind. **Write a paragraph in which you describe this person in terms of the animal imagery. Revise your paragraph using the * and √ method.**

Key Passage, p. 64: “Breakfast”

“That’s all. I know, of course, some of the reasons why it was pleasant. But there was some element of great beauty there that makes the rush of warmth when I think of it” (p. 64).

Key Passage, p. 141: “Saint Katy the Virgin”

“As for Katy, she came forward stamping and champing, ready to snatch it and tread it under her feet. The face of Katy was a tiger’s face. Just as she reached the cross, the sharp shadow of it fell on her face, and the cross itself was reflected in her

yellow eyes. Katy stopped—paralyzed. The air, the tree, the earth shuddered in an expectant silence, while goodness fought with sin.

Then, slowly, two great tears squeezed out of the eyes of Katy, and before you could think, she was stretched prostrate on the ground, making the sign of the cross with her right hoof and mooring in anguish at the realization of her crimes.

Brother Paul dangled the cross a full minute before he hoisted himself back on the limb.

All this time Roark had been watching from his gate. From that day on, he was no longer a bad man; his whole life was changed in a moment. Indeed, he told the story over and over to anyone who would listen. Roark said he had never seen anything so grand and inspiring in his life” (p. 141).

Writing Prompt for “Breakfast”

Steinbeck conveys a lot of information about the workers and the narrator in this short description of the simple act of sharing a meal.

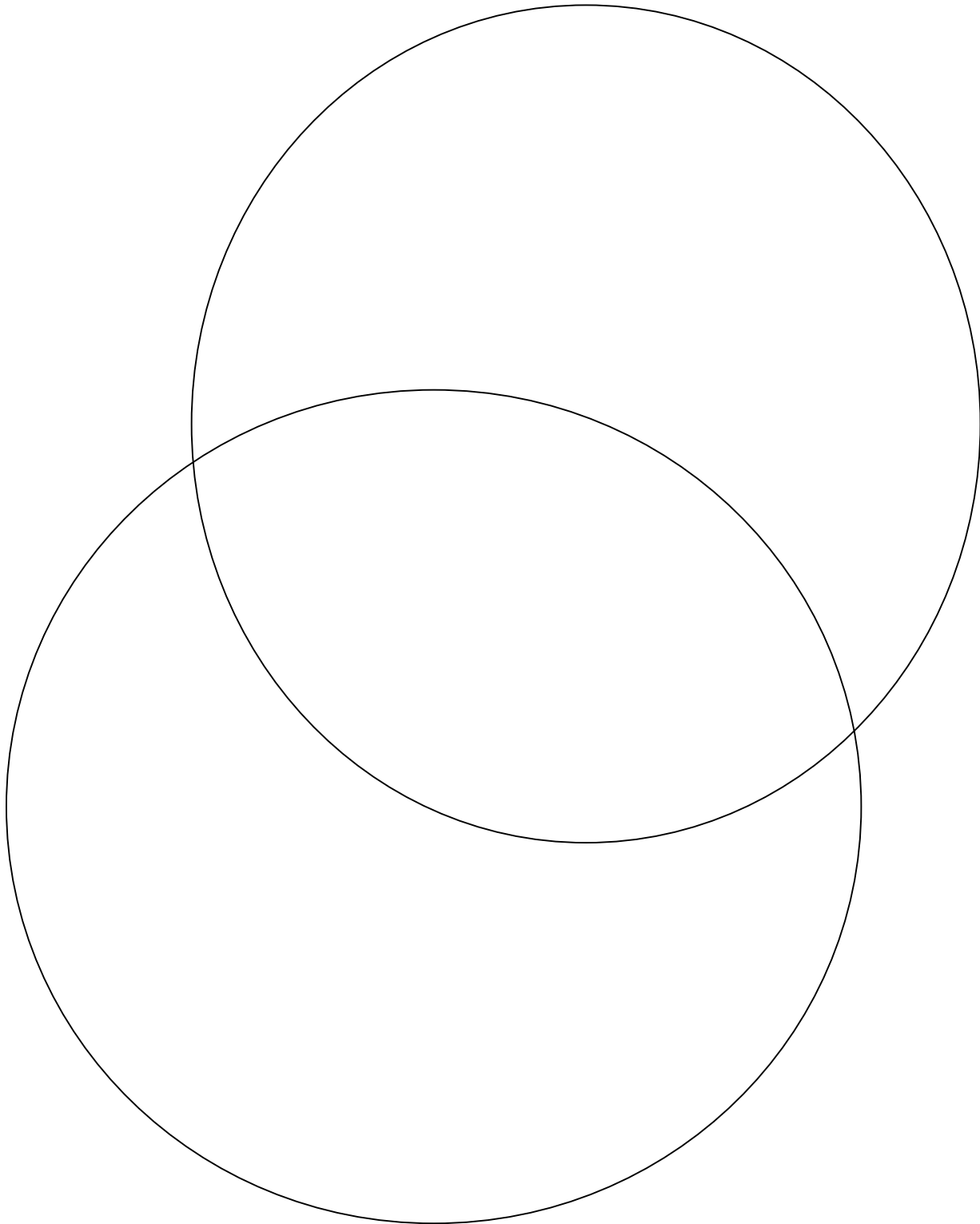
Think about a meal you shared with others. **Write a paragraph describing the meal. Try to convey any significance of things other than just the sharing of food that were occurring. Be sure to mention the who, what, where, when, and why of this meal.**

Writing Prompt for “Saint Katy the Virgin”

In this humorous story, Steinbeck tells about a truly evil character (Katy the pig) that repents her evil ways and becomes saint-like overnight.

Think about a time when you wanted to change something in your life or yourself. Were you able to change “overnight”? **Write a paragraph that tells the story of your attempted change. What was significant about the experience? Was the change easy or difficult? Was this a responsible choice?**

6g6 Venn Diagram Chart



Character Based Literacy Program
Independent Study Lesson Plan
The Long Valley, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

To what group do Nick and Root belong?

Who are the Masons?

What is lynching?

What is a sharecropper?

What is a Jugo-Slav?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

dismally (65)	mournfully (66)	scabrous (68)	resumed (72)	deportment (74)
emulate (77)	sullen (77)	probity (77)	hysteria (80)	harness (82)
melancholy (95)	fiend (96)	haggled (97)	vehemence (98)	petulant (99)
covet (101)	elaborately (105)	feeble (112)	transpired (117)	opposition (119)
vulgarity (124)	rig (125)	cantered (127)	glistened (130)	resonance (133)

READ

Read Read the selection.

Read p. 65-134

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Character Education at the Markkula Center for Applied Ethics

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

KWL

Add to the “Learned” section of your KWL chart. What have you learned about the Salinas/Monterey area?

What do you now know about the life men who wanted to unionize at this time? We often think of lynchings as something that only happens in the deep South. What have you learned about race relations in California from the story “The Vigilante?” How are race relations in this story different from the ones expressed in “The Vigilante?”

Complete your KWL chart on Steinbeck’s California. What do you know now about the lives of the people on which Steinbeck based most of his work? What does all of this reveal about the author’s attitude toward his home state?

Map

On your map, mark the upper Salinas Valley where the Randall ranch was located. Also, mark San Francisco, where Peter visits every year. Add a possible location for Loma onto your California map. Does the town exist in California today? Find a possible location for Jim and Jelka’s ranch on your map of California.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Draw an open mind portrait of Root as he is waiting for the union busters to show up. What is he thinking? Feeling? Planning?

5c12 Cube the Structure of the Text

Create a cube of today’s story. Be sure to focus on the conflict and the theme of “The Harness.” Is the conflict Peter deals with internal or external? What does he learn by the end of the story? The cube worksheet is attached to the Activity Check List.

5g6 Character Interaction Chart

Fill out a character interaction chart for Mike, Welch the bartender, and the lynched man. How do they interact? What is the difference between how the Mike and Welch view the man who has been lynched? We don’t know the dead man’s thoughts, but imagine what he would have thought of Mike and Welch as they came into the jail to get him. You will find a template of this graphic organizer in your CBL Graphic Organizer packet.

3g6 Plot Profile Chart

Complete a Plot Profile Chart for “Johnny Bear.” List ten events from the story, in chronological order. Then, rate the events for excitement from one to ten, and graph them on the worksheet. What does this tell you about how Steinbeck crafted the plot of “Johnny Bear?” You will find a template of this graphic organizer in your CBL Graphic Organizer packet.

6g6 Venn Diagram

Use a Venn Diagram to compare Jim and Jelka. What do they have in common? How are they different? Should they have gotten married? You will find a template of this graphic organizer in your CBL Graphic Organizer packet.

Discussion

Key Questions, p. 65-76

1. What kind of meeting are Root and Dick hosting?
2. Who is the man on the red and black poster?
3. Did this sort of thing happen on a regular basis?
4. Why does the committee demand that the organizers stay and “take it?”
5. Was taking the beating the responsible thing for the men to do?
6. Did they accomplish anything?
7. Root doesn’t fear the beating itself—what is he really worried about?
8. Why does Root quote Jesus Christ at the end of the story?
9. Do you agree that “religion is the opium of the people”?

Key Questions, p. 77-92

1. Is it crazier to be different, or to hide your true self from the world?
2. What is the primary conflict in Peter Randall’s life?
3. Why did Steinbeck call the story “The Harness”?
4. What does the harness symbolize?
5. What kind of relationship did Peter and Emma have?
6. What sensory details does Steinbeck share to make the reader see the beauty of the sweet peas planted in Peter’s ranch?
7. Is Peter Randall a responsible person? What evidence do you have to support your answer?
8. How do you think Peter Randall will behave in the future?
9. Will he become more or less responsible as the years go on?

Key Questions, p. 93-100

1. How do the men in the mob justify their actions?
2. Is it right to punish someone who hasn’t had a trial?
3. What do you think the hanged man is accused of?
4. At the end of the story, does Mike think he did the right thing?
5. How do you think you would have felt if you were a witness to this event?
6. Does Steinbeck think that vigilantism is an act of justice?
7. Did the mob behave responsibly?
8. What responsibility does the sheriff have for the black man’s death?

9. Why do you think there were few—if any—consequences for the members of lynch mobs during this time period?

Key Questions, p. 101-120

1. Why does Steinbeck tell the story in the first person?
2. Why is gossip, even when true, usually ugly?
3. If you ran into Johnny Bear, would you want to hear one of his performances?
4. Does anyone in this story behave in a responsible manner?
5. Looking back, what hints did Steinbeck leave that might have “clued in” the reader as to what was really going on with Miss Amy?
6. Why is Alex worried that someone recognized Miss Amy’s voice in the end?
7. Were you surprised by the end of the story?
8. What would have been the consequences of Miss Amy’s unplanned pregnancy in 1930’s rural California?
9. How would Miss Amy’s situation have been different if she were alive today?

Key Questions, p. 121-134

1. From the first page of the story, how did Steinbeck hint at the tragedy that might take place?
2. What expectations did men have of their wives in the 1930s?
3. Why do you think Jelka married Jim?
4. What was the biggest problem in Jim and Jelka’s marriage?
5. Is what Jelka was doing with her cousin any different than what Jim was doing at the Three Stars?
6. Do Jim and Jelka behave responsibly?
7. If Jim existed today, what would have been the consequences of his behavior?
8. Once again, what does this story reveal about Steinbeck’s attitude toward women?

EXTEND

Write Write a short product from today’s prompt to connect to the unit theme.

Key Paragraph, p. 72

“Take hold, kid! You take hold! And listen to me; if some one busts you, it isn’t him that’s doing it, it’s the System. And it isn’t you he’s busting. He’s taking a crack at the Principle. Can you remember that?” (p. 72).

Writing Prompt

Root is frightened about what is about to happen. He knows it will be difficult and dangerous, and is afraid despite his desire to prove himself.

Write a paragraph telling the story of a time when you were afraid of something and overcame it. Make sure you organize your thoughts and have a clear beginning, middle, and end of the story. In your conclusion, tell what you learned from this experience.

Key Paragraph, p. 82

“Peter went on as though he was talking to himself. ‘Even if she could see me, and I didn’t do what she wanted, she ought to feel good because I did it when she was here. It ought to please her that she made a good man of me. If I wasn’t a good man when she wasn’t here, that’d prove she did it all, wouldn’t it? I was a good man, wasn’t I, Ed?’” (p. 82).

Writing Prompt

For the entirety of his marriage, Peter lived up to his wife’s standards. He worked hard to meet her expectations of what a man should be, even though it wasn’t what he wanted out of life.

Most people try to please another person at some point in life, whether it is for respect, love, money, or happiness. **Write a story about a time you tried to please someone by doing, wearing, or saying things that they wanted you to, but that you didn’t really want to do. Was it satisfactory for anyone? Make sure you have a thesis sentence that states your purpose clearly (a thesis statement is like a topic sentence). Revise the story so that it has energy and enthusiasm.**

Key Paragraph, p. 95

“Mike drank again and then looked through his beer and watched the beads of bubbles rising from the grains of salt in the bottom of the glass. ‘Everything,’ he said. ‘I was one of the first in the jail, and I helped pull on the rope. There’s times when citizens got to take the law in their own hands. Sneaky lawyer comes along and gets some fiend out of it’” (p. 95).

Writing Prompt

Steinbeck clearly communicates to the reader the mob’s justification of its actions. They use the cost of a trial as reason to hang a man who has not been convicted of any crime. Because the black man is dead when the story starts, the reader never gets to hear his point of view. What do you think he was thinking and feeling as the lynch mob broke into the jail?

In two or three paragraphs, rewrite the story of the lynching from the victim’s point of view. Be descriptive. What were the sights and sounds he experienced in the last moments of his life? What did he think about the men coming after him? Be sure to include some dialogue in your story.

Key Paragraph, p. 106

“Alex rolled a cigarette a lighted it. ‘He isn’t, but he loves whiskey. He knows if he listens in windows and comes here and repeats what he hears, someone will give him whiskey. He tries to palm off Mrs. Ratz’ conversation in the store, or Jerry Noland arguing with his mother, but he can’t get whiskey for that’” (p. 106).

Writing Prompt

The men in Loma can’t get enough of the gossip that Johnny Bear’s talent provides. They buy him whiskey night after night, just so they can be entertained. They rarely think about who could be hurt as a result.

Think about time when someone was hurt by gossip, either you or someone you know. **Write a paragraph about the danger and hurtful power that gossip can have in a community. Use one example from the story, and one example from your life to make your point. Is gossiping a responsible act? What action can individuals take to counteract the effects of gossip? Be sure to include a strong thesis statement about gossip's consequences.**

Key Paragraph, p. 133

“‘You hurt me,’ she said. ‘You hurt me bad.’
He nodded gravely. ‘Bad as I could without killing you’” (p. 133).

Writing Prompt

In “The Murder,” neither Jim nor Jelka is a particularly moral person. Both make mistakes and suffer in a marriage that is lacking on both sides. Steinbeck carefully crafts his characters so that both have strong positive and negative qualities.

Use the Venn Diagram you completed today to write a paragraph comparing and contrasting Jim and Jelka. How are they the same, and how are they different? Both show responsibility at some times, but not at others. Focus on character traits when discussing these two individuals and their marriage.

Close Close by extending today's lesson to life and the world.

Community Connection

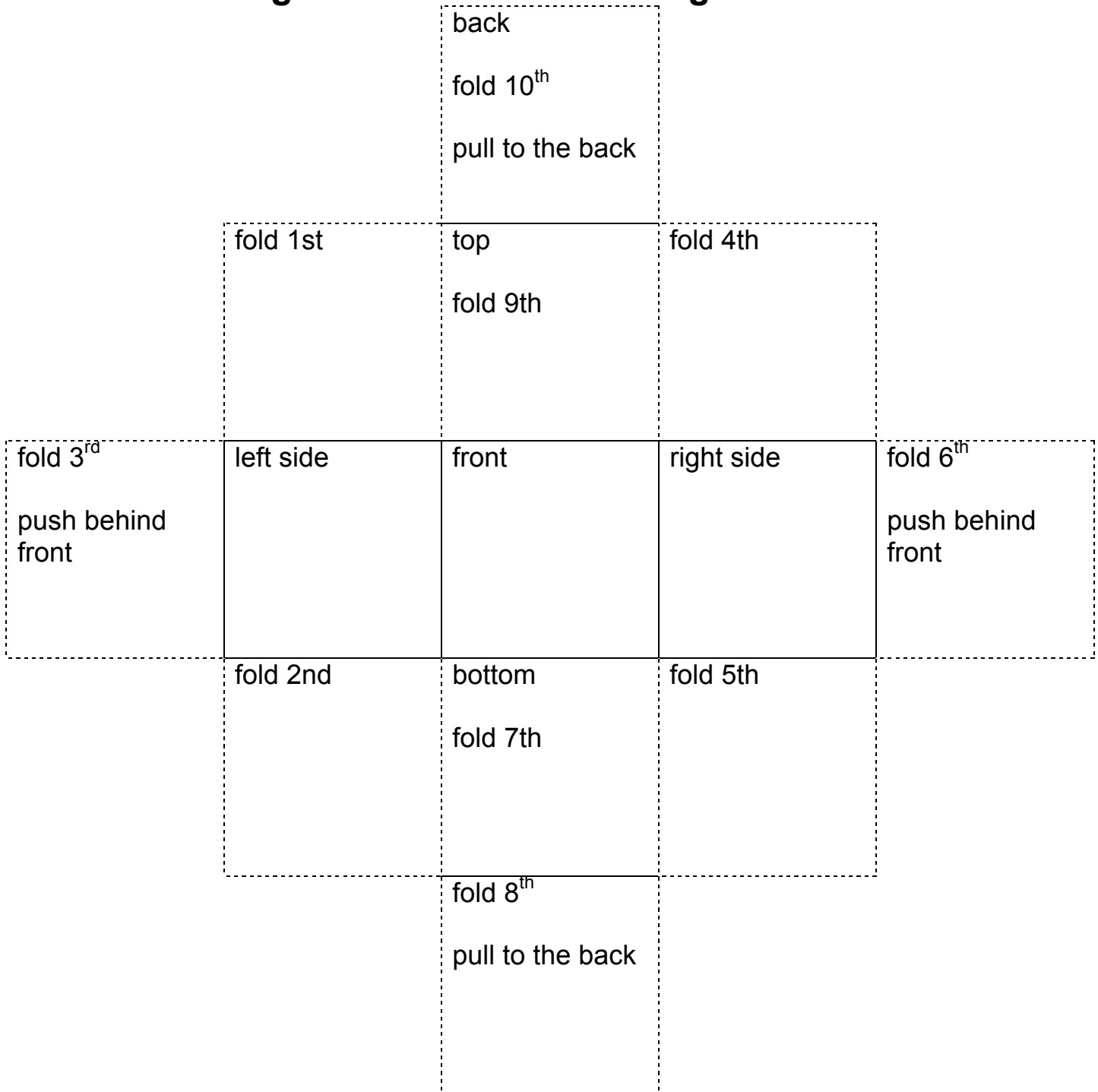
The common thread of nature links all of the stories in Steinbeck's *The Long Valley*. As you read the novel, list all of the animals and plants mentioned in the novel. As the novel progresses, you can research interesting facts about these animals and plants, and create an illustrated dictionary of California flora and fauna. A sample worksheet is included at the end of the Day 1 lesson to help guide the process.

This week, choose one item from your list to share. Make a poster, PowerPoint, or hand out that includes the item's common and scientific name, a large color illustration, and at least ten interesting facts about your plant's or animal's habits, lifespan, habitat, and current level of endangerment. Share your findings.

5c12 Cubing the Structure of a Text

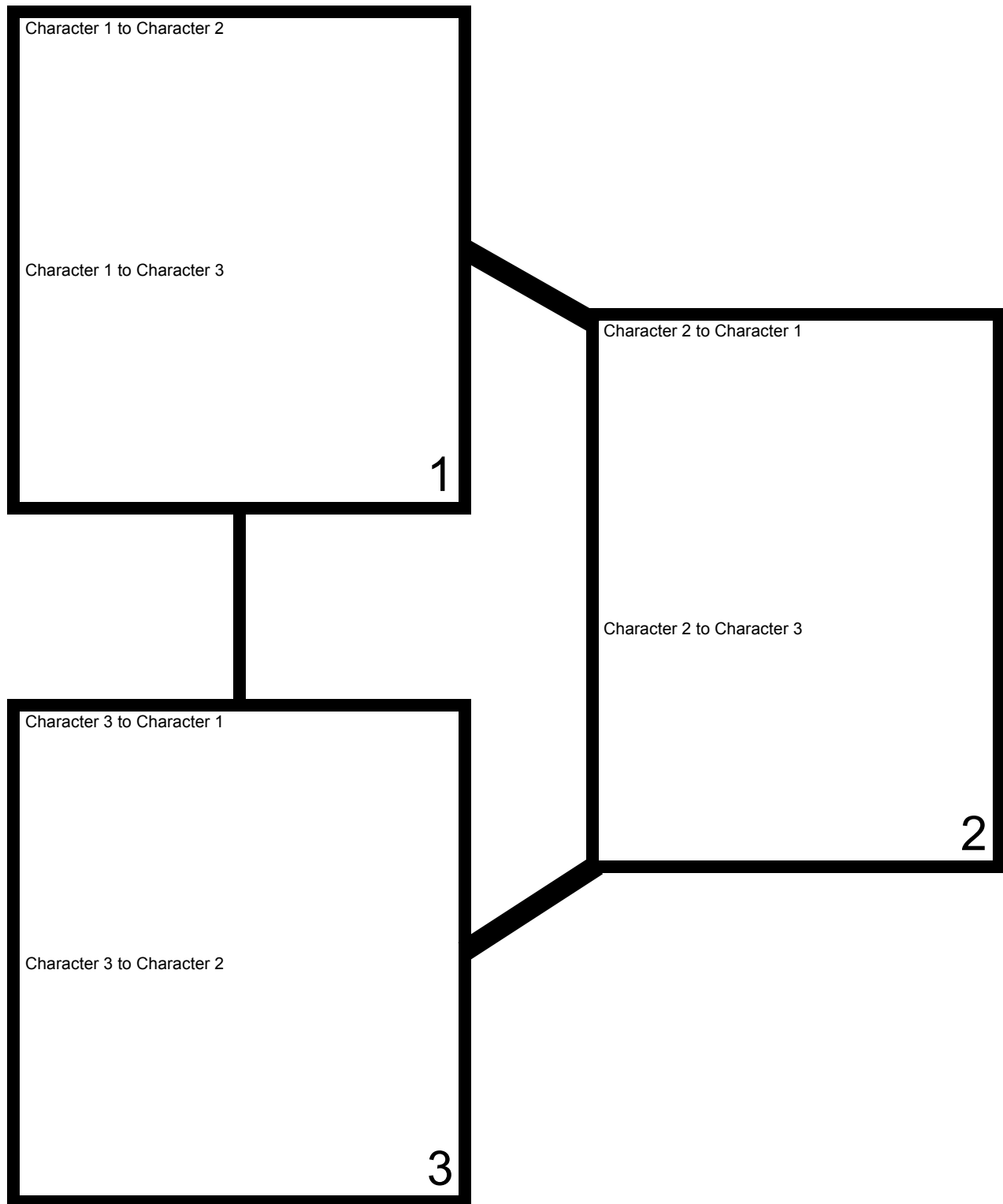
Title/Author		
Setting		
Conflict	Characters	Plot
Theme		

2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.

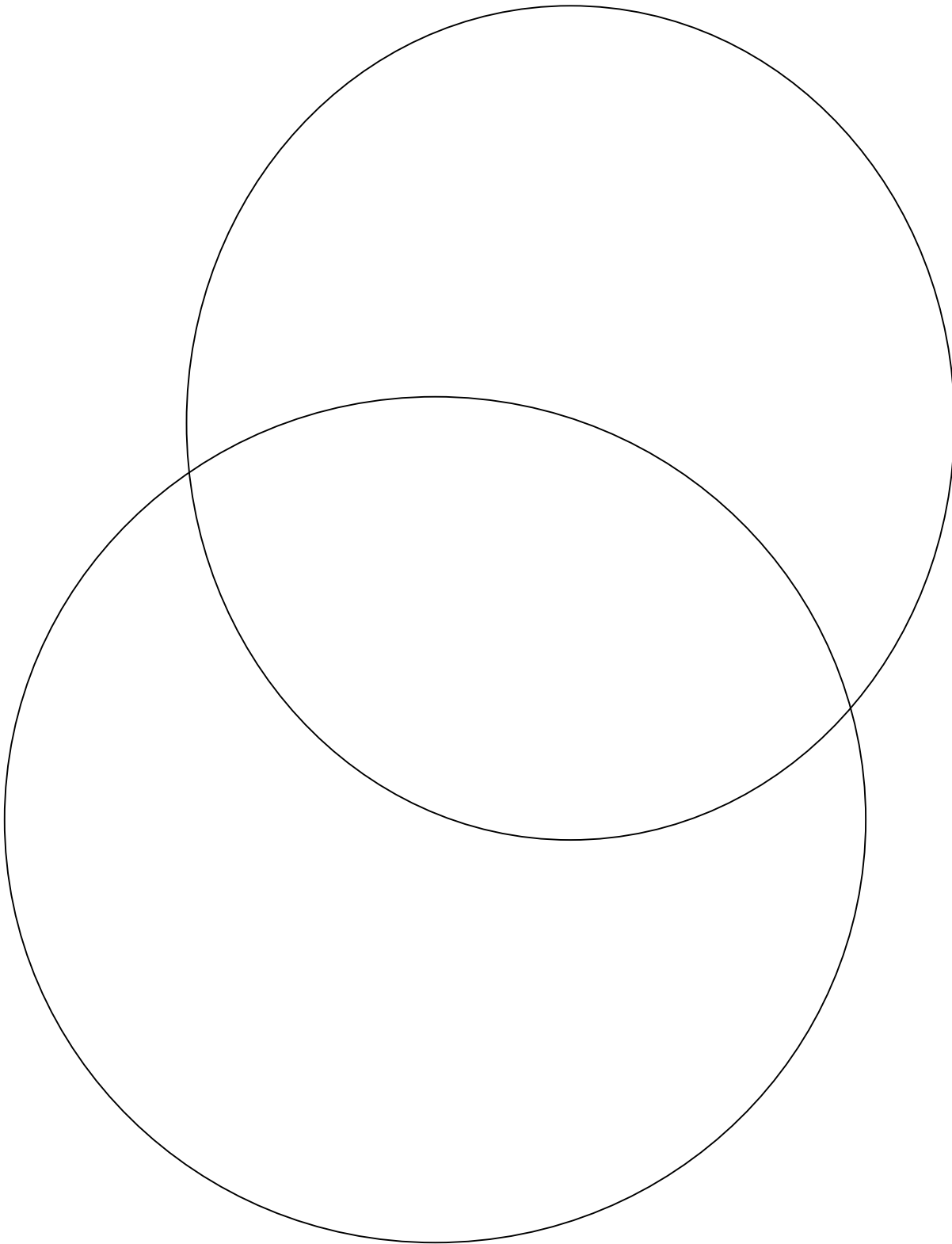
5g6 Character Interaction Chart



3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Long Valley, Final Product



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Final Writing Product Day 1

After you write your essay, you will be asked to evaluate your writing. You will also be asked to give examples of how your writing effectively demonstrates traits of an effective compare and contrast piece.

Final Writing Product Day 2

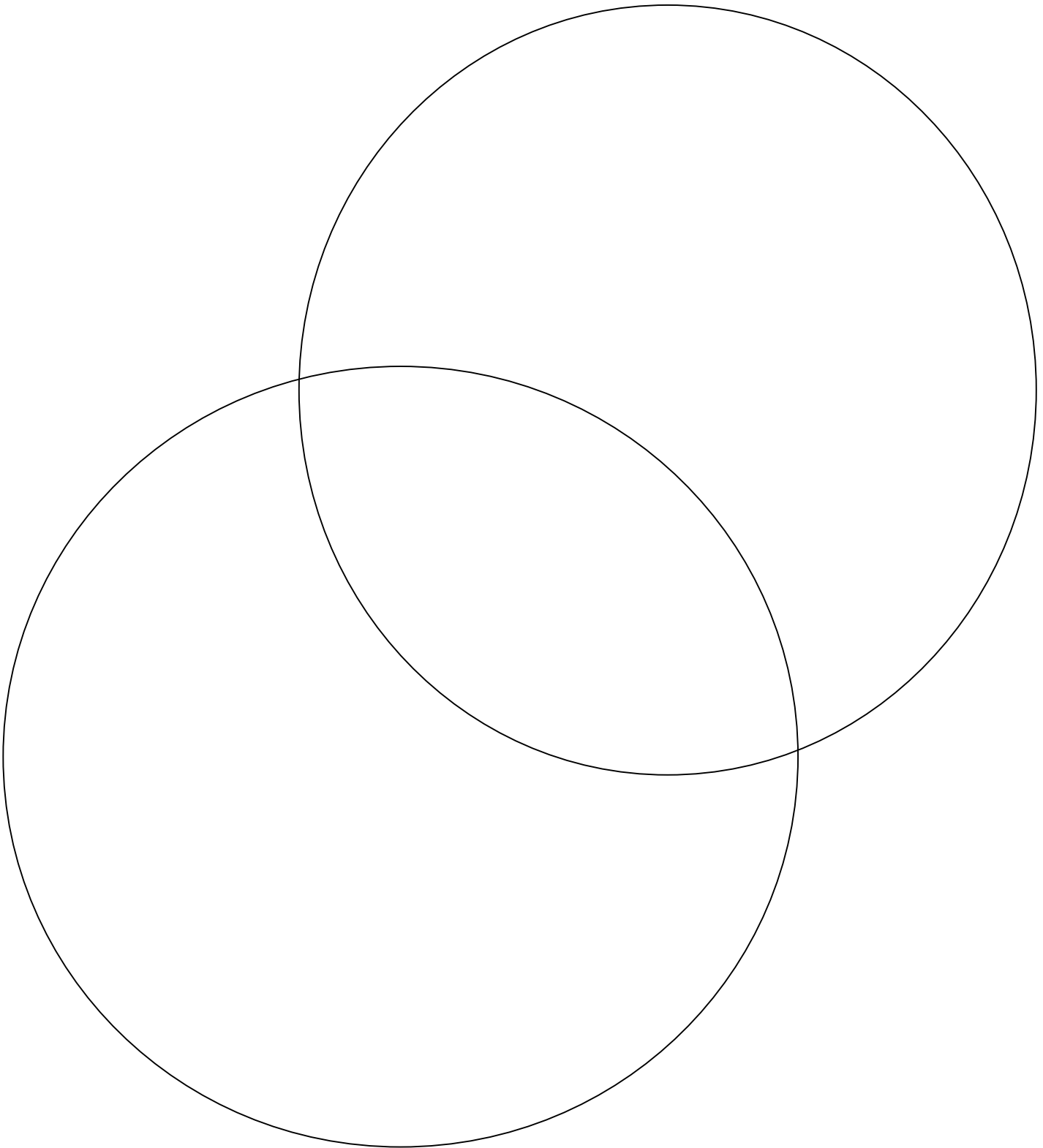
John Steinbeck's collection of short stories, *The Long Valley*, immortalizes numerous fascinating characters. They range from the overwhelmingly moral to the depraved. The range of characters both inspire and disgust the reader. Steinbeck brings his characters to life by making them real people, even when their actions and decisions are guided by the basest human instincts.

Though many of Steinbeck's characters are similar, no two are exactly alike. For your final writing product on *The Long Valley*, you will choose two similar characters from two different stories, and compare them to one another. **Write an essay comparing and contrasting these two characters, focus especially on how each illustrates the concept of Responsibility Requires Action.** Use the checklist below to help you plan and execute your essay.

- ☐ Choose two similar characters. You might choose two farmers, two women, two fathers, two growers, two single men, two married men, two animal lovers, etc. Write their names, and the titles of their stories, below.

Character 1	Story 1
Character 2	Story 2

- Complete a Venn Diagram comparing and contrasting these two characters.
(Make your own diagram if this is too small.)



- ☐ Write a strong thesis statement, including at least one similarity and one difference you will be concentrating on in your essay.

- ☐ List a quote from each story that illustrates one of the characters' similarities.

" _____ "

Quote from Story 1

Page # _____

" _____ "

Quote from Story 2

Page # _____

- ☐ List a quote from each story that illustrates one of the characters' differences.

" _____ "

Quote from Story 1

Page # _____

" _____ "

Quote from Story 2

Page # _____

- ☐ Write two body paragraphs. One body paragraph should be about similarities, one on differences.
- ☐ Write a stellar introductory paragraph. Include your thesis statement, the author's name, the book's name, the characters' names, and the stories' names.
- ☐ Finally, write your closing paragraph. This should restate your thesis, and summarize your body paragraphs. End with a general statement about Steinbeck's view on your chosen characters. For example, after comparing two female characters, you might conclude that Steinbeck thought _____ about women.
- ☐ Type the rough draft of your essay.

Final Writing Product Day 3

- ☐ To begin the editing process, ask a friend or relative to read your rough draft. Ask them to respond to the following two questions:
- I would like to hear more about...
 - I am not sure I fully understand...
 - I really like the way you...

Final Writing Product Day 4

Use the following assessment rubric to evaluate your essay. Be sure to explain how your writing effectively demonstrates each of these traits.

Assessment Rubric

___ STIMULATING IDEAS

My writing...

- Presents important and interesting information, for example

- has a clear focus or purpose, which is

- holds the readers attention by

___ LOGICAL ORGANIZATION

My writing...

- includes a clear beginning, middle, end. In the beginning I discuss

in the middle,

And in the end,

-
- uses specific details to support main ideas, for example
-
-
-
-

___ ENGAGING VOICE

My writing...

- shows enthusiasm for the topic, for example
-
-

- speaks in a pleasing and sincere way, for example
-

___ ORIGINAL WORD CHOICE

- contains specific and colorful words, for example
-

- uses a level of language that the audience can relate to, for example
-

___ EFFECTIVE SENTENCE STYLE

My writing...

- flows smoothly from sentence to sentence, for example

- uses varied sentence beginnings and lengths, for example

___ CORRECT, ACCURATE COPY

My writing...

- follows the basic rules of grammar, punctuation, and spelling, for example

- observes the established format, for example

Final Draft

- ☐ Make changes to your rough draft, as appropriate. Save and print your final draft.