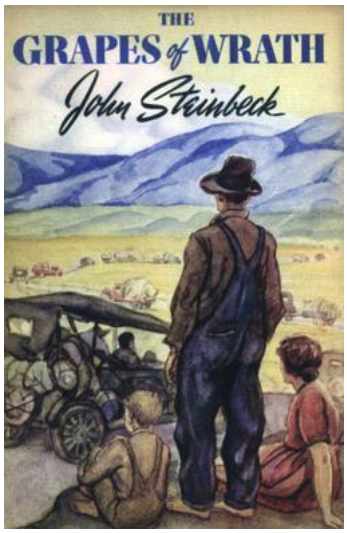
The Grapes of Wrath



ISBN-10	0140247750
ISBN-13	978-0140247756
Author	Steinbeck, John
Publisher	Penguin Classics
Copyright	2006
Lexile	680L
Genre	Novel
Synopsis	The hardships faced by migrant agricultural workers who arrived in California during the Great Depression are depicted by this Nobel Prize-winning California author. This edition features an essay by Studs Terkel.
Themes	Perseverance
Protagonist	Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	**www.scu.edu/character**

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 1

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

How was the Oklahoma dust bowl created?
The Dust Bowl was the name given to the Great Plains region devastated by drought in 1930s depression-ridden America. The 150,000-square-mile area, encompassing the Oklahoma and Texas panhandles and neighboring sections of Kansas, Colorado, and New Mexico, has little rainfall, light soil, and high winds, a potentially destructive combination. When drought struck from 1934 to 1937, the soil lacked the stronger root system of grass as an anchor, so the winds easily picked up the loose topsoil and swirled it into dense dust clouds, called “black blizzards.” Recurrent dust storms wreaked havoc, choking cattle and pasture lands and driving 60 percent of the population from the region. Most of these “exodusters” went to agricultural areas first and then to cities, especially in the Far West.
Source and (Video): http://www.history.com/topics/dust-bowl

Setting

Time	**Weather**	**Location**
June 1938	hot and dry	Oklahoma

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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Introduce 5 important, useful words from today's reading

scattered (3)	muffled (5)	perplexity (6)	bulged (9)	insinuation (12)

- Show, say, explain, expand, explode or buzz about the word briefly
- Add to the word wall

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far
- Mention the setting and main character
- Point to each timeline item as you briefly review it

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck p. 3-19**

Setting	Characters	Pages
Oklahoma	Men, women and children	3-7
Truck stop	Truck driver, waitress, Tom Joad	8-19

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline
- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention:
- The imagery and explanation in the first chapter
- The "No Riders" sticker on the truck
- Tom convinces the truck driver to let him ride with him.
- The truck driver is curious where Tom has been, but tries not to look nosey.
- Tom explains what happened and gets dropped off on a dusty road.

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

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

Create a class theme T-chart of "The suffering of humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story the Joad family and other migrants, suffer terrible lost and face troubling circumstances. Their misfortunes are due to the combination of historical, social, and economic

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circumstances. After each chapter, write at least one example that demonstrates human suffering and on the other column of the chart identify cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups forming a migrant community family. These new family units shared the ups and downs of their journeys and responsibility to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 3-19)

1. How does the author use imagery in the first chapter?
2. What are you able to visualize with what you know and how Steinbeck describes the scenery? Why?
3. What does the first chapter tell you about the times Steinbeck is writing about?
4. What do you know about the Great Depression? Who did it affect?
5. Where has Tom Joad just come from?
6. Why is there a "No Riders" sticker on the truck?
7. Why is the driver suspicious of Tom?
8. Who does the truck driver represent in this story?
9. Is Tom open to telling the driver his story? Why?
10. Where does the driver drop him off?
11. Would you pick up a hitchhiker? Why?
12. Is picking up hitchhikers while you are working being responsible? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 19

"'You can tell about it in every joint from her to Texola.' He smiled. 'So long, fella. You been a good guy. But look, when you been in stir a little while, you can smell a question comin' from hell to breakfast. You telegraphed yours the first time you opened your trap.' He spatted the metal door with the palm of his hand. 'Thanks for the lift,' he said. 'So long.' He turned away and walked the dirt road" (p. 19).

EXTEND

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Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write **a narrative paragraph about a situation where someone was looking at you judgmentally without knowing you? Write about a real or imagined experience**.

When answering the question above, consider the following:
Were you being responsible at the time?
How did you react to someone looking at you with judgment? Why?
Would you react the same again today? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 2

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What was the effect of the Dust Bowl on Oklahoma?

Agriculture damage: Drought and windstorms resulted in the severe damage and destruction across the Plains states that became known as the Dust Bowl.

Men Caught in Dust Bowl Storm: The dense clouds of a Dust Bowl storm were known as "Black Blizzards."

Abandoned Farms: There were deserted farm sites in the grasslands areas that suffered during the Dust Bowl.

Farm Machinery Buried in Sand: Farm machinery in Oklahoma was buried under piles of sand during the Dust Bowl

Land: The Dust Bowl affected nearly one hundred million acres of land, primarily in Texas, Oklahoma, New Mexico, Kansas and Colorado.

Population: More than 500,000 families were left homeless by the Dust Bowl.
Source: http://www.history.com/photos/the-dust-bowl/photo1

Setting

Time	**Weather**	**Location**
June	hot and dry	approaching Sallisaw, Oklahoma

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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dispersed (20)	armadillos (20)	abnormally (26)	hypocrite (29)	elaborately (41)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 20-41**

Setting	Characters	Pages
Dry roadside	Turtle, person who avoided, person who tried to hit the turtle	20-22
Further down the roadside by a tree	Tom, turtle, Jim Casy	23-41

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The turtle represents the current conditions of people, some are willing to help and some are willing to run over others to get where they need to.
- Tom picks up the turtle as a gift to his younger siblings.
- Tom finds Jim under a tree while Tom looks for shade.
- Tom and Jim speak of the past; Jim was a preacher and no longer has faith.
- Tom and Jim start to talk about the past and different things that have happened to the Joads.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and

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selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 20-41)

1. What does the turtle represent?
2. Why does Steinbeck use a chapter to talk about the turtle?
3. Why does Tom pick it up and keep it?
4. Who is Jim Casy?
5. Why has he lost his faith?
6. Has there been a time when you have lost your faith? Describe it.
7. What do Tom and Jim talk about? Why?
8. Why does Jim call Tom's father godless?
9. Why doesn't Tom know what is happening with his family?
10. Would you be able to spend 4 years without hearing or knowing what was going on with your family? Why?
11. Why is the setting of this story so important?

Analyze Analyze the key paragraph.

Key Paragraph, p. 21

"Now the going was easy, and all the legs worked, and the shell boosted along, waggling from side to side. A sedan driven by a forty-year old woman approached. She saw the turtle an swung to the right, off the highway, the wheels screamed and a cloud of dust boiled up. Two wheels lifted for a moment and then settled. The car skidded back onto the road, and went on, but more slowly. The turtle had jerked into its shell, but now it hurried on, for the highway was burning hot.

And now a light truck approached, and as it came near, the driver saw the turtle and swerved to hit it" (p. 21).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Tom and Jim start to talk about the past and different things that have happened to the Joads. **Write a narrative paragraph describing how the Joads have changed.**

When answering the question above, consider the following:

What does this chapter tell you about human nature?
Who does the turtle represent?
Why does Steinbeck use a turtle for this metaphor?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 3

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What caused the Great Depression?

The American economy entered an extraordinary recession during the summer of 1929, as consumer spending dropped and unsold goods began to pile up, slowing production. At the same time, stock prices continued to rise, and by the fall of that year had reached levels that could not be justified by anticipated future earnings. On October 24, 1929, the stock market bubble finally burst, as investors began dumping shares en masse. A record 12.9 million shares were traded that day, known as “Black Thursday.” Five days later, on “Black Tuesday” some 16 million shares were traded after another wave of panic swept Wall Street. Millions of shares ended up worthless, and those investors who had bought stocks “on margin” (with borrowed money) were wiped out completely.

As consumer confidence vanished in the wake of the stock market crash, the downturn in spending and investment caused factories and other businesses to slow down production and construction and led them to begin firing their workers. For those who were lucky enough to remain employed, wages fell and buying power decreased. Many Americans forced to buy on credit fell into debt, and the number of foreclosures and repossessions climbed steadily. The adherence to the gold standard, which joined countries around the world in a fixed currency exchange, helped spread the Depression from the United States throughout the world, especially in Europe.

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Source: http://www.history.com/topics/great-depression

Setting

Time	**Weather**	**Location**
June	hot and dry	Sallisaw, Oklahoma

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

spokesman (42)	scrabbled (43)	perplexed (47)	detonating (48)	cultivated (54)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 42-65**

Setting	**Characters**	**Pages**
farms	Spokesman for owners, men, women, children	42-49
tractor to take out farm	Joe Davis's boy, farmer	49-53
old Joad farm empty	Jim, Tom	54-61

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- People come onto other's farms telling them to get out and that the bank owns their property now.
- Certain people have jobs, but those jobs are a part of the big system that takes away from the farmers.
- People are worried about how they are going to feed their own children.
- People are not concerned about helping each other.
- Tom runs into Muley, who updates them on where Tom's parents are.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant

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community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 42-65)

1. What does Tom find when he gets to his family's farm?
2. Who is the Monster?
3. Is it the bank's fault that these people are losing their farms?
4. Who's to blame for the massive loss to so many people?
5. Could this happen now? Why?
6. How could this be prevented? Could just one person change the outcome of this problem? Why?
7. How would it feel if you came home and everyone was gone and you had no idea where they were?
8. When the farmer is talking to Joe Davis's boy, what is his point? What happens when you go alone and only protect yourself and your family?
9. Why didn't Tom know where his family had gone?
10. Who is Muley and what does he represent in this chapter?

Analyze Analyze the key paragraph.

Key Paragraph, p. 65

"'Won't do no good.' Muley seemed embarrassed. 'My wife an the kids an her brother all went to California. They wasn't nothin to eat. They wasn't as mad as me, so they went. They wasn't nothin to eat here.'

The preacher stirred nervously. 'You should of went too. You shouldn't of broke up the fambly'" (p. 65).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Would you be able to allow your family to leave without you? Do you think Muley will see his family again? Why? Why does Muley stay in a place where he has nothing, not even his family? **Write a narrative paragraph describing what you would do if you were Muley. Or write a narrative paragraph describing why Muley stayed behind.**

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 4

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

In this chapter, Steinbeck uses a reference to the Hatfields. What is the Hatfield and McCoy feud?

The Hatfields and McCoys. Mere mention of their names stirs up visions of a lawless and unrelenting family feud. It evokes gun-toting vigilantes hell-bent on defending their kinfolk, igniting bitter grudges that would span generations. Yet many people familiar with these surnames may know little about the faded history of these two families and the legends they inspired. Who were the Hatfields and McCoys, and what was the source of this vicious and violent clash between the families?

During the most heated years of the feud, each family was ruled by a well-known patriarch. William Anderson Hatfield, known as “Devil Anse,” had the appearance of a backwoods, rough-hewn mountain dweller. By the 1870s Devil Anse was an increasingly successful timber merchant who employed dozens of men, including some McCoys. On the other side of the feud stood Randolph “Old Ranel” McCoy. Though not as prosperous as Devil Anse, Randolph owned some land and livestock. Both families lived along the Tug Fork of the Big Sandy River, which snaked along the boundary between Kentucky and West Virginia, and both families had complex kinship and social networks. Family loyalty was often determined not only by blood but by employment and proximity. The families even intermarried and sometimes switched family loyalties, even once the feud had started.

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The first event in the decades-long feud was the 1865 murder of Randolph's brother, Asa Harmon McCoy, by the Logan Wildcats, a local militia group that counted Devil Anse and other Hatfields among its members. Many people—even members of his own family—regarded Asa Harmon, who had served in the Union Army during the American Civil War, as a traitor. While some have surmised that his murder set the stage for the feud, most historians now see this incident as a standalone event.

Relations between the two families continued to sour over the next decade before flaring again over a seemingly small matter: a dispute over a single hog. In 1878 Randolph McCoy accused Floyd Hatfield, a cousin of Devil Anse, of stealing one of his pigs, a valuable commodity in the poor region. Floyd Hatfields's trial took place in McCoy territory but was presided over by a cousin of Devil Anse. It hinged on the testimony of star witness Bill Staton, a McCoy relative married to a Hatfield. Staton testified in Floyd Hatfield's favor, and the McCoys were infuriated when Floyd was cleared of the charges against him. Two years later, Staton was violently killed in a fracas with Sam and Paris McCoy, nephews of Randolph. Sam stood trial for the murder but was acquitted for self-defense reasons.

Within months of Staton's murder, a heated affair of a different sort was set ablaze. At a local election day gathering in 1880, Johnse Hatfield, the 18-year-old son of Devil Anse, encountered Roseanna McCoy, Randolph's daughter. According to accounts, Johnse and Roseanna hit it off, disappearing together for hours. Supposedly fearing retaliation from her family for mingling with the Hatfields, Roseanna stayed at the Hatfield residence for a period of time, drawing the ire of the McCoys.

Although they certainly shared a romance, it rapidly became clear that Johnse was not about to settle down with Roseanna. Several months later he abandoned the pregnant Roseanna and quickly moved on. In May 1881 he married Nancy McCoy, Roseanna's cousin. According to the romanticized legend, Roseanna was heartbroken by these events and never recovered emotionally.

The real turning point in the feud, according to most historical accounts, occurred on another local election day in August 1882. Three of Randolph McCoy's sons ended up in a violent dispute with two brothers of Devil Anse. The fight soon snowballed into chaos as one of the McCoy brothers stabbed Ellison Hatfield multiple times and then shot him in the back. Authorities soon apprehended the McCoys, but the Hatfields interceded, spiriting the men to Hatfield territory. After receiving word that Ellison had died, they bound the McCoys to some pawpaw bushes. Within minutes, they fired more than 50 shots, killing all three brothers.

Though the Hatfields might have felt their revenge was warranted, the law felt otherwise, quickly returning indictments against 20 men, including Devil Anse and his sons. Despite the charges, the Hatfields eluded arrest, leaving the McCoys boiling with anger about the murders and outraged that the Hatfields walked free. Their cause was taken up by Perry Cline, an attorney who was married to Martha McCoy, the widow of Randolph's brother Asa Harmon. Years earlier, Cline had lost a lawsuit against Devil Anse over the deed for thousands of acres of land, and many historians believe this left him looking for his own form of revenge. Using his political connections, Cline had the charges against the Hatfields reinstated. He announced rewards for the arrest of the Hatfields, including Devil Anse.

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With the pressure cooker gathering steam, the media started to report on the feud in 1887. In their accounts, the Hatfields were often portrayed as violent backwoods hillbillies who roamed the mountains stirring up violence. The sensationalist coverage planted the seed for the rivalry to become cemented in the American imagination. What had been a local story was becoming a national legend.

The Hatfields may or may not have been paying attention to these stories, but they were certainly paying attention to the bounty on their heads. In an effort to end the commotion once and for all, a group of the Hatfields and their supporters hatched a plan to attack Randolph McCoy and his family. Led by Devil Anse's son Cap and ally Jim Vance, a group of Hatfield men ambushed the McCoys' home on New Year's Day in 1888. Randolph fled, escaping into the woods. His son Calvin and daughter Alifair were killed in the crossfire; his wife Sarah was left badly beaten by the Hatfields, suffering a crushed skull.

A few days after what became known as the New Year's massacre, bounty hunter Frank Phillips chased down Jim Vance and Cap Hatfield, killing Vance. Phillips rounded up nine Hatfield family members and supporters and hauled them off to jail. Years of legal permutations unfolded as a series of courts judged the legal merits of the Hatfield case. Eventually, the case went all the way to the U.S. Supreme Court, which decided that the Hatfields being held in custody could be tried.

The trial began in 1889 and, in the end, eight of the Hatfields and their supporters were sentenced to life in prison. Ellison Mounts, who was believed to be the son of Ellison Hatfield, was sentenced to death. Nicknamed Cottontop, Mounts was known to be mentally challenged, and many viewed him as a scapegoat even though he had confessed his guilt. Although public executions were against the law in Kentucky, thousands of spectators gathered to witness the hanging of Ellison Mounts on February 18, 1890. Reports claim that his last words were: "They made me do it! The Hatfields made me do it!"

As the feud faded, both family leaders attempted to recede into relative obscurity. Randolph McCoy became a ferry operator. In 1914 he died at the age of 88 from burns suffered in an accidental fire. By all accounts, he continued to be haunted by the deaths of his children. Devil Anse Hatfield, who had long proclaimed his skepticism about religion, was born again later in life when he was baptized for the first time at age 73. Although the conflict subsided generations ago, the names Hatfield and McCoy continue to loom large in the American imagination.

Source: www.history.com

Setting

Time	**Weather**	**Location**
June	hot and dry	the old Joad Farm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

boils (67)	glazed (68)	irritably (70)	disappeared (80)	burrows (82)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 66-82**

Setting	Characters	Pages
the old Joad farm	Tom, Jim, and Muley	66-78
the old Joad Farm	Tom, Jim, Muley, and Willy the officer	78-82

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Tom is used to eating three squares and has not eaten all day.
- Muley advises him that he has been eating rodents and shows him the rodents he has to eat.
- Tom questions Muley about why he is hiding out. Muley explains what happens if you fight back.
- The sheriff comes out to kick the men off the property and does his best to scare them off.
- Muley out tricks the sheriff and has been doing so for a while. Tom and Jim follow Muley and hide out.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

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Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 66-82)

1. Why are these men eating rabbit?
2. Would you be able to kill a rabbit and eat it, if you were in similar circumstances? Why?
3. We learn why Tom goes to Jail. Today, would he go to jail for self-defense? Why was he jailed then?
4. Was Tom acting responsibly when he defended himself and killed another in the process? Why?
5. What does Casy mean when he tells Muley he is not "touched"?
6. What more do we learn about Casy in this chapter?
7. What is Muley's explanation about what is going on?
8. Why is Muley mad?
9. Is Muley making a stand against what is wrong while he is alone? Why?
10. Why does the Sheriff come to kick these men of this land?
11. What does Muley advise the men to do? Why do they decide to do it? Are they being responsible? Why?
12. How does the Sheriff try to trick them into being caught? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 82

"'I ain't sleepin,' said Casy. 'I got too much to puzzle with.' He drew up his feet and clasped his legs. He threw back his head and looked at the sharp stars. Joad yawned and brought one hand back under his head. They were silent and gradually the skittering life of the ground, of holes and burrows, of brush, began again; the gophers moved, and the rabbits crept to green things, the mice scampered over clods, and the winged hunters moved soundlessly overheard" (p. 82).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a **narrative paragraph about a time when you had to figure out the right thing to do. Write about a real or imagined experience.**

When answering the question above, consider the following:

Describe the situation.
Were you being responsible?
Were you doing the right thing at the right time? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 5

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is the history of the Old Mother Hubbard rhyme?

The Old Mother Hubbard referred to in these nursery rhyme words and lyrics allude to the famous Cardinal Wolsey. Cardinal Wolsey was the most important politician and churchman of the Tudor history period in 16th century England. Cardinal Wolsey proved to be a faithful servant but displeased King Henry VIII, by failing to arrange the King's divorce from Queen Katherine of Aragon which would enable him to marry Anne Boleyn. The King was the "doggie" and the "bone" alludes to the divorce (and not money as many believe) The cupboard relates to the Catholic Church.

Old Mother Hubbard
Went to the cupboard
To get her poor doggie a bone,
When she got there
The cupboard was bare
So the poor little doggie had none.

Source: www.bbc.co.uk

Setting

Time	Weather	Location
June	hot and dry	used car lot

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

streamlining (89)	glinting (89)	prophecy (91)	trickle (101)	nuisance (92)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 83-103**

Setting	Characters	Pages
used car lot	Manager, car salesmen, buyers	83-89
the road to Uncle John's	Casy, Muley, Tom	90-94
Uncle John's farm	Casy, Muley, Tom, The Joad family	95-103

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The used car lots represent what is happening to the American people.
- The 3 characters walk up to the current family home.
- Mother is concerned that Tom is out of prison too early.
- Tom almost missed his family when they were leaving for California.
- Ma was concerned about how Tom was treated in prison.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart

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"Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 83-103)

1. Why does Steinbeck write chapter 7?
2. Why does Steinbeck use the word "monster"?
3. Who is the monster?
4. Why are the car salespeople ripping off poor people?
5. Why are the Joads moving to California?
6. Were they going to leave Tom behind? Why?
7. Why is Ma worried about Tom?
8. Was Pa surprised to see Tom? Why?
9. Does Tom give the turtle to the kids?
10. What is the reaction from Tom's siblings on his return?

Analyze Analyze the key paragraph.

Key Paragraph, p. 88

"'There's a dumb-bunny lookin' at that Crysler. Find out if he got any jack in his jeans. Some a these farm boys is sneaky. Soften 'em up and' roll em in to me, Joe. You're doin' good'" (p. 88).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

What is this manager of a car lot saying about his customers? **Write a narrative paragraph describing a time when you were judged while in a store. Write a real or imagined experience using sequence of events.**

When answering the question above, consider the following:

How did that make you feel?
Is this a responsible way to treat others? Why or why not?
Would you make that judgment if someone you didn't know came into your work? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 6

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is a metaphor?

A metaphor is a figure of speech which makes an implicit, implied or hidden comparison between two things or objects that are poles apart from each other but have some characteristics in common between them. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

In simple English, when you portray a person, place, thing, or an action as *being* something else, even though it is not *actually* that "something else," you are speaking metaphorically. "He is the black sheep of the family" is a metaphor because he is not a sheep and is not even black. However, we can use this comparison to describe an association of a black sheep with that person. A black sheep is an unusual animal and typically stays away from the herd, and the person you are describing shares similar characteristics.

Furthermore, a metaphor develops a comparison which is different from a simile i.e. we do not use "like" or "as" to develop a comparison in a metaphor. It actually makes an implicit or hidden comparison and not an explicit one.
Source: http://literarydevices.net/metaphor/

Setting

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Time	Weather	Location
June	hot; dry	Uncle John's farm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mischievous (105)	ferocious (105)	amusement (105)	fumbled (107)	intricacies (112)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 104-121**

Setting	Characters	Pages
Uncle John's Farm	Ma, Tom, granma, grandpa, Pa, Noah, Jim, Al	104-116
Oklahoma	People who are in the same position as the Joads	117-121

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Tom's family welcomes him back in their own way.
- Grandpa starts creating stories about how there are no Joads in Jail and how Tom broke out.
- Tom brings in the preacher who tries to explain he is no longer a preacher and then he compares himself to Jesus.
- Tom checks out the truck the family has bought.
- Chapter 9 is about the common family in that is in the same position as the Joads.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

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Create a class theme chart of “Selfishness and Selflessness.” While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart “Selfishness” and the other side of the chart “Selflessness.” While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 104-121)

1. What does Grandpa think about how Tom got out of prison?
2. When the preacher starts talking about his not being a preacher, what is odd about his statement?
3. How does the author describe Grandpa? Granma?
4. How much money does the family have to drive across the United States to California? Is this enough money for such a large family?
5. What does “Randy Al” mean?
6. Why does the author write about a generic family in chapter 9?
7. How does the author use metaphors to describe what is happening to these poor people?
8. What is happening to the people who have to sell all their possessions?
9. Who is to blame for this?

Analyze Analyze the key paragraph.

Key Paragraph, p. 120

“They sat and looked at it and burned it into their memories. How’ll it be not to know what land’s outside the door? How if you wake up in the night and know-and know the willow tree’s not there? Can you live without the willow tree? Well, no you can’t. The willow tree is you. The pain on that mattress there-that dreadful pain-that’s you” (p. 120).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph revealing the author’s sentiment behind the paragraph.**

When answering the question above, consider the following:

What does this paragraph mean?
How did the author use metaphor in this paragraph?
Have you ever felt this way? What were you doing?
Did you change your future plans after feeling this way? Why?

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 7

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Who is Barbara Worth?

The actress Barbara Worth was born as Verna Louise Dooley in1906. When she was five years old, Wright's book topped the best-seller lists, making the name Barbara Worth famous and popular. By the time she appeared in her first movie, a silent western, in 1923, she had assumed the stage name, Barbara Worth, and she seems to have mostly played parts similar to Wright's heroine.
Source: http://www.gchudleigh.com/barbara.htm

The link below provides information on reference to “The Winning of Barbara Worth” of 1926. http://www.tcm.com/tcmdb/title.jsp?stid=504096&category=Overview

Setting

Time	Weather	Location
June	hot and dry	packed truck getting ready to drive to California

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

implement (122)	contentment (122)	grime-faced (129)	dignity (129)	craved (131)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 122-140**

Setting	Characters	Pages
loaded truck	The Joads as a family unit, Casy	122-130
on the road	The Joad family and Casy	131-140

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- They kill the two pigs to salt and store for food on the trip.
- They fantasize what California will be like when they get there.
- The family decides to leave right away instead of waiting.
- Al has had to be responsible even though he likes the ladies.
- The family decides that Casy should go with them even though space, money, and food is limited.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

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EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 122-140)

1. How are the Joads going to keep the pork fresh in order for them to travel and not get sick?
2. How long will it take the Joads to get to California? How long would it take you today? How much would it cost to drive from Oklahoma to California today?
3. What does Jim Casy see as his responsibility on the trip to California?
4. How did the family organize where people sat to go on the trip?
5. What do you predict will happen to the elderly people?
6. Why was Uncle John always so sad and humble?
7. What happened when the men sold their goods?
8. Why does Al have to listen so carefully to the engine?
9. Who is the powerful one in the group?

Analyze Analyze the key paragraph.

Key Paragraph, p. 140

"Casy got to his feet. He knew the government of families, and he knew he had been taken in to the family. In deed his position was eminent, for uncle John moved sideways. Leaving space between pa and himself for the preacher. Casy squatted down like the others, facing Grandpa enthroned on the running board."

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

What does Casy mean when he says "government of families?" **Write a narrative paragraph reflecting what "government of families" means.**

When answering the question above, consider the following:

Does your family have a government?
Who makes the laws?
Who is the president? Why?
Will you run your own family when you have one the same way? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 8

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Why was Oklahoma hit the heaviest during the Great Depression?

Agricultural conditions only grew bleaker through the 1930s. During the Dust Bowl, the drought in the Oklahoma Panhandle and northwest section of Oklahoma reached its peak at mid-decade. Blowing dust turned day into night throughout the state. Rural population declined, and urban population grew as some farm families moved to town in search of work. Although most out-of-state migration did not originate in the Panhandle, Oklahoma farmers moved from land they found only marginal. Out-migration caused an estimated 15 to 18 percent population decline in the 1930s. These migrants, many descended from families with a peripatetic tradition, came to personify largely negative images of the Depression. Although not all of the migrants in California were from Oklahoma, all were stereotyped as "Okies" by John Steinbeck's novel, *The Grapes of Wrath*. Through subsidies, soil conservation programs, and loans to tenant farmers (the Bankhead-Jones Act of 1937), the Agricultural Adjustment Administration assisted those who remained.

Oklahomans reacted mainly with resignation as the Depression wore on. There was a food riot in 1931 in Oklahoma City and other peaceful protests in that city and in McAlester. The Farmers' Union revived, and the Southern Tenant Farmers' Union recruited, somewhat ineffectually, throughout the state.

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Ira Finley's Veterans of Industry of America lobbied for Marland's pension initiative and represented the interests of WPA workers, all quite peacefully. Boosted by the passage of the National Labor Relations Act, unions, especially the Congress of Industrial Organizations, organized widely. Several strikes aimed at union recognition broke out, notably in the coal and oil industries.

The Depression's legacy in Oklahoma seems more negative than in most states. Governors Murray and Phillips and Sen. Thomas P. Gore opposed Roosevelt, and the state probably suffered for their actions. By the end of the 1930s, the state was still beaten down by the economy and the weather, especially in agriculture, and Oklahoma's image had been cast for decades by those who chose to leave for better opportunities. It would take Oklahoma a long time to heal from the myriad of scars that the Great Depression left behind.
Source: http://www.okhistory.org/publications/enc/entry.php?entry=GR014

Setting

Time	Weather	Location
June	hot and dry	Uncle John's farm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

butchering (142)	revulsion (144)	corpse (157)	contempt (157)	weariness (156)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 141-159**

Setting	Characters	Pages
family packing truck to leave for California	Noah, Uncle John, Tom, Ruthie, Winfield, Ma, Pa, Grandpa, Rose of Sharon, Preacher, Connie, Muley,	141-156
Oklahoma in general	(personification)	157-159

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The men slaughter the pigs and prepare the pigs to be stored for future meals.
- Everyone in the family was helping to pack up the truck with bare necessities.
- Ma packs a few mementos she feels are important and says goodbye to her home in her own way.
- Grandpa decides he does not want to go; they drug him and put him on the truck.
- The author uses personification to show what the land is like after the people are gone.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 141-159)

1. Why does Ma save the trinkets but not the box?
2. Is it important to save family heirlooms? Why?
3. How does the family want to see California? Where do they get these ideas?
4. Why doesn't Muley want to go along to California?
5. Why does Grandpa not want to go?
6. What do you predict will happen to Grandpa? Does he know this before they leave?
7. Why does Pa drug Grandpa and force him to go?
8. Is it necessary to do whatever you can to keep the family together? Why?
9. Why do they take the dog?
10. How were they able to pile all their belongings and people on this truck? Was this being responsible? Was it safe? Why?
11. Why does the author use personification in Chapter 11?
12. Do you predict the family will make it to California? What do you think will happen along the way?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 156

"The people on the top of the load did not look back. They saw the house and the barn and a little smoke still rising from the house and the barn and a little smoke rising from the chimney. They saw the windows reddening under the first color of the sun. They saw Muley standing forlornly in the dooryard looking after them. And then the hill cut them off. The cotton fields lined the road. And the truck crawled slowly through the dust toward the highway and the west" (p. 156),

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Why didn't the people on the top of the load look back? **Write a narrative describing this event in details.**

When answering the question above, consider the following:

What would happen if they looked back?
Is looking forward being responsible?
What happens when you always look back?
Do you know someone who always looks back and never looks forward?
Is this someone who is successful and responsible? Why or why not?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 9

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is Route 66 and its history? Students will be tracing the route the Joads take on the map they started with on the first day.

The Formative Years

Route 66 was a highway spawned by the demands of a rapidly changing America. Contrasted with the Lincoln, the Dixie, and other highways of its day, Route 66 did not follow a traditionally linear course. Its diagonal course linked hundreds of predominantly rural communities in Illinois, Missouri, and Kansas to Chicago; thus enabling farmers to transport grain and produce for redistribution. The diagonal configuration of Route 66 was particularly significant to the trucking industry, which by 1930 had come to rival the railroad for preeminence in the American shipping industry. The abbreviated route between Chicago and the Pacific coast traversed essentially flat prairie lands and enjoyed a more temperate climate than northern highways, which made it especially appealing to truckers.

The Depression Years and the War

In his famous social commentary, *The Grapes of Wrath*, John Steinbeck proclaimed U. S. Highway 66 the “Mother Road.” Steinbeck’s classic 1939 novel,

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combined with the 1940 film recreation of the epic odyssey, served to immortalize Route 66 in the American consciousness. An estimated 210,000 people migrated to California to escape the despair of the Dust Bowl. Certainly in the minds of those who endured that particularly painful experience, and in the view of generations of children to whom they recounted their story, Route 66 symbolized the "road to opportunity."
From 1933 to 1938 thousands of unemployed male youths from virtually every state were put to work as laborers on road gangs to pave the final stretches of the road. As a result of this monumental effort, the Chicago-to-Los Angeles highway was reported as "continuously paved" in 1938.

Completion of this all-weather capability on the eve of World War II was particularly significant to the nation's war effort. The experience of a young Army captain, Dwight D. Eisenhower, who found his command bogged down in spring mud near Ft. Riley, Kansas, while on a coast-to-coast maneuver, left an indelible impression. The War Department needed improved highways for rapid mobilization during wartime and to promote national defense during peacetime. At the outset of American involvement in World War II, the War Department singled out the West as ideal for military training bases in part because of its geographic isolation and especially because it offered consistently dry weather for air and field maneuvers.

Route 66 helped to facilitate the single greatest wartime manpower mobilization in the history of the nation. Between 1941 and 1945 the government invested approximately $70 billion in capital projects throughout California, a large portion of which were in the Los Angeles-San Diego area. This enormous capital outlay served to underwrite entirely new industries that created thousands of civilian jobs.
Source: http://www.national66.org/resources/history-of-route-66/

Setting

Time	**Weather**	**Location**
late June	hot and dry	leaving Oklahoma on Route 66

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

variation (162)	bitterly (166)	fiercely (171)	furrows (182)	hospitality (183)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 160-184**

Setting	**Characters**	**Pages**
Route 66	Others on the same route as the Joads	160-166
Sallisaw going west to Route 66	The entire Joad family including Connie and Casy, service station owner	167-182
Heading west	The Joad family and the couple they meet on the road	183-184

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RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The first chapter talks about the issues these people faced while trying to get to California and about some who have come back already.
- The Joads say goodbye and start their adventure without looking back.
- On their first stop, they are asked if they are going to buy anything.
- Tom said proudly to the service station owner that they are "payin our way."
- The family meets a couple on the road and camps out with them

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 160-184)

1. How does Steinbeck use chapter 12 to foreshadow what will happen to the Joads?
2. Why is the service station owner's first question, "are you going to buy anything?"
3. What did the Joads leave behind? How was that important?
4. Why was Tom angry with the service station manager?

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5. Where does Grandpa think he is? Is Grandpa aware of what happened to him?
6. What is the service station owner's attitude about what is going on in the country? Who does he blame?
7. How does Tom help the owner see things from a different perspective?
8. Will the owner ever change? Why?
9. What happens to the dog? What is the family's response to the death of their pet?
10. What was their first stop of the night like? Who did they meet?
11. What do you predict will happen with this couple they meet?

Analyze Analyze the key paragraph.

Key Paragraph, p. 183

"The appeal to hospitality had an instant effect. The lean face broke into a smile. 'Why, sure, come on off the road. Proud to have ya.' And he called, 'Sairy, there's some folks goin ta stay with us. Come on out an' say how d'ya do. Sairy ain't well,' he added. The tent flaps opened and a wizened woman came out—a face wrinkled as a dried leaf and eyes that seemed to flame in her face, black eyes that seemed to look out of a well of horror. She was small and shuddering. She held herself upright by tent flap, and the hand holding onto the canvas was skeleton covered with wrinkled skin" (p. 183).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

How do these new people treat the Joads? What do you think is wrong with Sairy? Have you ever experienced a time when things were hard and people welcomed you and were courteous to you? What were the circumstances? **Write a narrative paragraph reflecting on a real or imagined experience where people were courteous to you during a difficult circumstance.**

When answering the question above, consider the following:

Why were they nice to you?

Would we be better off as a country if we worried more about helping each other instead of being so individualistic? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 10

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is the job of a coroner?

Coroners supervise examinations on deceased individuals to determine the cause of death. Their jobs may include visiting death scenes at all hours, filling out death certificates and speaking with family members of the deceased. The education requirements to become a coroner vary by state, but a bachelor's degree is usually the minimum requirement. In some states, coroners must be licensed medical doctors. In many jurisdictions, coroners are appointed or hired by the government, but in some areas coroners are elected.

Setting

Time	Weather	Location
late June	hot	outside of Oklahoma City

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sulkily (186)	blundered (187)	serene (188)	furiously (193)	scripture (194)

READ

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Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 185-203**

Setting	Characters	Pages
Side of the road camping out	The Joads, the Wilsons	185-203

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Sairy seems to know what is going on with Grandpa; Grandpa dies in Sairy and Wilson's tent.
- The family is unable to afford a formal burial so they leave a note with Grandpa with his name and message about how he died.
- The Joads feel bonded to this couple since they helped them out.
- They expect the preacher to say a few words for Grandpa's burial.
- The Joads invite the new couple to travel with them.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions (p. 185-203)

1. How does Sairy know Grandpa had a stroke?
2. Why are they unable to call a coroner?
3. Is it legal to bury a body anywhere? Why?
4. Why does Casy have a difficult time saying a prayer for Grandpa?
5. Why does the family expect Casy to pray for Grandpa?
6. Why did the Wilson's allow Grandpa to die in their tent?
7. What kind of people are the Wilson's?
8. Who wrote the note? What does this tell you about their education level?
9. How do they justify burying Grandpa in a field?
10. Why is Rose of Sharon afraid of hurting the baby?
11. How does Al help the Wilsons?
12. Why do the Joads decide they should travel with the Wilsons?
13. What do you predict will happen next as they travel towards California? Will everyone make it there?

Analyze Analyze the key paragraph.

Key Paragraph, p. 202

"Ma said, 'You won't be no burden. Each'll help each, an' we'll git to California. Sairy Wilson he'ped lay Grandpa out,' and she stopped. The relationship was plain" (p. 202).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

What does Ma realize as she is convincing the Wilsons to travel with them? **Write a narrative paragraph that reflects on why Ma decided to welcome the Wilsons.**

When answering the question above, consider the following:

What does it mean when the author states, "The relationship was plain?"
Have you ever met someone that you right away knew was a good person and without knowing them were willing to help them?
Do you still have the same relationship now? Why?

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 11

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Have students look at each of these leaders. What did they have in common? Why did Steinbeck choose these men to include in his book? What do these men have to do with what is happening to these people during the depression?

Who is Thomas Paine?

"These are the times that try men's souls." This simple quotation from Founding Father Thomas Paine's *The American Crisis* not only describes the beginnings of the American Revolution, but also the life of Paine himself. Throughout most of his life, his writings inspired passion, but also brought him great criticism. He communicated the ideas of the Revolution to common farmers as easily as to intellectuals, creating prose that stirred the hearts of the fledgling United States. He had a grand vision for society: he was staunchly anti-slavery, and he was one of the first to advocate a world peace organization and social security for the poor and elderly. But his radical views on religion would destroy his success, and by the end of his life, only a handful of people attended his funeral.
Source: http://www.ushistory.org/Paine/index.htm

Who is Karl Marx?

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The worker becomes all the poorer the more wealth he produces, the more his production increases in power and range. The worker becomes an ever cheaper commodity the more commodities he creates. With the increasing value of the world of things proceeds in direct proportion to the devaluation of the world of men. Labour produces not only commodities; it produces itself and the worker as a commodity -- and does so in the proportion in which it produces commodities generally.

Marx, Economic and Philosophic Manuscripts (1844)

The philosopher, social scientist, historian and revolutionary, Karl Marx, is without a doubt the most influential socialist thinker to emerge in the 19th century. Although he was largely ignored by scholars in his own lifetime, his social, economic and political ideas gained rapid acceptance in the socialist movement after his death in 1883. Until quite recently, almost half the population of the world lived under regimes that claim to be Marxist. This very success, however, has meant that the original ideas of Marx have often been modified and his meanings adapted to a great variety of political circumstances. In addition, the fact that Marx delayed publication of many of his writings meant that it has been only recently that scholars had the opportunity to appreciate Marx's intellectual stature.

Source: **http://www.historyguide.org/intellect/marx.html**

Setting

Time	**Weather**	**Location**
June	warm	along Route 66

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

urns (208)	disintegrate (205)	plummet (205)	mica (208)	ointments (210)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 204-221**

Setting	**Characters**	**Pages**
Western land	A general population	204-207
Along Route 66	Mae, truck drivers, cook, rich people	208-215
Hamburger place on 66	Mae, truck driver, cook, a father, and two little boys	215-221

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Steinbeck talks of how the west will handle all the incoming people.

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- On one of the stops on Highway 66, Mae talks about how the rich come in and don't spend money and complain about the environment.
- Mae is talking to one of the truck drivers, which is most of her business.
- Mae seems to generalize the people who come into her burger place.
- Mae helps out the father and his sons with bread and candy under the truck driver's encouragement.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 204-221)

1. Why does the author continue to insert chapters that are about the whole instead of just the Joads? Is this an effective use of foreshadowing? Why or why not?
2. Why does the bank want tractors on the land and not men?
3. Why does the author mention Paine, Marx, Jefferson, and Lenin in chapter 14?
4. When the author says the western states are "nervous under the beginning of change," what form of literature is he using?
5. Why does Mae like the truck drivers better than the rich and famous people?
6. Why is Mae generous with the man and his two children?
7. Why are the truck drivers able to tip her so well?
8. Why does Mae ask why people are moving west?

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9. Who does Mae ask? Does that person know?
10. How are the people in the diner different from those on their way to California? How are they the same?

Analyze Analyze the key paragraph.

Key Paragraph, p. 206

"If you who own the things people must have could understand this, you might preserve yourself. If you could separate causes from results, if you could know that Paine, Marx, Jefferson, Lenin were results, not causes, you might survive. But that you cannot know. For the quality of owning freezes you forever into 'I,' and cuts you off forever from the 'we'" (p. 206).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph describing the author's message.**

When answering the question above, consider the following:

Does this fit our theme of responsibility?
As humans, shouldn't we be responsible for others as well as ourselves?
Would you rather go on in your life as an "I" or a "we?" Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 12

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is personification?

Personification is when you assign the qualities of a person to something that isn't human or, in some cases, to something that isn't even alive. There are many reasons for using personification. It can be used as a method of describing something so that others can understand. It can be used to emphasize a point. It is a commonly favored literary tool, and you may in fact use personification without even knowing it. Source: http://examples.yourdictionary.com/examples-of-personification.html

Below is a link to some personal stories of Texans' who went through the Depression. The Joads and Wilsons are now in Texas. Is history different when you hear it from those who experienced it? How?

http://www.texasescapes.com/Louise-George/Hard-Times.htm

Setting

Time	Weather	Location
summer time	hot during the day and night	somewhere near Amarillo, Texas

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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medium (222)	satirically (224)	astonishment (232)	elaborate (232)	squirmed (242)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 222-243**

Setting	Characters	Pages
side of the road	The Joads and Wilsons	222-242
the auto wreckage yard	Tom, Al, guy with missing eye	242-243

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Working together, the two families are able to cover more ground.
- When the Wilson's car starts having problems, Tom and Al think of ways to fix it and keep the family moving so they can catch up.
- Ma becomes violent when someone talks of breaking up the family.
- The men chipped in to help fix the car.
- Tom and Al deal with a man in the junkyard who feels sorry for himself. Tom sets him straight and he gives the two men a deal on parts and tools.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and

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selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 222-243)

1. Why are the two families able to travel further?
2. Why does Rose of Sharon ask Ma about her plans in California?
3. Is it being responsible to dream of what you want to be doing? To dream for a better life?
4. Why does Ma get so upset when the men talk of breaking up the family?
5. What does the family realize about Ma at this point?
6. What is your prediction about what will happen to Granma?
7. What does Tom keep track of and why is this important?
8. Why does Ma feel that Al should tell Tom the stuff she does? (page 239)
9. Why does this man in the junkyard feel sorry for himself?
10. What does Tom tell him to do? Do you think he will take Tom's advice? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 231

"Ma's face softened, but her eyes were still fierce. 'You done this 'thout thinkin' much,' Ma said. 'What we got lef' in the worl'? Nothin but us. Nothin but the folks. We come out an' Grandpa, he reached for the shovel-shelf right off. An' now, right off, you wanna bust up the folks—'" (p. 231).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph revealing Ma's message.**

When answering the question above, consider the following:

What is more important to you: the "folks" or the material items? Why?
What do you have left when you lose everything else?
Are the material things really that important if you don't have others?
Do you agree with Ma or not? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 13

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What happens to cars when they are too old to drive?

A wrecking yard, or junkyard, is the final resting place for many cars and trucks. If an automobile has been in an accident, becomes too expensive to keep running, or is abandoned, the wrecking yard takes over. Many wrecking yards are also salvage yards, meaning they sell what usable parts they can from junked cars. Salvage yards keep a meticulous inventory of the usable parts from their junked cars, and sometimes remove the more in-demand parts and stock them in a warehouse.

Setting

Time	Weather	Location
summer time	warm, but not dry	closer to California

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

wrench (246)	cylinder (249)	lanky (253)	concession (256)	sullenly (257)

READ

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Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 244-263**

Setting	Characters	Pages
Wreckage yard	One eye guy, Tom, Al	244-247
Side of the road where they are fixing the car	Tom, Al	248-251
Camp grounds	Tom, Al, Proprietor, men on porch, Pa, Uncle John, Ma, Connie	251-263

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The Wilson's car breaks down and Al and Tom go to a wrecking yard to fix it themselves.
- They run into a man with one eye who feels sorry for himself. Tom reminds him about all the things he *can* do.
- Tom and Al fix the car in record time and end up arriving at the camp before it is too late.
- Tom and Al try to stay at the campground, but the proprietor will not allow them to stay unless they pay.
- There are men who share their stories of California and what they are doing out west.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered

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motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 244-263)

1. Why does Pa ask the Wilsons if his sons could fix the car?
2. Why does the one-eyed guy help Tom and Al out?
3. How long did they predict it would take to fix the car? Why?
4. What do the men talk about on the porch at the campground?
5. Why does the proprietor insist on charging Tom and Al more money to stay?
6. What does Tom do as he is leaving the campground?
7. Why does Tom give the one-eyed guy advice?
8. Why are all the migrant people called bums?
9. What does Pa learn about California?
10. Why does Pa choose to keep going to California?
11. Will Grandma make it to California? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 255

"Tom was silent for a long time. His dark eyes looked slowly up and down at the proprietor. 'I don't wanta make no trouble,' he said. 'It's hard thing to be named a bum. I ain't afraid,' he said softly. 'I'll go for you an' your deputy with my mitts—here now, or jump Jesus. But there ain't no good in it'" (p. 255).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph explaining why Tom was upset.**

When answering the question above, consider the following:

What is Tom trying to express to the proprietor?
What happens when people see others as less than human?
Is this how this person justified taking money from these people?
Was Tom being responsible when he spoke to the proprietor?
Was the proprietor being responsible by calling Tom a bum? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 14

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Where does the word "okie" comes from and what it stands for?

As the "double whammy" of drought and economic depression deepened on the Great Plains, more and more farmers gave up or were forced off of their land. In addition, the relentless march of new tractors meant that the farmers who were able to scrape together enough money to buy a tractor could buy out their neighbors. Fewer farmers could farm more land. But where would those who left go?

Some went to cities, but many decided to head west. In fact, during the 30s hundreds of thousands left the plains for the West Coast. So many migrated from Oklahoma that they were dubbed "Okies" in the popular press. For years, California, Oregon and Washington had been growing. Many who were pushed off of the plains were pulled west because they had relatives who had moved to the coastal areas. The boosters of California had advertised that the state offered a perfect climate and an abundance of work in the agricultural industry.

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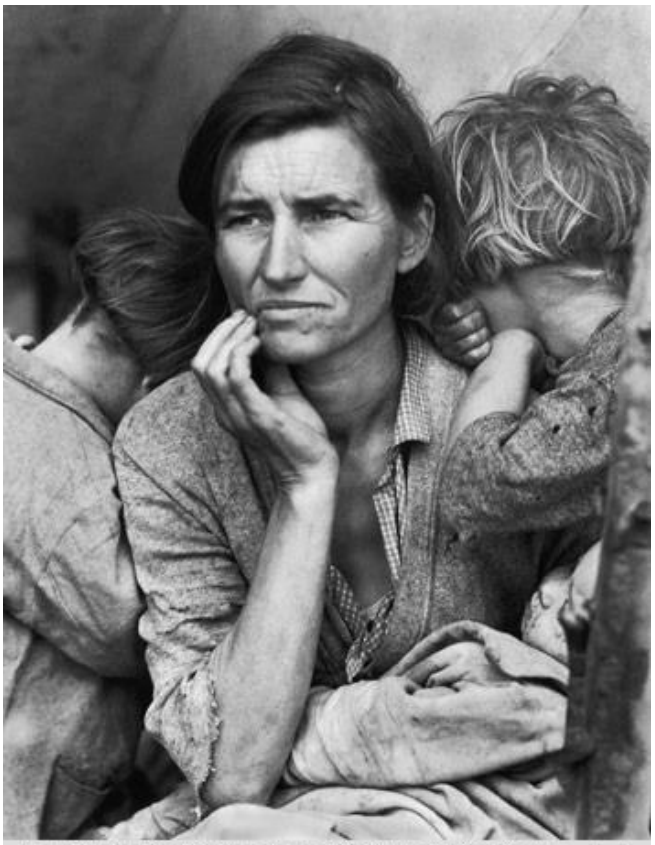

Migrant Mother. Destitute pea pickers in California. Mother of seven. Age 32. Nipomo, California Feb. 1936. Photo Dorothea Lange, LOC.
Click here to see and hear Florence Thompson, Migrant Mother.

Florence Thompson (above) says she was one of the Okies. She and her family had left Oklahoma in 1925, before the Depression. The 30s made their situation worse. She and her family were following the migrant trail, moving from place to place as crops became ready for harvest.

"It was very hard and cheap," Florence said. "We just existed! We survived, let's put it that way."

Source: http://www.livinghistoryfarm.org/farminginthe30s/water_06.html

Setting

Time	**Weather**	**Location**
summer time	clear	on the road, Route 66 west

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ostracism (266)	rigid (266)	endanger (266)	elaborate (269)	gestures (269)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 264-285**

Setting	Characters	Pages
on the road (caravans of people heading west)	Different families from different places including the Joads	264-273
entering Arizona to crossing into California	Joads, Wilsons, Casy, Connie,	274-277
in lake near campsite	The men (including men not of the Joad group)	277-285

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Migrant workers traveled together and helped one another establish unwritten laws.
- Different people came from different areas and would talk to others from the same areas.
- Family is stopped at Arizona border and gets through with little hassle.
- The next stop is California, outside of the desert where there is a lake. There is a lake where the men gather.
- The other men in the lake tell the Joad men the reality of California and that they are going back to where they are from, where they are not hated.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

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EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 264-285)

1. How were the laws in these migrant camps established?
2. Did these caravans of migrants have leaders? Why?
3. Is it better for people travel together or independently? Why?
4. What do you predict will happen to the family crossing the desert?
5. Will all the Joads make it to the other side of the desert? Why?
6. What do the men talk about while in the water?
7. What do Pa and Tom learn about California?
8. What is an okie? What other terms are used to describe a group of people?
9. Is this name repressive? Why?
10. After learning about what California is like, did the Joads go back to where they are from?
11. Would you turn around and go home if you found out there was no work and that people would hate you where you are going? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 282

"The man sat up and faced him. 'Look, mister. I don' know ever'thing. You might go out there an' fall into a steady job, an' I'd be a liar. An' then, you might never get no work, an' I didn' warn ya. I can tell ya mos' of the folks is purty mis'able.' He lay back in the water. 'A fella don' know ever'thing,' he said" (p. 282).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph describing what this man is trying to warn Pa and Tom about.**

When answering the question above, consider the following:

Have you ever been warned not to do something, but did it anyway?
Were you being responsible?
What did you learn after you did it?
Would you heed warning in the future? Why?

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 15

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is the history of the California's border patrol? How is border patrol different today?

Mounted watchmen of the U.S. Immigration Service patrolled the border in an effort to prevent illegal crossings as early as 1904, but their efforts were irregular and undertaken only when resources permitted. The inspectors, usually called Mounted Guards, operated out of El Paso, Texas. Though they never totaled more than seventy-five, they patrolled as far west as California trying to restrict the flow of illegal Chinese immigration.

In March 1915, Congress authorized a separate group of Mounted Guards, often referred to as Mounted Inspectors. Most rode on horseback, but a few operated cars and even boats. Although these inspectors had broader arrest authority, they still largely pursued Chinese immigrants trying to avoid the Chinese exclusion laws. These patrolmen were Immigrant Inspectors, assigned to inspection stations, and could not watch the border at all times. Military troops along the southwest border performed intermittent border patrolling, but this was secondary to "the more serious work of military training." Aliens encountered illegally in the U.S. by the military were directed to the immigration inspection stations. Texas Rangers were also sporadically assigned to patrol duties by the state, and their efforts were noted as "singularly effective."

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Customs violations and intercepting communications to "the enemy" seemed to be of a greater concern than enforcing immigration regulations in the early years of the twentieth century. Agencies charged with inspecting people and goods entering and leaving the U.S. noticed that their efforts were totally ineffective without border enforcement between inspection stations. After 1917, a higher head tax and literacy requirement imposed for entry prompted more people to try to enter illegally.
In 1918, Supervising Inspector Frank W. Berkshire wrote to the Commissioner-General of Immigration expressing his concerns about the lack of a coordinated, adequate effort to enforce immigration and customs laws along the border with Mexico.
Source: http://www.cbp.gov/border-security/along-us-borders/history

Setting

Time	**Weather**	**Location**
summer time	clear	entering the desert of California

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

triumph (288)	holster (290)	syllables (310)	squirming (313)	astonishment (313)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 286-314**

Setting	**Characters**	**Pages**
campground on the side of the road	Ma, Granma, Rose of Sharon, large woman	286-290
in the tent	Ma, Granma, Rose of Sharon, Sheriff	290-292
the camp	Tom, boy, Ruthie, Ma, the rest of the men, Joads, Wilsons	292-300
going through the desert	Joads, Casy	300-307
stopped at the border patrol	Ma and man at border patrol	307-308
on the way to Barstow through Tehachapi	Al, Pa, Ma, Tom	308-314

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ma denies the religious lady access to Grandma and claims she is just tired, when Ma knows Grandma is dying.
- Sheriff rudely sticks his head in tents and says that no okies are allowed to settle here.

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- The Wilsons are unable to keep traveling. Sairy is very ill. The Joads leave them a couple of dollars to help them.
- Ma is on top with Grandma through the desert after Grandma's demise. She is able to convince the border patrol that Granma is sick.
- They reach a town and take Grandma to a coroner for a real burial.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 286-314)

1. Why does Ma deny Granma is dying?
2. Is Ma a religious woman?
3. Why was the sheriff so rude?
4. Why did Ma grab the skillet to tell him her feelings?
5. What did Ma tell Tom about her encounter with the sheriff?
6. Where does Noah go? Why?
7. How does Ma respond to Noah's leaving?
8. What will happen to Sairy?
9. How does Ma convince the border patrol that they need to get through?
10. What does Uncle John keep bringing up?
11. What is Uncle John looking for as he talks about his past mistakes?
12. How did Ma stay up on the mattress next to her dead parent?
13. What does this say about Ma? What motivated her to sit quietly?

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14. How do the Joads do right with Granma?

Analyze Analyze the key paragraph.

Key Paragraph, p. 314

"Tom laughed. 'Jesus, are we gonna start clean! We sure ain't bringin' nothin' with us.' He chuckled a moment, and then his face straightened quickly. He pulled the visor of his cap down low over his eyes. And the truck rolled down the mountain into the great valley"' (p. 314).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. How are the Joads starting out clean? **Write a narrative paragraph using precise words and phrases to convey a vivid picture of what Tom means by "clean".**

When answering the question above, consider the following:

What time in your life have you needed to clear your conscience and start out clean? What was happening?

Were you being responsible? Why?

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 16

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What are Hoovervilles and what purpose did they serve during the Depression?
During the Great Depression, many families lost their homes because they could not pay their mortgages. These people had no choice but to seek alternative forms of shelter. Hoovervilles were named after President Hoover, who was blamed for the problems that led to the Depression, sprung up throughout the United States

Setting

Time	**Weather**	**Location**
summer	clear and crisp	California

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gnawing (315)	accumulation (318)	nebulous (318)	luxury (318)	vacant (320)

READ

Review Review the timeline from the beginning every day.

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Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 315-335**

Setting	Characters	Pages
History of California	(General history facts of how squatters became owners before the great migration)	315-326
Bakersfield	The Joads, Casy	327-328
Hooverville	The Joads and others staying at these camps	329-335

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The history of how the farm owners came and took over the land from the original people of the land.
- The author speaks of those who are hungry and willing to do whatever it takes to feed their family.
- The Joads give Granma a formal burial, but not a fancy one.
- The Joads stay at their first Hooverville.
- Another person tells the Joads of the reality of California, how they will be treated, and that there is no work.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

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Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 315-335)

1. Why do they spend money on Granma's funeral?
2. How is this different from Grandpa's funeral? Why?
3. Why does the author talk about the squatters and the Mexicans in chapter 19?
4. What is the author's opinion of these landowners?
5. Why do they call these campsites "Hoovervilles"?
6. How does the law treat the squatters?
7. What are the farmers of California doing with their land? Why?
8. Do the Joads want to stay at the Hooverville? Why?
9. What do they learn from the people in the Hooverville?
10. How many people do you think are staying in this Hooverville?

Analyze Analyze the key paragraph.

Key Paragraph, p. 326

"And hands went into pockets and little coins came out. In front of the tent a little heap of silver grew. And the family found it there.

Our people are good people; our people are kind people. Pray God some day kind people won't all be poor. Pray God some day a kid can eat" (p. 326).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph concluding why poor people are generous.**

When answering the question above, consider the following:

Why are only poor people kind in this novel?
Is this true for today?
What would the United States look like if everyone were kind no matter how much money they had? Do you think this could happen? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 17

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What was the Dust Bowl exodus to California like?

The Dust Bowl exodus was the largest migration in American history. By 1940, 2.5 million people had moved out of the Plains states; of those, 200,000 moved to California. When they reached the border, they did not receive a warm welcome as described in this 1935 excerpt from Collier's magazine. "Very erect and primly severe, [a man] addressed the slumped driver of a rolling wreck that screamed from every hinge, bearing and coupling. 'California's relief rolls are overcrowded now. No use to come farther,' he cried. The half-collapsed driver ignored him — merely turned his head to be sure his numerous family was still with him. They were so tightly wedged in, that escape was impossible. 'There really is nothing for you here,' the neat trooperish young man went on. 'Nothing, really nothing.' And the forlorn man on the moaning car looked at him, dull, emotionless, incredibly weary, and said: 'So? Well, you ought to see what they got where I come from.' "

The Los Angeles police chief went so far as to send 125 policemen to act as bouncers at the state border, turning away "undesirables". Called "the bum brigade" by the press and the object of a lawsuit by the American Civil Liberties Union, the LAPD posse was recalled only when the use of city funds for this work was questioned.

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Arriving in California, the migrants were faced with a life almost as difficult as the one they had left. Many California farms were corporate-owned. They were larger and more modernized that those of the southern plains, and the crops were unfamiliar. The rolling fields of wheat were replaced by crops of fruit, nuts and vegetables. Like the Joad family in John Steinbeck's "The Grapes of Wrath", some 40 percent of migrant farmers wound up in the San Joaquin Valley, picking grapes and cotton. They took up the work of Mexican migrant workers, 120,000 of whom were repatriated during the 1930s. Life for migrant workers was hard. They were paid by the quantity of fruit and cotton picked with earnings ranging from seventy-five cents to $1.25 a day. Out of that, they had to pay twenty-five cents a day to rent a tar-paper shack with no floor or plumbing. In larger ranches, they often had to buy their groceries from a high-priced company store.
Source: http://www.pbs.org/wgbh/amex/dustbowl/peopleevents/pandeAMEX08.html

Setting

Time	**Weather**	**Location**
summer	clear	Bakersfield, California Hooverville

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quarreler (347)	belligerently (352)	intentness (352)	resistant (356)	elaborate (357)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 336-357**

Setting	**Characters**	**Pages**
Hooverville	Tom, another fella who tells it like it is	336-338
Joad tent	Tom, Pa, Uncle John, children, Ma, Winfield, Al, Casy	338-343
Joad tent	Connie, Rose of Sharon	343-344
outside tent to inside the tent	Ma, other children, Pa, Ruthie, Winfield, Al, Floyd, Uncle John,	344-352
outside the tent	Ma, broad woman, Tom, Al, Floyd	352-357

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Tom talks to a man about people getting together. The man says they jail anyone who takes a leadership role and they talk about the blacklist.
- The man tries to warn Tom that there is no sense in making trouble.

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- Tom convinces Casy to stay around one more day.
- Rose of Sharon pressures Connie unrealistically and Connie has a large dose of reality.
- Ma makes stew for the family and leaves what is left for the hungry children. A woman is angry she does this and Ma explains to her intentions.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

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Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 336-357)

1. Why is Floyd trying to tell Tom to act dumb?
2. Does Floyd want to help Tom?
3. What does "bull simple" mean?
4. Why does Casy think he should leave the Joads?
5. What does Tom think is going to happen? What does he sense?
6. What happens to Connie?
7. What do you predict Connie will do?
8. What is a government camp?
9. Why does Al brag to Floyd that Tom is a killer?
10. Why does Ma question what she is going to do with the hungry children that surround her?
11. Why does the broad woman get angry that Ma gave them some food?
12. What do you predict will happen with the men who say there is work?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 336

"The young man grinned. 'I didn' mean it. You ain't been here. Folks figgered that out. An' the folks with the peach orchard figgered her out too. Look, if the folks gets together, they's a leader—got to be—fella that dos the talkin'. Well, first time this fella opens his mouth they grab 'im an' stick 'im in jail. An' if they's another leader pop up, why they stick '*im* in jail'" (p. 336).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a narrative paragraph describing the importance of responsible leadership.

When answering the question above, consider the following:

What happens when a repressed, poor group is organized and led by someone strong?
Give an example of this from history.
What happens when this leader is taken away?
Have you ever had a model leader? Who was it?
What did you learn from them?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 18

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Who is Wilma Elizabeth McDaniel?

Wilma Elizabeth McDaniel is arguably one of the most iconic American poets of the 20th century. Of German, Scot\Irish, and Cherokee heritage, this extraordinary woman's keen perspective through poetry turned her life experiences into a wealth Wilma mined with a writer's clarity, a poet's insight, and a conviction and intensity etched through raw experience.

Picking up a pencil as a child of eight, Wilma transformed the wrenching reality of Depression-era hopelessness into a lifetime of writing steeped in hope, perseverance, revelation, and renewal. McDaniel distilled down observations and thoughts whenever and wherever she could find suitable scraps receptive to pencil or pen. In her earliest days, lined paper was not an option and a pencil more often a luxury as well--yet write she did, with her inimitable sparkle of insight, wit, and sincerity. Wilma's first published poem, *Nature is Unfair,* appeared in the *Depew Independent* (Oklahoma) in 1933 when she was fourteen years old

How do her poems describe the Depression?

Setting

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Time	Weather	Location
summer	warm	Hooverville

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

unconsciousness (361)	resentment (366)	forlornly (368)	netting (368)	murmur (375)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 358-384**

Setting	Characters	Pages
in front of the camp	Fellas staying in camp, Casy, Tom, Floyd	358-364
outside people's tents	Ma, Pa, Uncle John, Tom, Al, Floyd, Rose of Sharon	365-368
in the tent	Ruthie, Winfield, Tom, Al, Floyd, Ma, Rose of Sharon	369-384

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Floyd stands up to men posing as contractors and the sheriff is called in to take him in.
- The officer is knocked out and Casy takes the blame for it and goes to jail.
- Tom, Al, and Floyd come back from hiding and decide the family needs to move immediately.
- Tom has to retrieve Uncle John from his drunken outing and figures out Connie has run away.
- While the family tries to escape, the law tries to keep them out of their town and turns them the wrong way. They figure out how to get around the town to go south.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

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Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 358-384)

1. Why does Floyd step up and ask questions?
2. Does Floyd know the consequences of his actions?
3. When you step up, what or whom do you have to consider?
4. Why does Tom help Floyd out? What could happen to Tom for doing that?
5. Why do the two men hide in the forest?
6. Why does Casy step up and take the blame?
7. Do you predict the Joads will see Casy again? Why?
8. What is happening to the family?
9. Why would these men come in promising this group of people jobs?
10. Is this contractor man being responsible?
11. Why does everyone have to leave this Hooverville?
12. Why does the law turn the Joads in the opposite direction of where they want to go?

Analyze Analyze the key paragraph.

Key Paragraph, p. 365

"Well, don' tell 'em. Go down the river an' stick your head under an' whisper 'em in the stream.

Pa nodded his head slowly at Ma's words. 'She's right,' he said. 'It gives a fella relief to tell, but it jus' spreads out his sin'" (p. 365).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph explaining what Uncle John is trying to do.**

When answering the question above, consider the following:

Why does Ma think he should go to the stream and whisper?

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What happens when you don't deal with things that are bothering you?
Is it right not to talk to people about it?
Have you ever had something that bothered you that you didn't tell anyone?
What happened?
Did you end up telling someone?
Or does it still bother you today? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 19

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What were the Government Migratory Labor Camps?

Why would this be considered a threat? What is the difference between this camp and a Hooverville?

The Arvin Migratory Labor Camp was the first federally operated camp opened by the FSA in 1937 and the starting point of the Todd/Sonkin expedition. The camps were intended to resolve poor sanitation and public health problems, as well as to mitigate the burden placed on state and local infrastructures. The FSA camps also furnished the migrants with a safe space in which to retire from the discrimination that plagued them and in which to practice their culture and rekindle a sense of community. Although each camp had a small staff of administrators, much of the responsibility for daily operations and governance devolved to the campers themselves. Civil activities were carried out through camp councils and camp courts. Proceedings of council meetings and court sessions can be found among the audio files in this online presentation. Project fieldnotes provide further information about the composition, operation, and context of these bodies as well as details about camp occupancy and organization.

When they were not working or looking for work, or tending to the civil and domestic operations of the camp, the migrants found time to engage in recreational

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activities. Singing and making music took place both in private living quarters and in public spaces.
Source: http://www.loc.gov/collections/todd-and-sonkin-migrant-workers-from-1940-to-1941/articles-and-essays/the-migrant-experience/

Setting

Time	**Weather**	**Location**
summer	warm and clear	general location

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agrarian (385)	paradoxes (386)	swelled (387)	blacklists (387)	sparse (395)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 385-408**

Setting	**Characters**	**Pages**
general	Poor people of the Depression	385-388
traveling south to the big camp	Joads, man in car at crossing, man at front gate of camp	389-396
on the corner of the new camp	Tom, young man, father and young woman, Ruthie	396-398
at new camp	Joads, people at the camp	399-408

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Industry has changed with machinery; the machines have left the humans in the dust.
- Tom has found the government camp; they pull in with one spot left for them.
- Tom goes with folks he meets first thing in the morning for work.
- The man these folks are working for goes on a tangent and talks about how he has to cut their wages and why. He also warns them of someone trying to sabotage their dance.
- The children are not used to running water and are not sure what to do with the toilets.

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

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Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 385-408)

1. Is growing technology replacing humans today in the work force?
2. Man creates machines to help with his work. Have these machines taken over man's work?
3. Will the Joads be happy in this government camp?
4. Why aren't there more camps like this one?
5. Do you predict the rest of the Joad men will find work?
6. Why does Ruthie get Winfield to go into the bathroom with her?
7. Why don't these children know about toilets?
8. Why does the man who hires Tom complain about paying them less money?
9. Why does this same man warn them about someone ruining their dance?
10. Is this man a good man? Why?
11. Why did the two men have to sell their car?

Analyze Analyze the key paragraph.

Key Paragraph, p. 403

"'You wait here.' Thomas walked quickly to the house. The door slammed after him. In a moment he was back and he carried a newspaper in his hand. 'Did you see this? Here, I'll read it: 'Citizens, angered at red agitators, burn squatters' camp. Last night a band of citizens, infuriated at the agitation going on in a local squatters' camp, burned the tents to the ground and warned agitators to get out of the county'" (p. 403).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Why doesn't Tom speak up after Mr. Thomas reads him the newspaper article? **Write a narrative paragraph explaining the sequence of events using sensory language.**

When answering the question above, consider the following:

Why does the paper report a group of citizens?
Who do you think it really was?
Why was it necessary for them to burn down the camp?
How does it make people feel when incidents like this happen?
Who is in charge of keeping these people repressed?
Does this happen today? How and why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 20

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

How did industrialization change the farming industry?

Agricultural production across the world doubled four times between 1820 and 1975 to feed a global population of one billion human beings in 1800 and 6.5 billion in 2002. During the same period, the number of people involved in farming dropped as the process became more automated. In the 1930s, 24 percent of the American population worked in agriculture compared to 1.5 percent in 2002; in 1940, each farm worker supplied 11 consumers, whereas in 2002, each worker supplied 90 consumers. The number of farms has also decreased, and their ownership is more concentrated. In the U.S., four companies kill 81 percent of cows, 73 percent of sheep, 57 percent of pigs, and produce 50 percent of chickens, cited as an example of "vertical integration" by the president of the U.S. National Farmers' Union. In 1967, there were one million pig farms in America; as of 2002, there were 114,000, with 80 million pigs (out of 95 million) killed each year on factory farms, according to the U.S. National Pork Producers Council. According to the Worldwatch Institute, 74 percent of the world's poultry, 43 percent of beef, and 68 percent of eggs are produced this way.
For more information: http://www.encyclopedia.com/topic/Agriculture_industry.aspx

Setting

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Time	Weather	Location
summer	clear	at the government camp

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quivered (409)	apprehensively (410)	ripe (418)	unanimous (428)	boosted (409)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 409-428**

Setting	Characters	Pages
men's restroom	Ruthie, Winfield, Ma, older man	409-412
camp	Uncle John, Pa, Ma, Rose of Sharon, Ruthie, Winfield, Jim Rawley, Al, religious lady	413-427
camp	Ladies' club, Ma, Rose of Sharon	428

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Tom is the first one up and meets a couple of men who take him to get work.
- The kids are not sure about the toilets and explore them.
- Rose of Sharon is still depressed about Connie.
- Ma is excited and gets the family ready for the ladies' committee to arrive.
- The committee arrives and shows Ma and Rose of Sharon around with dignity.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

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Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 409-428)

1. Why does Ruthie tell on Winfield?
2. Why does Ruthie feel so important telling Ma about Tom?
3. What happens when Ma uses the bathroom?
4. How does John feel when he gets up in the morning?
5. Why is Ma so harsh with Rose of Sharon?
6. Why does Ma frantically rush everyone to get cleaned?
7. Who is Jim Rawley?
8. How is this camp different from the other places they have been?
9. Who would want to shut this camp down? Why?
10. How do the ladies of the committee treat Ma?

Analyze Analyze the key paragraph.

Key Paragraph, p. 426

"There could be no doubt that it was the committee; three ladies, washed, dressed in their best clothes: a lean woman with stringy hair and steel-rimmed glasses, a small stout lady with curly gray hair and a small sweet mouth, and a mammoth lady, big of hock and buttock, big of breast, muscled like a dray-horse, powerful and sure. And the committee walked down the road with dignity" (p. 426).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph comparing the setting of the three ladies with the Joads' family setting. Describe both settings with details to create a vivid picture of each setting.**

When answering the question above, consider the following:

What does dignity mean?
Have you ever been a part of a group that was able to walk down the street with dignity? What was the group?
Were you being responsible? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 21

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Who is Geronimo?

Geronimo {jur-ahn'-i-moh}, or *Goyathlay* ("one who yawns"), was born in 1829 in what is today western New Mexico, but was then still Mexican territory. He was a Bedonkohe Apache (grandson of Mahko) by birth and a *Net'na* during his youth and early manhood. His wife, Juh, along with his cousin Ishton, and Asa Daklugie were members of the Nednhi band of the Chiricahua Apache.

Geronimo was the leader of the last American Indian fighting force formally to capitulate to the United States. Because he fought against such daunting odds and held out the longest, he became the most famous Apache of all. To the pioneers and settlers of Arizona and New Mexico, he was a bloody-handed murderer and this image endured until the second half of this century.

What is the significance of the author mentioning him?

Source: http://www.indigenouspeople.net/geronimo.htm

Setting

Time	Weather	Location
summer	clear	government camp

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sternly (429)	committee (433)	mallet (433)	clout (439)	paced (450)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 429-451**

Setting	Characters	Pages
around the camp	Ma, Rose of Sharon, committee of ladies, Mrs. Joyce	429-433
children's playground	Ruthie, Winfield, other children and adults supervising	433-434
men driving around looking for work	Pa, Al, Uncle John, guy they picked up on road	434-436
back at camp when ladies leave	Ma, Rose of Sharon, Mrs. Sandry, manager, group of people that gathered, Pa, Uncle John	436-443
general	(Stories are told to pass the time about the indigenous people of the land.)	444-451

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The ladies show Rose of Sharon and Ma how things work at the camp and what is expected of them.
- Ruthie learns she will not always get her own way and, when playing with others, has to take turns.
- The crazy lady upsets Rose of Sharon by telling her she will lose her baby if she has sinned.
- Men come back from looking for work while Ma is reminiscing about the loss they have encountered recently.
- One of the ways everyone passes the time is by sharing stories of the past.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

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Create a class theme chart of “Migrant Families.” From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another’s survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of “Selfishness and Selflessness.” While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart “Selfishness” and the other side of the chart “Selflessness.” While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 429-451)

1. Why do they mention the toilet paper? What does it mean for the group of people that is in that area? What will happen to the people taking the toilet paper?
2. Why does Miss Bullet need all of that toilet paper? Why didn’t she tell anyone?
3. Why is there a problem with charity?
4. Who has the bad experience with charity? What was the experience?
5. What type of work is there for the women?
6. Why does Ruthie act as she does in front of the other children?
7. What does the adult do to stop her?
8. What does Ma do to protect Rose of Sharon?
9. Why does Ma choose this time to reflect on all the loss the family has encountered?
10. Why does the author talk about Geronimo?
11. Why does the author include chapter 23?

Analyze Analyze the key paragraph.

Key Paragraph, p. 441

“Ma smiled. ‘Remember?’ she said. ‘Remember what we’d always say at home? ‘Winter’s a-comin’ early,’ we said, when the ducks flew. Always said that, an’ winter come when it was ready to come. But we always said, ‘She’s a-comin’ early.’ I wonder what we meant’” (p. 441).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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After Ma has reflected on what has happened to her family recently, Pa mentions that he has seen the ducks. After Ma's reflection, what has Pa done? Why does he mention the ducks at this time? What does Ma reflect on after he mentions the ducks? Do the ducks have anything to do with the loss she experienced? **Write a narrative paragraph to develop a well-structured event sequence of Ma and Pa's reflection.**

When answering the question above, consider the following:

What do you think the ducks represent?
Have you experienced a time when you were sad and someone mentioned a good memory?
What happened?
What was the good memory?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 22

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

How did migrant families create a new home for themselves in California?

When migrants reached California and found that most of the farmland was tied up in large corporate farms, many gave up farming. They set up residence near larger cities in shack-towns called Little Oklahomas or Okievilles on open lots local landowners divided into tiny subplots and sold cheaply for $5 down and $3 in monthly installments. They built their houses from scavenged scraps, and they lived without plumbing and electricity. Polluted water and a lack of trash and waste facilities led to outbreaks of typhoid, malaria, smallpox and tuberculosis.

Over the years, they replaced their shacks with real houses, sending their children to local schools and becoming part of the communities; but they continued to face discrimination when looking for work, and they were called “Okies” and “Arkies” by the locals regardless of where they came from.

Setting

Time	Weather	Location
summer	clear sunny	government camp

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

subdued (452)	requisitioned (452)	pivoted (453)	nonchalantly (458)	apprehensively (460)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 452-472**

Setting	Characters	Pages
the camp	Dance committee	452-455
the camp	Tubby man and Jesse	455-457
Joad tent	Ma, Ruthie, Winfield, Al, Tom, Pa, Uncle John, Willie	457-461
porch of the office	Men squatting, Uncle John and Pa	461-463
front gate and dance	Tom, Willie, Jule, Jackson, Ma, Pa, Rose of Sharon, square dancers, the three men, other men on dance committee	463-472

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Everyone is getting ready for the dance.
- The men meet to make sure no one ruins the dance.
- A group of men not interested in the dance gathers and talks about current times and possible work.
- Ma convinces Rose of Sharon to attend the dance, while Tom is asked to watch the front entrance.
- Tom spots the three men who will cause trouble. The group organizes to keep the dance going and the sheriff out.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant

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community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 452-472)

1. Why is the dance so important to the people at the camp?
2. Who do you think is trying to ruin it for these people?
3. Why did these three men try to start a fight at the dance?
4. How did the men organize it so that no one would notice these three men?
5. How were they able to stop the sheriff from coming into the camp?
6. Why did the men of the camp keep from hurting these three men?
7. How did they confirm it was these three men before they started a fight?
8. What advice does Huston give these three men?
9. Why would these men do this to their own people?
10. What happens when one of the men starts talking about organizing? Why?

Analyze Analyze the key paragraph.

Key Paragraph, p. 470

"Huston's head sank down for a moment, and then he said, softly, 'O.K. Don't tell. But looka here. Don't knife your own folks. We're tryin' to get along, havin' fun an keepin' order. Don't tear all that down. Jes' think about it. You're just harmin' yourself'" (p. 470).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph explaining how these men are just "harmin'" themselves by ruining this dance. Describe the consequences that may follow.**

When answering the question above, consider the following:

Why would they consider doing this?
Who do you think they are working for?
What would happen if everyone worked together? Can you think of a time when you had to stand up for your people not to harm each other or yourself? What happened?

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 23

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is Weedpatch Camp?

In 1936, the Farm Security Administration opened 12 camps in the San Joaquin Valley, one of which became known as Weedpatch Camp. Leo Hart, head counselor in the Kern County High School District, had been in the Unites States Army in WWI, had a lung and kidney removed due to tuberculosis, and had earned a Master's Degree in Education; he knew that the Okie kids just needed some caring and education. Leo Hart won the office of Superintendent for the school district, leased 10 acres of land beside the camp, hired the best teachers, and started Weedpatch School in 1940. Leo Hart got donations from others, and built the school himself with the help of the teachers and Okie children.

Teachers in the school taught history, geography, math, science, health, typing, English, plumbing, electrical wiring, sports, carpentry, plastering, masonry, shoe cobbling, sewing, music, and aircraft mechanics. The kids that tried to go to local schools couldn't hide who they were "because they spoke differently and wore shabby clothes". Due to this, they faced constant prejudice from other students and teachers. The camp had one room cabins and tents that housed 300 people, but at least the Okies now had food, shelter, and a school.

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Source:
http://www.visitbakersfield.com/listings/index.cfm?action=display&listingID=321&menuID=135&hit=1

Setting

Time	**Weather**	**Location**
end of summer	clear but cooler	Route 99 going north

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ferment (475)	mildew (475)	vats (475)	cultivators (474)	fuel (477)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 473-493**

Setting	**Characters**	**Pages**
Spring in California farms	Farmers and cultivators	473-477
Weedpatch camp	Ma, Pa, Al, Tom, Uncle John, Rose of Sharon	478-483
Joad camp	Ma and Rose of Sharon	483-484
near Dancing platform	Al, blond girl	485-486
at the camp	Manager, Willie, Tom, Pa, Uncle John, Jule, Winfield, Ruthie, Ma	486-493

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ma starts a conversation with the men about what their next plan needs to be.
- The men decide to move north with Ma's encouragement.
- Al has to say goodbye to a girl he promised to marry.
- Tom has to say goodbye to his friends, Jule and Willie, and Pa talks with the other men folk.
- They decide to leave and move north on the 99.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human

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suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 473-493)

1. Why does Ma have to start the discussion on what is going to happen next to the family?
2. How does Ma react when Pa threatens her?
3. How does Tom feel about what Ma says to Pa?
4. What did Pa want to do before they left?
5. What is Tom's fear when they leave the camp?
6. Will Al go back to marry this girl?
7. Why does Ma pierce Rose of Sharon's ears?
8. Why does Ma still have gold earrings?
9. Do you predict Rose of Sharon will have a healthy baby? Why?
10. Why are they going up north?

Analyze Analyze the key paragraph.

Key Paragraph, p. 476

"The decay spreads over the State, and the sweet smell is a great sorrow on the land. Men who can graft the trees and make the seed fertile and big can find no way to let the hungry people eat their produce. Men who have created new fruits in the world cannot create a system whereby their fruits may be eaten. And the failure hangs over the State like a great sorrow" (p. 476).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph reflecting on the author's message.**

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When answering the question above, consider the following:

What does the great sorrow on the land mean?
Why are they not able to feed the hungry?
Does this happen today? Why?
What would you do if you had enough food to feed the hungry?
What is the responsible thing to do for the people?
Who should be doing this?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 24

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Who was Pretty Boy Floyd? What is his significance to the story?

Born in Georgia in 1904, Pretty Boy Floyd is best known for his constant run-ins with police and violent bank robberies. Floyd vowed never to steal again after he was arrested for a payroll robbery at the age of 18, but he nevertheless went on to rob numerous banks. He was often protected by Oklahoma locals, who called him "the Robin Hood of the Cooksoon Hills." Floyd was gunned down and killed by FBI agents in 1934.
Source: http://www.biography.com/people/charles-pretty-boy-floyd-9542085

Setting

Time	Weather	Location
late summer	cooler but clear	Bakersfield

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

panicky (494)	coupes (499)	disappearance (499)	hooligan (500)	docilely (506)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 494-516**

Setting	Characters	Pages
driving down the road north	Ma, Al, Tom, Pa, man with lots of gold	494-501
entering the new camp	The Joad family, several policemen	502-505
out in the peach field	Tom, Al, Uncle John, Ma, Ruthie, Winfield	506-509
at the local store	Ma, cashier	510-514
back at their new place	Ma, Pa, Uncle John, Al, Tom, Ruthie, Winfield, Rose of Sharon	514-516

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The family moves up the road, not wanting to leave from where they were.
- There is a flat tire that they fix with what they have. As they are fixing it, a man offers them a job.
- As the family reaches the farm, there is a riot and the police escort the Joads onto the property.
- They are sent out to pick peaches without experience and lose out on the first box.
- Ma is overcharged for food and has no choice but to spend the money.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered

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motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 494-516)

1. Why do the Joads have to leave?
2. How do Al and Tom fix the flat tire?
3. When the man offers them a job, why do they not ask him questions about it?
4. Why is the family happy?
5. After all they have experienced, why do they not understand the bigger picture?
6. Why are the prices at the farm store higher? What is wrong with this idea?
7. Do the pickers get paid cash? Why?
8. Why do the men choose to stay at the camp? Why does Tom go out?
9. What predictions do you have for the next reading?
10. Why did the Joads not question the riot in front of the farm?
11. Why are there many police officers on this farm?

Analyze Analyze the key paragraph.

Key Paragraph, p. 499

"In the front seat of the truck Ma and Tom and Al were overcome with happiness. 'I ain't really felt so good for a long time,' Ma said. ''F we pick plenty peaches we might get a house, pay rent even, for a couple months. We got to have a house'" (p. 499).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph to explain why the Joads are overcome with happiness? Where are they getting their hope?**

When answering the question above, consider the following:

What do you predict will happen?
With all the bad things that have happened, how do they still have hope that everything will be okay?
Has there been a time when you really looked forward to something you thought would happen?
What happened?
What would happen if it didn't happen?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 25

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

Why did the pickers organize unions?

In California, the labor market became very unfair toward the workers. The landowners would cut wages that were already low and the crooked owners would cheat the workers out of fair pay. They would create flat wages that all owners would pay their workers. They would also rig scales and such to save every dollar possible. Some wages would only be announced after the deed was done, so the Okies were forced to take whatever wage was given to them. The Okies grew tired of their unfair treatment and low wages. The only way they could combat their situation was by joining together in what is called a union. These unions forced landowners to raise the pay because the laborers would not work unless they were treated fairly. When a union group does not work, it is called a strike. During a strike, the laborers would make a public display of their unfair treatment and would only comply if an agreement of wage would be met. The lack of followers of a union and the discrimination by official figures caused many strikes to be unsuccessful.

Setting

Time	Weather	Location
late summer	cooler (more fall-like weather)	Bakersfield

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

obscure (517)	trudged (518)	flea (519)	ravine (520)	vigilantes (524)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 517-536**

Setting	Characters	Pages
the Joad camp	Al, Pa, Ma, Rose of Sharon, Tom, Ruthie, Winfield	517-518
outside the joad camp and towards the front of farm	Tom, Sheriff, Casy, other men in strike, George, and others	519-529
back at Joad camp	Ma, Tom, Al, Pa, Uncle John, Rose of Sharon, Ruthie, Winfield	529-536

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Tom is curious and wants to find out what the riot is about.
- Tom leaves the farm and finds Casy.
- Casy explains he is fighting to organize the pickers who were ripped off.
- Men come after Casy and kill him since he is the leader.
- Tom gets upset and possibly kills the man who killed Casy.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

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Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 517-536)

1. Why is Tom so curious?
2. How is this situation similar to those three boys who were paid to start a fight at the dance?
3. Should you cross a picket line?
4. Who does Tom run into?
5. What are the men outside the farm trying to do?
6. What do you know about men who try to organize the poor at this time?
7. Are the men outside of the farm in danger? Why?
8. Why does the officer tell Tom to go back to his campsite?
9. What does Tom witness?
10. How does Tom react to what he sees?
11. Was Tom being responsible? When should he have shown responsibility?
12. Why does Tom think he needs to go away? Is he right? Make predictions about what happens to Tom.

Analyze Analyze the key paragraph.

Key Paragraph, p. 535

"'It's awright. I wisht you didn' do it. I wisht you wasn' there. But you done what you had to do. I can't read no fault on you.' She went to the stove and dipped a cloth in the heating dishwater. 'Here,' she said. 'Put that there on your face'" (p. 535).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph that explains what Ma is trying to tell Tom? When she says, "I wisht you wasn' there," what does that mean?**

When answering the question above, consider the following:

When should Tom have been responsible?
Have you been in a situation where you were not looking for trouble but you were at the wrong place at the wrong time?
What should you have done to be more responsible?

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 26

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is lynching?

Lynching is a violent punishment or execution, without due process, for real or alleged crimes. The concept of taking the law into one's own hands to punish a criminal almost certainly predates recorded history. Lynching (or "lynch law") is usually associated in the United States with punishment directed toward blacks, who made up a highly disproportionate number of its victims. (While the origins of the term "lynch" are somewhat unclear, many sources cite William Lynch, an eighteenth-century plantation owner in Virginia who helped to mete out vigilante justice.)
Source: http://legal-dictionary.thefreedictionary.com/Lynching

Setting

Time	**Weather**	**Location**
early fall	cooler	the peach farm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hysteria (537)	stealthy (538)	worms (541)	disgustedly (542)	instantly (543)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 537-553**

Setting	Characters	Pages
the Joad campsite	Tom, Rose of Sharon, Al, Pa, Ma, Ruthie, Winfield, Uncle John, gas attendant, sheriff at the gate	537-549
on the road north	Tom, Rose of Sharon, Al, Pa, Ma, Ruthie, Winfield, Uncle John	549-553

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- After the family works in the field, they find out that the police are looking to hang the person who killed the man the night before.
- Tom thinks he should leave and Ma figures out a plan to sneak him out.
- The family immediately packs the truck, hides Tom, and gets gas.
- The family decides to move north and take side roads instead of main highways.
- They pass a cotton farm that says "work available". Tom hides and the family stays with others parked on the road.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and

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selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 537-553)

1. Why does the family have to leave immediately?
2. Why doesn't Ma allow Tom to leave?
3. What is wrong with Winfield?
4. Why does the family tell the people on the farm they have work somewhere else?
5. Why does the family take side roads?
6. Who is making most of the decisions?
7. How does Pa feel about Ma being in charge? Why?
8. Do you think they will be treated fairly at the cotton farm?
9. When do you think Rose of Sharon will have her baby?
10. Will Tom be able to go back to the family?

Analyze Analyze the key paragraph.

Key Paragraph, p. 545

"Ma covered her mouth with her fingers and coughed to clear her throat. 'You can't,' she said. 'They wouldn' be no way to hide out. You couldn' trus nobody. But you can trus' us. We can hide you, an' we can see you get to eat while your face gets well'" (p. 545).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. Pretend you are Tom. **Write a narrative paragraph as a letter describing why you think you need to leave the family.**

When answering the question above, consider the following:

Is it responsible? Why or why not?
Will Tom be able to escape the law and consequences of what he has done?
Are you able to hide from wrong doings forever?
At some point, do you and others end up with consequences? Why?

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 27

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What was life like for a teenager in a boxcar during the Great Depression? Why was the boxcar a better place to stay?

During the Great Depression (1929-1939), over 250,000 young people left home with hope and desperation and began riding freight trains or hitchhiking across America. Most of them were between 16 and 25 years of age. Thousands of businesses had failed, and scores of schools had been forced to close, making jobs scarce and advanced education unavailable. Whether they were escaping poverty, abusive families, or simply seeking adventure, leaving home seemed like the best option for many teenagers.

An entire generation of adolescents spent time on the road away from family and home. Some followed the harvest seasons of various fruits and grains across the country and became temporary labor for farmers. Others got meals and a free night of lodging from mission churches. Most spent time in homeless camps, subsisting on stolen or begged food. The lucky ones got temporary jobs with the Civilian Conservation Corps, which gave them food and a place to live for six months or more.

Setting

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Time	Weather	Location
early winter	cool with some rain	cotton farm

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inquisitive (555)	cotton gin (556)	aristocrats (559)	dotes (559)	faint (567)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 554-574**

Setting	Characters	Pages
Cotton farm	Owner, people there to pick cotton (instructions)	554
store	Ma, Pa, Uncle John, Al, Ruthie, Winfield	558-561
boxcar	Rose of Sharon, Ma, Pa, Al, Uncle John, Ruthie, Winfield	561-566
where Tom is hiding	Ma and Tom	566-573
on the way back to the boxcar	Ma, farmer from another farm, Pa, Uncle John, Mr. Wainwright	573-574

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The family is in Tulare to buy necessities.
- Ruthie has told other children that her brother is hiding out from killing men.
- Ma does not punish Ruthie.
- Ma takes Tom's food out to him and tells him he needs to go with $7.
- Tom talks about becoming a leader like Casy.
- Ma talks to a farmer that asks if she knows of some pickers for his late crop. She says yes and shares this with her boxcar neighbors.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

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Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 554-574)

1. Why does Ruthie tease the other kids? Was Ruthie acting responsibly?
2. Why does Steinbeck include the story of cotton pickers in chapter 27?
3. How is the Joads' life different in the beginning of this chapter?
4. Why does Ma respond to Winfield's news as she does?
5. Why is she concerned if someone is following her?
6. What does she bring to Tom?
7. Why does she think Tom should go now?
8. What does Tom plan to do?
9. Who does Ma run into on her way back to the boxcar?
10. Do you predict Ma will see Tom again? Why?
11. What does the man say about the association?
12. Do the Joads keep hearing the same story about the association?

Analyze Analyze the key paragraph.

Key Paragraph, p. 571

"'Yeah,' said Tom. 'He didn' duck quick enough. He wasn' doing nothin' against the law, Ma. I been thinkin' a hell of a lot, thinkin' about our people livin' like pigs, an' the good rich lan' layin' fallow, or maybe one fella with a million acres, while a hundred thousan' good farmers is starvin'. An' I been wonderin' if all our folks got together an' yelled, like them fellas yelled, only a few of 'em a the Hooper ranch—'" (p. 571).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph to reflect on Tom's decision.**

When answering the question above, consider the following:

Is Tom acting responsibly? Why?

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Is there a time when you should stand up?
Is there a time when you need to take care of your own responsibilities?
How do you know the difference?
How do we decide what to stand up for?
At what cost is it worth it?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 28

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

How did frugality stay with families that survived the Great Depression?

My mother recalls one hot summer day, when from her small rental house near Granite High, she observed my father walking quickly with strong determination away from the work site. As he entered the house, she awaited his words. "I quit my job; we're going to California," was the motivation for them to load their meager possessions in their car and join the many others seeking economic fortune in California. They, like many others before and after, lived with relatives until they could "get a job."

My father fortunately found work with the Pinkerton Detective Agency, patrolling the busy docks at Long Beach. My parents eventually left California to return again to Utah where I was born and then later moved again to California. On December 7, 1941, the day Pearl Harbor was bombed, they were on the road. Stopping at a service station in Nevada, they were shocked to learn of the attack. The entrance of the United States into World War II was, ironically, in one way a blessing for U. S. citizens. They went back to work. My father apprenticed in automatic fire sprinkling, a war essential job, and was never unemployed again, even after the war ended.

Despite the economic security my father's regular employment gave our family over the years, we could never relax our vigil of frugality; we always needed "to save for

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a rainy day." For those who lived through the deluge of The Great Depression, another flood of hopelessness could be lurking on the horizon.

Below is a link to a story of a successful marriage during the Depression. What are the lessons learned from this time?
Source: http://newdeal.feri.org/sevier/essays/frugality.htm

Setting

Time	**Weather**	**Location**
winter	cold and wet	boxcar

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

soothingly (577)	thickets (580)	inhabitants (581)	boxcar (582)	demanded (585)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 575-588**

Setting	**Characters**	**Pages**
boxcar	Mr. Wainwright, Ma, Pa, Uncle John, Al, Mrs. Wainwright, Aggie, Rose of Sharon, Ruthie, Winfield	575-582
the next cotton farm	Mr. Wainwright, Ma, Pa, Uncle John, Al, Mrs. Wainwright, Aggie, Rose of Sharon, Ruthie, Winfield	582-586
back at the boxcar	Mr. Wainwright, Ma, Pa, Uncle John, Al, Mrs. Wainwright, Aggie, Rose of Sharon, Ruthie, Winfield	586-588

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The Wainwrights talk to Ma and Pa about Al and their daughter getting married and they all agree.
- The entire boxcar gets up early the next morning to go pick 20 acres of cotton. They are in line with many others.
- This time, Rose of Sharon feels the need to go out and pick. It starts to rain on the way back.
- The women help everyone get dry and warm and the men help to get wood for the fire.
- Both families huddle up in one car to help each other get warm.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 575-588)

1. Why do the Joads think it is okay for their young boy to marry a 16 year old girl? How is that different from today?
2. Why does Aggie's family push this idea?
3. Do you predict they will formally get married? Why?
4. Does Pa still have a problem with Ma being in charge? Why?
5. How does Uncle John approach the problem?
6. What does Al think he will do after he marries Aggie?
7. Do you think Al can accomplish this goal? Why?
8. How do the Joads and Wainwrights celebrate the uniting of their children?
9. Why does Ma want to get up so early?
10. Why does Rose of Sharon want to go to the fields?
11. When they get to the cotton farm, what do they find?

Analyze Analyze the key paragraph.

Key Paragraph, p. 577

"'No it ain't,' Ma smiled. 'It ain't, Pa. An' that's one more thing a woman knows. I noticed that. Man, he lives in jerks—baby born an' a man dies, an' that's a jerk—gets a farm an' loses his farm, an' that's a jerk. Woman, it's all one flow, like a stream, little

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eddies, little waterfalls, but the river, it goes right on. Woman looks at it like that. We ain't gonna die out. People is goin' on—changin' a little, maybe, but goin' right on'" (p. 577).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Reread the key paragraph. **Write a narrative paragraph explaining how Ma sees men and women differently. Provide your own conclusion based on Ma's reflection.**

When answering the question above, consider the following:

Do you agree with Ma?

What difference do you see in men and women?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 29

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

What is a stillbirth?

Stillbirth refers to fetal death that occurs after 20 weeks of pregnancy (during or after the second trimester), while a miscarriage is a fetal death before the first 20 weeks. Stillbirth can occur in the uterus (intrauterine death) or within the birth canal during labor and delivery (intra-partum death). Most often stillbirth occurs unexpectedly, and it is important to note that it can occur in both healthy pregnancies and in those complicated by other health issues. Source: http://www.wdxcyber.com/stillbirth.html

Setting

Time	Weather	Location
winter	cold and wet	boxcar

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

churning (589)	dikes (590)	relief (590)	pulp (591)	sodden (602)

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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, pp. 589-603**

Setting	Characters	Pages
the farms	General population of the poor	589-592
boxcar	Al, Ma, Wainwrights, Ruthie, Winfield, Pa, Uncle John, Rose of Sharon	593-602

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Now that the rain has come and people are looking to be dry and fed.
- People are getting sick and spreading it quickly in close quarters.
- The water is rising and Uncle John and Pa try to come up with ideas to help everyone stay dry.
- Rose of Sharon gives birth to a stillborn baby.
- Pa and Uncle John work long and hard to build up blockage from the water while it is raining. Both men are exhausted.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

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EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 589-603)

1. What prediction can you make about the Joads after reading chapter 29?
2. What do you predict will happen to Rose of Sharon?
3. How high was the water if it was getting into the boxcar?
4. Why didn't they leave before the water rose?
5. Why didn't the women tell the men right away about the baby?
6. How do you think Rose of Sharon will react?
7. Why did the men go out and work more?
8. What happened to the baby?
9. Why wouldn't the truck start?
10. Where would they go if they were able to leave?

Analyze Analyze the key paragraph.

Key Paragraph, p. 591

"Huddled under sheds, lying in wet hay, the hunger and the fear bred anger. Then boys went out, not to beg, but to steal; and men went out weakly, to try to steal" (p. 591).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a narrative paragraph that describes what happens when large populations of people are angry. Use precise words and phrases that convey a vivid picture of this circumstance.

When answering the question above, consider the following:

Why did they stop begging and start stealing?
How bad did it get before good people turned to stealing to live?
Is this being responsible? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Day 30

Outcomes for Today

Common Core Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

How did America recover from the Great Depression?

Among the programs and institutions of the New Deal that aided in recovery from the Great Depression were the Tennessee Valley Authority (TVA), which built dams and hydroelectric projects to control flooding and provide electric power to the impoverished Tennessee Valley region of the South, and the Works Project Administration (WPA), a permanent jobs program that employed 8.5 million people from 1935 to 1943. After showing early signs of recovery beginning in the spring of 1933, the economy continued to improve throughout the next three years, during which real GDP (adjusted for inflation) grew at an average rate of 9 percent per year. A sharp recession hit in 1937, caused in part by the Federal Reserve's decision to increase its requirements for money in reserve. Though the economy began improving again in 1938, this second severe contraction reversed many of the gains in production and employment and prolonged the effects of the Great Depression through the end of the decade.

Depression-era hardships had fueled the rise of extremist political movements in various European countries, most notably that of Adolf Hitler's Nazi regime in Germany. German aggression led war to break out in Europe in 1939, and the WPA turned its attention to strengthening the military infrastructure of the United States, even as the country maintained its neutrality. With Roosevelt's decision to support Britain and

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France in the struggle against Germany and the other Axis Powers, defense manufacturing geared up, producing more and more private sector jobs. The Japanese attack on Pearl Harbor in December 1941 led to an American declaration of war, and the nation's factories went back in full production mode. This expanding industrial production, as well as widespread conscription beginning in 1942, reduced the unemployment rate to below its pre-Depression level.

When the Great Depression began, the United States was the only industrialized country in the world without some form of unemployment insurance or social security. In 1935, Congress passed the Social Security Act, which for the first time provided Americans with unemployment, disability and pensions for old age.
Source: http://www.u-s-history.com/pages/h1663.html

Setting

Time	**Weather**	**Location**
winter	cold, raining, flooding	boxcar

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

intermittent (612)	squalls (612)	tactics (615)	monotone (617)	hoisted (618)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Grapes of Wrath* by John Steinbeck, p. 603-619**

Setting	**Characters**	**Pages**
boxcar	Wainwrights, Ma, Pa, Rose of Sharon, Ruthie, Winfield, Uncle John, Al, angry man	603-613
leaving for dry ground	Ma, Pa, Ruthie, Winfield, Rose of Sharon	613-616
barn	Ma, Pa, Ruthie, Winfield, Rose of Sharon, little boy and his Pa	616-619

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ma tells Pa there was nothing they could do to save Rose of Sharon's baby.
- Al stands up to an angry man who wants to blame Pa.
- Uncle John sets the dead baby in the rushing water for someone to find. This is to make a statement to whoever finds it.
- Ma and Rose of Sharon decide it is time to go somewhere else where it is dry.
- They find a barn where they see a dying man and his boy. Rose of Sharon saves his life with her breast milk.

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

Create a class theme T-chart of "The Suffering of Humanity." Label one side of the chart "Suffering of Humanity" and the other side "Causes." Throughout the story, the Joad family and other migrants suffer terrible losses and face troubling conditions. Their misfortunes are due to the combination of historical, social, and economic circumstances. After each chapter, write at least one example that demonstrates human suffering and in the other column of the chart, identify the cause as: historical, social, or economic.

Create a class theme chart of "Migrant Families." From the moment families were tractored off their land, family units were merged into groups to form a migrant community family. These new family units shared the ups and downs of their journeys and responsibilities to one another's survival. While reading the novel, write examples that demonstrate the migrant family unit. How do the migrants act as one family?

Create a class theme chart of "Selfishness and Selflessness." While struggling for survival, many landowners, businessmen, farmers, and migrants act with self centered motives. Label one side of the chart "Selfishness" and the other side of the chart "Selflessness." While reading the novel, write examples that demonstrate selfless and selfish acts. Underneath every selfish act, write a suggestion of what the person could have done instead to be more selfless.

EXPLORE

Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (p. 603-618)

1. How did Rose of Sharon know it was time to go?
2. Why did Uncle John send the dead baby down the rushing water?
3. Why did Pa have to ask Ma if there was anything they could have done?
4. Why does Uncle John stay behind?
5. Why does Al stay behind? Was Ma okay with him staying? Why?
6. What do you think will happen to the family? Will they make it through the winter?
7. What has happened to the family? Why were they not always able to stay together?
8. Why was Mrs. Wainwright so helpful?
9. Why didn't Rose of Sharon know her baby was dead?
10. How will these people eat?

Analyze Analyze the key paragraph.

Key Paragraph, p. 619

"'There.' Her hand moved behind his head and supported it. Her fingers moved gently in his hair. She looked up and across the barn. And her lips came together and smiled mysteriously" (p. 619).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a narrative paragraph about what Rose of Sharon has done. Write a well-structured sequence of events.

When answering the question above, consider the following:

What came from Rose of Sharon's pregnancy?

When you are able to save a life, is it worth doing something you would not normally do?

Would you be able to do whatever that person needed in order to save their life? Why?

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

Extend the reading to the students' lives or to the world.

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Character Based Literacy Program 60-Minute Lesson Plan
The Grapes of Wrath, Final Assignment

Autobiographical Essay

Task: Write an autobiographical essay.

Although this is a fictional story, it follows a family and shows the different things that happen in their lives and stories they have. You have spent 6 weeks with the Joads. What is your story?

Using the writing projects you kept over the six weeks**, write an autobiography sharing a period of time in your life.** You should use the section on Autobiographical Writing to guide you through this exercise. Remember that one paragraph should flow into the next. In order to produce this effect, you may have to re-write some sentences or paragraphs from your daily projects and writings. You may also need to add leading or unifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your essay.

- Pre-write to organize your ideas
- Rough draft
- Edit/peer edit
- Final Draft turn in

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