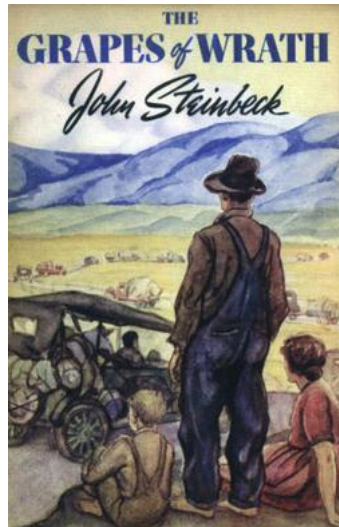


The Grapes of Wrath



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



Character Based Literacy Program

Independent Study Lesson Plan

The Grapes of Wrath, Week 1



PREPARE

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



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

How was the Oklahoma Dust Bowl created?

What was the effect of the Dust Bowl on Oklahoma?

What caused the Great Depression?

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

What is the history of the Old Mother Hubbard rhyme?

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

scattered (3)	muffled (5)	perplexity (6)	bulged (9)	insinuation (12)
dispersed (20)	armadillos (20)	abnormally (26)	hypocrite (29)	elaborately (41)
spokesman (42)	scrabbled (43)	perplexed (47)	detonating (48)	cultivated (54)
boils (67)	glazed (68)	irritably (70)	disappeared (80)	burrows (82)
streamlining (89)	glinting (89)	prophecy (91)	trickle (101)	nuisance (92)

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 quickly review it

Read Read the selection.

Read *The Grapes of Wrath* by John Steinbeck, p. 3-103

RESPOND

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Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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

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

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

- 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 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 loss and face troubling circumstances. 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 cause as: historical, social, or economic.

Create a theme chart of “Migrant Families.” From the moment families were tracted 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 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

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

Map

Create a map, starting in Sallisaw, Oklahoma (where the Joads are originally from). Start the map with states listed from Oklahoma to California. Then highlight the states that head westward on Highway 66.

http://maps.google.com/maps?client=safari&rls=en-us&q=Sallisaw,+oklahoma&ie=UTF-8&oe=UTF-8&um=1&sa=X&oi=geocode_result&resnum=1&ct=title

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Create a list of the history of Sallisaw.

10-Year Plan

Create a 10-year plan. Make sure you have a plan on how you will get where you want to go. What do you think Tom's 10 year plan would be? Why and how is it different? How is it the same? How are current events the same and different from the Joad's times? Does that affect people's 10 year plan? Why and how?

Bookmark: Vision-Plan

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark, fill in pictures, words or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your friends and people who know you would be proud to see you have accomplished.

Warning: If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probably be dead, disabled or imprisoned within 2 years. This is a 10-year plan, with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan?
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters, keeping all of one day's information in the same row. You want to have room for many entries during this unit.

Variations of this Bookmark

1. In step 3, make 2 columns. In one column keep track of things that get you closer, and in the other column, keep tracks of things that get in the way.
2. Do this bookmark for any novel you read. Do the characters have a vision? Create this vision in the top third and list 10 things to achieve this vision in the

lower two thirds. On the back, keep track of things they do that get them closer to their vision. Or follow variation 1 and make 2 columns. In one column, keep track of things that get them closer, and in the other column, keep tracks of things that get in the way.

3. Variation 2 can be done on a much bigger piece of stiff paper – a giant bookmark – and posted on the wall. After each day’s reading fill in step 3.
4. Do step 1 the first day, step 2 the second day, and step 3 the third day and every day after that until you finish.

Variations for Writing

1. You can write a paragraph detailing your vision, your plan, or your recent efforts.
2. If you are doing variation 2, you could write their vision, plan or effort as a paragraph.

Character Interaction Chart

Fill in boxes for the Character Interaction Chart with the current 3 characters: Tom, Jim and Muley. Make sure to keep this. There will be more to fill in later in the chapter.

KWL Chart: What You Know, Want to Know, and Learn

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

Discussion Questions

What are the facts? Literal Questions Who What When Where How Why
How is the text structured? Structural Questions Setting (when, where, weather) Characters Characterization (description, does, says, are said about) Plot (problem, barriers, resolution) Conflict (nature, self, society, others) Tone (attitude) Mood (atmosphere)

What are the major ideas in the text? Idea Questions - Theme - Who learns what - Value - Thoughts
How does the author do what he/she does in the text? Craft Questions - Style - Effects - Writing
How is this work like/unlike other works by this author? Author Questions - Text & Context - History - Impression
How is this work like/ unlike other texts you have read? Literature Questions - Analysis - Synthesis - Basis for comparisons: Element
How does text relate to your life? Life Questions - Life questions, problems, decisions - Age & development - The world - Your world
What do you think of this text? Evaluate Questions - Impression - Preference - Value Continuity Clarification Conflict - Culture - Counter-culture
What do you think will happen next? Inference Questions - Predictions - Tentative conclusions - Partial information - Anticipation - Creating a sense

Discussion

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 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?

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?

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?

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 off 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?

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?

EXTEND

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

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 spat on 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).

Writing Prompt

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?

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Key Paragraph, p. 21

"Now the going was easy, and all the legs worked, and the shell boosted along, wagging from side to side. A sedan driven by a forty-year old woman approached. She saw the turtle and 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).

Writing Prompt

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?

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).

Writing Prompt

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.**

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 overhead" (p. 82).

Writing Prompt

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?

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).

Writing Prompt

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.**

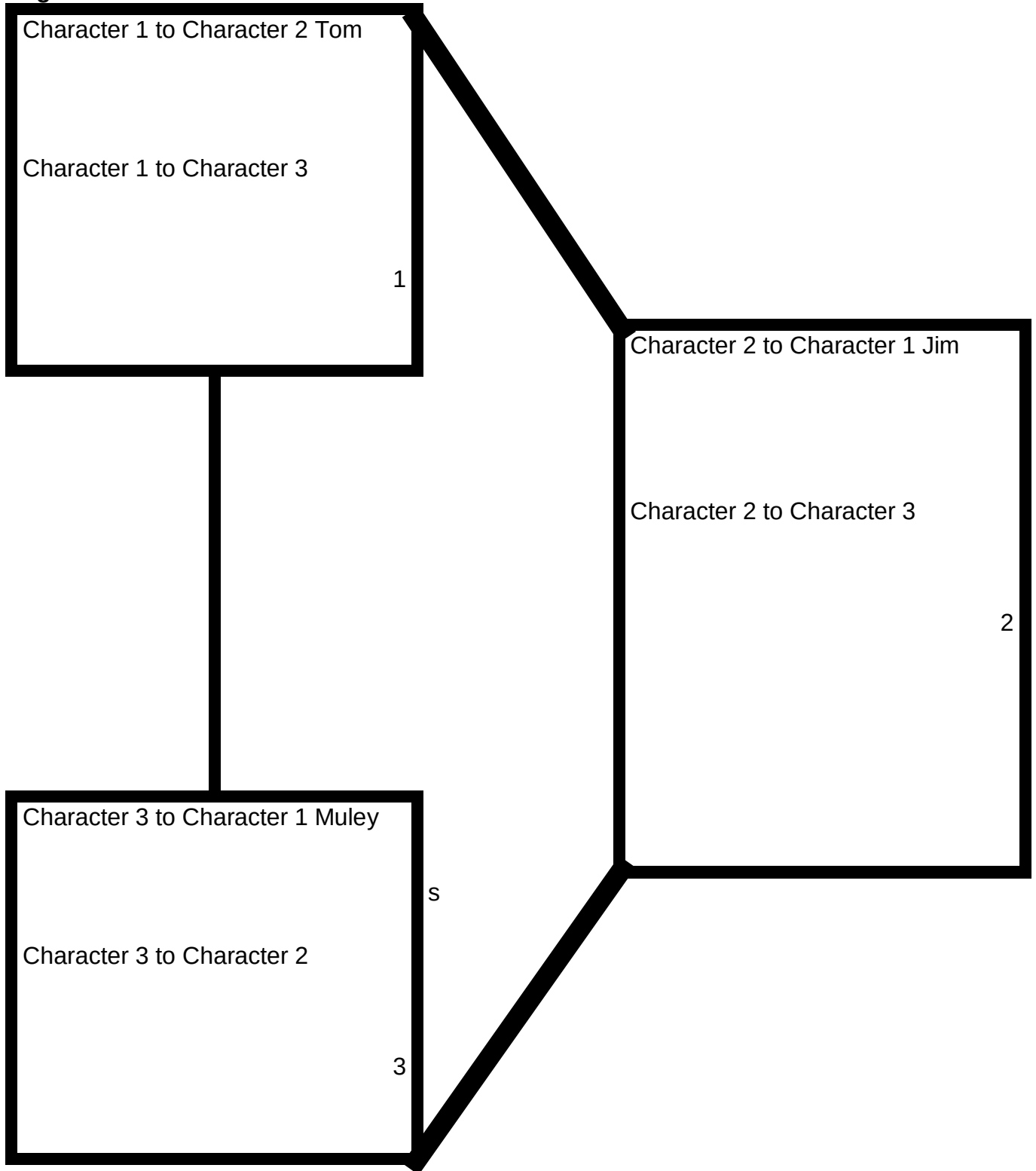
When answering the question above, consider the following:

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?

5g6 Character Interaction Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Grapes of Wrath, Week 2



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?

Who is Barbara Worth?

Why was Oklahoma hit the heaviest during the Great Depression?

What is Route 66 and its history?

What is the job of a coroner?

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

mischievous (105)	ferocious (105)	amusement (105)	fumbled (107)	intricacies (112)
implement (122)	contentment (122)	grime faced (129)	dignity (129)	craved (131)
butchering (142)	revulsion (144)	corpse (157)	contempt (157)	weariness (156)
variation (162)	bitterly (166)	fiercely (171)	furrows (182)	hospitality (183)
sulkily (186)	blundered (187)	serene (188)	furiously (193)	scripture (194)

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 quickly review it

Read Read the selection.

Read *The Grapes of Wrath* by John Steinbeck, p. 104-203

RESPOND

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Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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

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

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

- 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 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 loss and face troubling circumstances. 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 on the other column of the chart identify cause as: historical, social, or economic.

Create a theme chart of “Migrant Families.” From the moment families were *trampled* 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 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

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

Open Mind Portrait

Open mind portrait on Tom, Casy, or anyone in the family and their reaction to Tom’s arrival from prison. How do the different family members react to Tom’s arrival home?

Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character.

1. Imagine what you think the character looks like from the descriptions in the text as well as from your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the character's head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait.

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character.

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says to others, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.

8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Suitcase

Add a packed suitcase to your 10-year plan. What will you need to be successful? What should you leave behind? How much money would you need to get where you want to be? Could you do it with \$200? Why?

Comment: This suitcase is filled with things you actually have that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Dodge Truck

Start with a picture of a 1920's Dodge truck. Draw how the Joads were able to pack their life belongings and 12 people on this truck. Also note the speed of these vehicles. At the time the Joads were traveling, the truck was 15 years old. How much do you estimate the load of possessions and people weighed? How big was the engine?

Map

Use your maps and estimate how far the family has traveled from Sallisaw to Oklahoma City in one day. At this rate, how long will it take them to get to California?

Eulogy

Pick a character and write a eulogy for Grandpa from their particular perspective. What would they say about Grandpa? How did Grandpa affect their lives? How do they feel now that he is gone?

<http://www.eulogyspeech.net/>

Discussion

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?

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?

Key Questions (p. 141-151)

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?

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?
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?

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?

EXTEND

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

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).

Writing Prompt

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?

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" (p. 140).

Writing Prompt

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?

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).

Writing Prompt

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?

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

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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).

Writing Prompt

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?

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).

Writing Prompt

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?

Character Based Literacy Program

Independent Study Lesson Plan

The Grapes of Wrath, Week 3



PREPARE

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



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

Investigate 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?

Who is Karl Marx?

What is personification?

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

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

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

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

urns (208)	disintegrate (205)	plummet (205)	mica (208)	ointments (210)
medium (222)	satirically (224)	astonishment (232)	elaborate (232)	squirmed (242)
wrench (246)	cylinder (249)	lanky (253)	concession (256)	sullenly (257)
ostracism (266)	rigid (266)	endanger (266)	elaborate (269)	gestures (269)
triumph (288)	holster (290)	syllables (310)	squirming (313)	astonishment (313)

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 quickly review it

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Read Read the selection.

Read *The Grapes of Wrath* by John Steinbeck, p. 204-314

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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

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

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

- 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 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 loss and face troubling circumstances. 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 on the other column of the chart identify cause as: historical, social, or economic.

Create a theme chart of “Migrant Families.” From the moment families were *traced* 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 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

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

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Create an Open Mind Portrait of a Character

What are the different perspectives of what is going on? How are they all affected differently? Why?

Map

Create a map of El Reno, Bridgeport, Clinton, Elk City, Sayre, and Texola, Oklahoma. Now have them create a map of Texas, Shamrock, Alanreed, Groom, Yarnell, and Amarillo. Figure out the miles between each location. How far have they traveled?

Postcard

Write a postcard to the one-eyed guy. What advice would you give him? Is it the same as Tom's advice or would you say something different? What advice would you give any person who has a something different about them? Should it stop them from going on in life? What is the responsible thing to do?

Map

Continue following the Joads through New Mexico and Arizona on their maps. Where, on Route 66, have the Joad's stopped? What is the mileage they have traveled? How far to do they have to travel to Barstow?

Add the following to your maps: the desert that Route 66 goes through, Tehachapi, and Barstow. How far did they travel across the desert? Approximately how fast were they going? How long did it take them?

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Discussion

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?
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?

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?

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 Granma make it to California? Why?

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?

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?
14. How do the Joads do right with Granma?

EXTEND

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

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program

Independent Study Lesson Plan

The Grapes of Wrath, Week 4



PREPARE

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



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

What are Hoovervilles and what purpose did they serve during the depression?

What was the Dust Bowl exodus to California like?

Who is Wilma Elizabeth McDaniel?

What were the Government Migratory Labor Camps?

How did industrialization change the farming industry?

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

gnawing (315)	accumulation (318)	nebulous (318)	luxury (318)	vacant (320)
quarreler (347)	belligerently (352)	intentness (352)	resistant (356)	elaborate (357)
unconsciousness (361)	resentment (366)	forlornly (368)	netting (368)	murmur (375)
agrarian (385)	paradoxes (386)	swelled (387)	blacklists (387)	sparse (395)
quivered (409)	apprehensively (410)	ripe (418)	unanimous (428)	boosted (409)

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 quickly review it

Read Read the selection.

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Read *The Grapes of Wrath* by John Steinbeck, p. 315-428

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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

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

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

- 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 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 loss and face troubling circumstances. 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 on the other column of the chart identify cause as: historical, social, or economic.

Create a theme chart of “Migrant Families.” From the moment families were *trampled* 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 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

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

Sketch

Draw your own Hooverville. What would it look like? Could you live there? Why? What rights do people have in a Hooverville? Why? Using the imagery the author uses and the pictures of the cars these people are traveling in, draw a Hooverville.

Images of different Hoovervilles.

http://images.google.com/images?hl=en&client=safari&rls=en-us&resnum=0&q=hooverville&oe=UTF-8&um=1&ie=UTF-8&sa=N&tab=wi&oi=property_suggestions&resnum=0&ct=property-revision&cd=1

Character profile chart of the Joads, Casy, or Floyd.

How are these characters developing now that they are in California? What are they learning about the truth of what is happening?

Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Cubing an Action

Use the cube to explore Tom's actions with the sheriff. Was Tom being responsible? Was Casy being responsible? What were the consequences of Tom and Floyd's actions?

Venn Diagram

Take out your question block and compare that camp and its activities to this one using a Venn diagram.

Setting Sketch: Sketch the Visual Details

Sketch the details of the new camp.

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used to create a visual of the future wishes of characters in any story.

Variations for Writing

1. This sketch can be used to help write a setting paragraph.

Discussion

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 "Hooverilles"?
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?

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?

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?

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?

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?

EXTEND

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

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

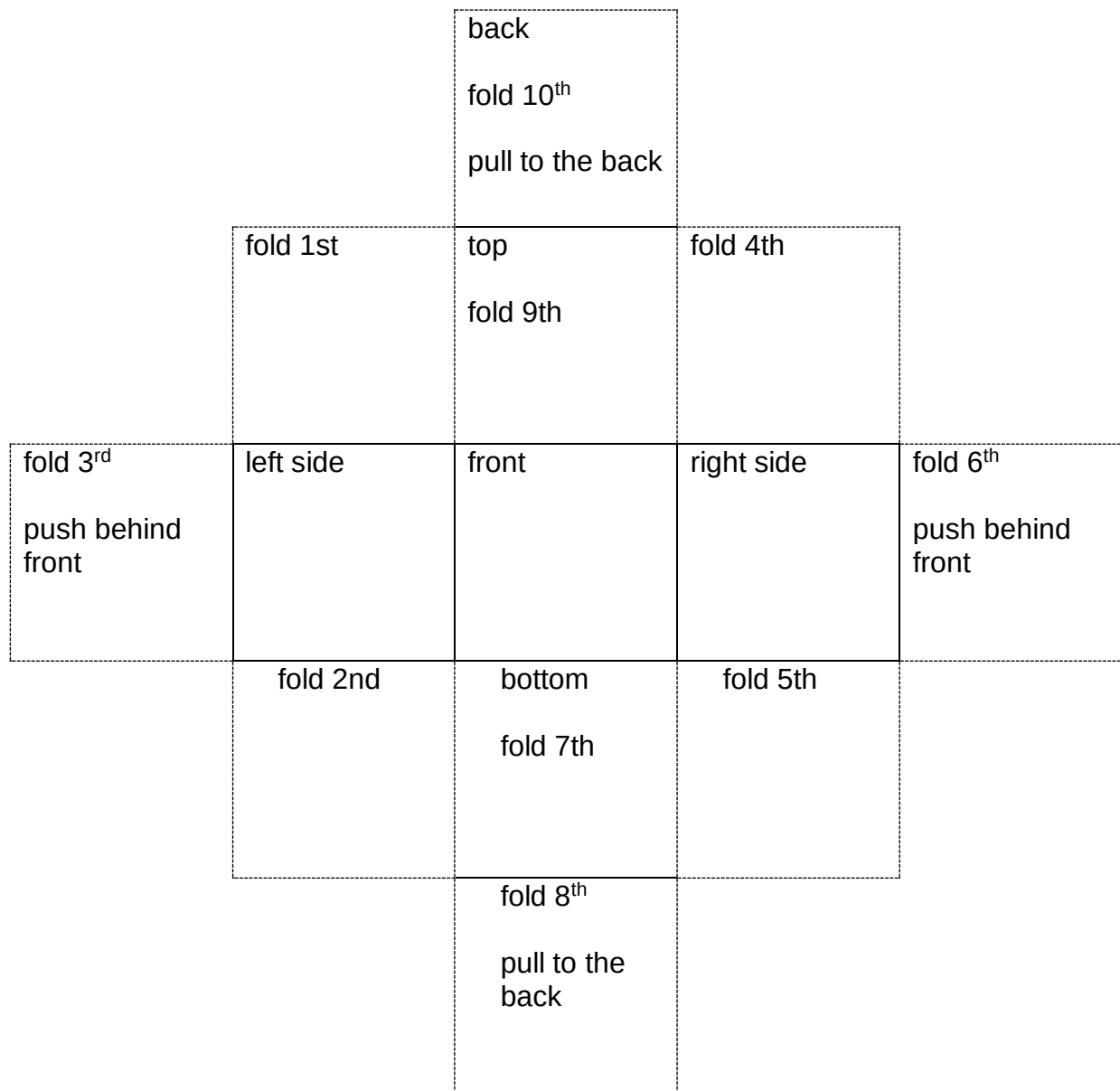
Have you ever been a part of a group that was able to walk down the street with dignity? What was the group?

Were you being responsible? Why?

11c12 Cubing an Action

		When and Where		
		Who		
	Cause	Action	Effect	
		Evaluation		

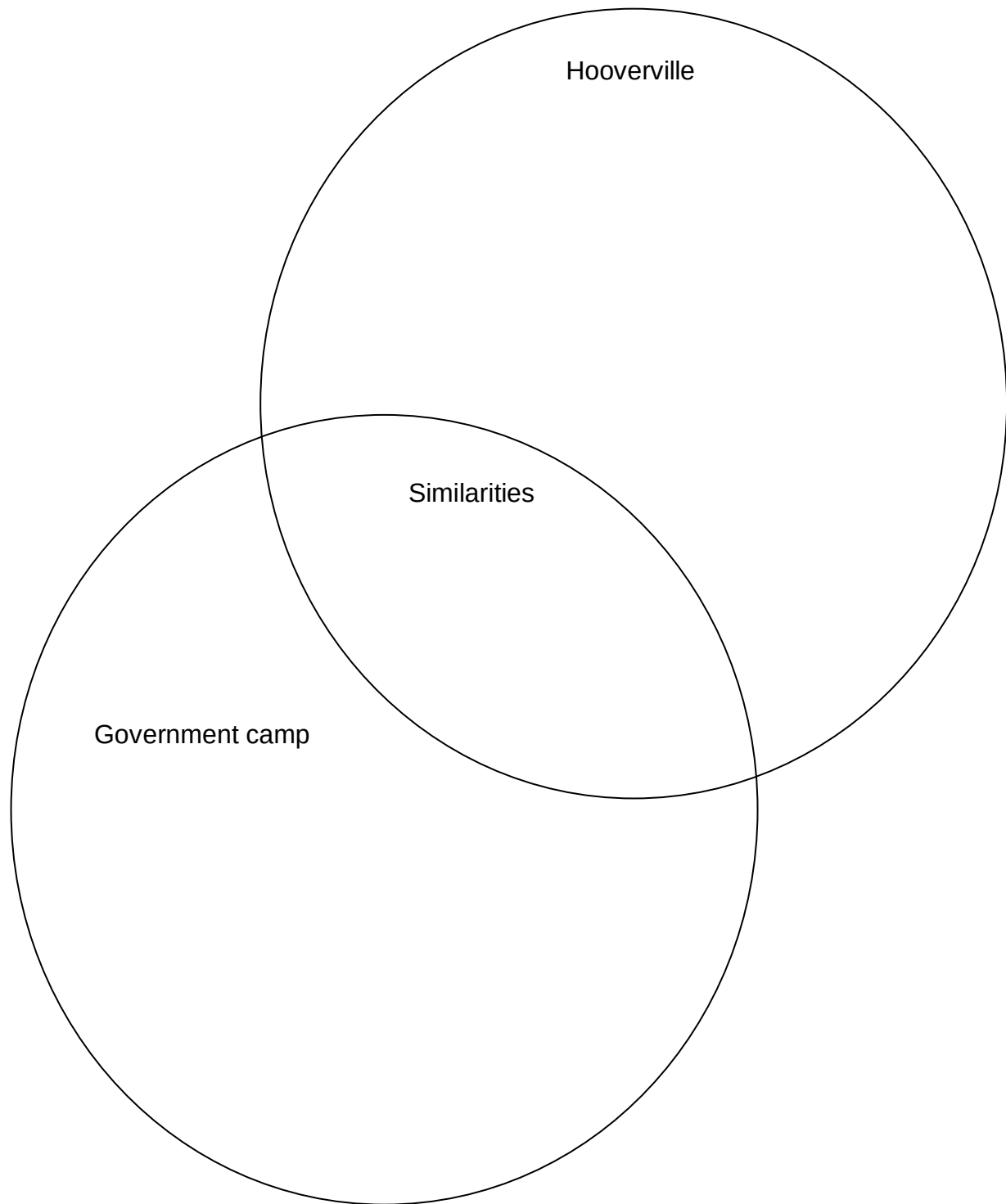
2c12 Cubing Directions: Assembling the Cube



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

6g6 Venn Diagram Chart

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Character Based Literacy Program

Independent Study Lesson Plan

The Grapes of Wrath, Week 5



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?

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

What is Weedpatch camp?

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

Why did the pickers organize unions?

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

sternly (429)	committee (433)	mallet (433)	clout (439)	paced (450)
subdued (452)	requisitioned (452)	apprehensively (460)	nonchalantly (458)	pivoted (453)
ferment (475)	mildew (475)	vats (475)	cultivators (474)	fuel (477)
panicky (494)	coupes (499)	disappearance (499)	hooligan (500)	docilely (506)
obscure (517)	trudged (518)	flea (519)	ravine (520)	vigilantes (524)

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 quickly review it

Read Read the selection.

Read *The Grapes of Wrath* by John Steinbeck, p. 429-536

RESPOND

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Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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

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

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

- 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 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 loss and face troubling circumstances. 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 on the other column of the chart identify cause as: historical, social, or economic.

Create a theme chart of “Migrant Families.” From the moment families were *trampled* 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 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

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

Postcard

Write a post card to Noah, Casy, or Connie. Tell them what the new camp is like and how the family is getting along. What has improved and what losses have they encountered?

Cartoon

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Create a cartoon of the three men coming in and how the folks were able to stop them without violence.

Map

Add highway 99 and Bakersfield to the maps. How far is it? How long will it take?

Fill out the Character Interaction Chart for Ma, Tom, Joads.

1. Choose three characters you have profiled and wish to analyze. Fill the name of each character in one of the three boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Open Mind Portrait

Do an open mind portrait on Tom, Pa, Al, Uncle John, or Ma. Should Tom be cautious or curious? Pick one of these characters and explain the answer through their perspective.

Discussion

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?

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?

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?

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?

Key Questions (p. 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.

EXTEND

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

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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

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?

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. ‘If we pick plenty peaches we might get a house, pay rent even, for a couple months. We got to have a house’” (p. 499).

Writing Prompt

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?

Key Paragraph, p. 535

“It’s alright. I wisht you didn’t do it. I wisht you wasn’t 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).

Writing Prompt

Reread the key paragraph. **Write a narrative paragraph that explains what Ma is trying to tell Tom? When she says, “I wisht you wasn’t 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?

Character Based Literacy Program

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The Grapes of Wrath, Week 6



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?

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

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

What is a still birth?

How did America recover from the Great Depression?

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

hysteria (537)	stealthy (538)	worms (541)	disgustedly (542)	instantly (543)
inquisitive (555)	cotton gin (556)	aristocrats (559)	dotes (559)	faint (567)
soothingly (577)	thickets (580)	inhabitants (581)	boxcar (582)	demand (585)
churning (589)	dikes (590)	relief (590)	pulp (591)	sodden (602)
intermittent (612)	squalls (612)	tactics (615)	monotone (617)	hoisted (618)

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 quickly review it

Read Read the selection.

Read *The Grapes of Wrath* by John Steinbeck, p. 537-619

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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

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

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

- 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 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 loss and face troubling circumstances. 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 on the other column of the chart identify cause as: historical, social, or economic.

Create a theme chart of “Migrant Families.” From the moment families were *trampled* 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 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

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

Open Mind Portrait

Add to the Open Mind Portrait from yesterday. Now that Tom has killed a man, what does your character think?

Word Wall

Materials:

- Sentence strips or stiff paper
- Markers
- Scissors
- Tape, pins, magnets or Velcro to fasten strips to wall

Step One: Identify five important words in today's reading.

Step Two: Write each word in bold print on a sentence strip and place it on the wall.

Step Three: Use each word as many ways as you can for one minute.

Sketch

Draw the details of the boxcar or Ruthie's fight with the other kids over her crackerjacks.

Setting Sketch: Sketch the Visual Details.

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details.

1. Read pages.
2. Make a list of all the details.

Step Two: Draw a sketch.

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

1. This sketch can be used to help write a setting paragraph.

10-Year Plan

Take out your 10-year plan. What is the same? What else have you come up with?

Take this time to update your plan. What happens if the economy turns? What if you cannot find a job? What will you do?

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.

4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Fill out the Plot Profile Chart

1. Decide on the ten most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

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?

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?

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?

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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?

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?

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?

EXTEND

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

Key Paragraph, p. 545

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

Writing Prompt

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?

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).

Writing Prompt

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?

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?

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 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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program
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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
Final Draft
Turn in