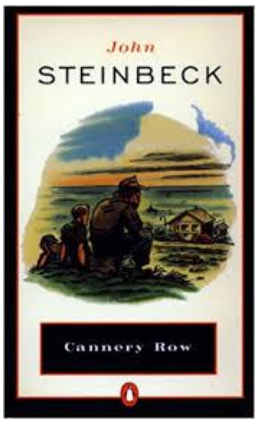
Cannery Row



ISBN-10	0-14-01-7738-8
ISBN-13	978-0-14-017738-1
Author	Steinbeck, John
Publisher	Penguin Books
Copyright	1945
Lexile	930L
Genre	Slice of Life
Synopsis	The adventures and misadventures of cannery workers living in the run-down waterfront section of Monterey, California, are recounted and exposed. California author.
Themes	Role of nature
Protagonist	Male, Cannery Worker
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 Lesson Plan
Cannery Row, Day 1

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is Cannery Row?
Cannery Row is the waterfront street in the New Monterey section of Monterey, California. It is the site of a number of now-defunct sardine canning factories. The last cannery closed in 1973. The opening of *Cannery Row* reads, "Cannery Row in Monterey in California is a poem, a stink, a grating noise, a quality of light, a tone, a habit, a nostalgia, a dream." Steinbeck pairs tangible and intangible words to convey a setting filled with unpleasantness and wonder.

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

Introduce 5 important, useful words from today's reading

sturdy	nostalgia	contentment	courteous	benefactor

READ

3. Review Review the timeline from the beginning every day.

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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.

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

Read *Chapter 1* pp. 1-13

Setting	Characters	Pages
Lee Chong's grocery	Lee Chong, Horace Abbeville, Mack	5-13

RESPOND

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

Discuss the reading and create a timeline. Then, add 3-5 significant events from the reading. Students may:

- 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:

- Horace Abbeville trades his property to pay his debts to Lee Chong.
- After paying his debt, Abbeville shoots himself.
- Mack and his friends come to Lee Chong's and offer to watch Abbeville's old place in return for shelter.

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

Open Mind Portrait
New character information for Lee Chong can be added to an Open Mind Portrait.

KWL Chart
An answer can be added to a question from the KWL Chart.

Map
Add Lee Chong's Grocery and the Abbeville Building to your map of Cannery Row.

EXPLORE

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

Character Illustration
This activity will help students to become familiar with the characters in the novel, which will help to make the novel clearer.

Students will work individually. Each student will draw pictures of a character and his or her setting, using both information given in the novel and their imaginations. The student will also include important traits about the character.

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Materials:

- Butcher paper or poster board
- Pencils, pens, crayon, markers

Introduce the activity and review the character chosen to be outlined. Hand out materials. After the students have finished today's reading, they will begin working on a character illustration for Lee Chong, which will include a drawing of Lee Chong's grocery store. Students should use the text for information about the character and the setting.

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

Key Questions

1. Why do you think Horace Abbeville shot himself? Why do you think Steinbeck chooses to open the novel with this account?
2. Why does Lee Chong think that a man has the right to kill himself? Do you agree?
3. Why does Lee Chong allow Mack and his friends to stay in the building even though he knows they won't pay him?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 1

"Its inhabitants are, as the man once said, 'whores, pimps, gamblers, and sons of bitches,' by which he meant Everybody. Had the man looked through another peephole he might have said, 'Saints and angels and martyrs and holy men,' and he would have meant the same thing" (p. 1).

EXTEND

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

Lee Chong's grocery is an important part of the community in Cannery Row. Many customers rely on his generous credit to buy groceries.

Write 1-2 argumentative paragraphs about Lee Chong's role in Cannery Row. Do you agree or disagree with his policy? Why do you think Lee Chong is so willing to let people pay on credit? Do you think you would be as generous as Lee Chong if you were in his position? Why or why not? Conclude with a reiteration of your stance.

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

Class Discussion: Have you ever borrowed money from someone? Have you ever leant someone money? How did either one or both of those situations make you feel? What were the outcomes?

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Character Based Literacy Program Lesson Plan *Cannery Row*, Day 2

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

During what time period does this novel take place?
Steinbeck's novel takes place during the Great Depression, which occurred from the early 1930's into the early 1940's. Many characters in this novel are experiencing the negative effects of this economic downturn. Industry and fisheries that lined Cannery Row began to slow production and some warehouses even closed during this time.

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

triumphed	disciplined	tact	hysteria	Introspective

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 2 and 3* p. 14-21

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Setting	Characters	Pages
Vacant lot	Lee Chong	17
Dora Flood's Bear Flag Restaurant	Dora Flood, Alfred, William, The Greek	17- 21

RESPOND

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

Students might mention:

- The Bear Flag Restaurant's old watchman, William, becomes depressed and wants to kill himself.
- William kills himself in front of The Greek

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

Map
Add the Bear Flag Restaurant to your map of Cannery Row

EXPLORE

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

Character Illustration
After the students have finished today's reading, they will complete a character illustration for Lee Chong, which will include a drawing of Lee Chong's grocery store. Students should use the text for information about the character and the setting. Students should also write down important character traits about Lee Chong.

Argumentative Letter
Pretend you are a friend of William the watchman's. Write a short, argumentative letter persuading him not to take his own life. Use words, devices and language that is gentle yet firm in an effort to effectively persuade William.

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

Key Questions

1. Why does Dora Flood have to contribute the most to the community? Does her business help or hurt the community? Should she be viewed as the most or least moral? Why?
2. Why does William care if Mack and the other bums do not accept him?
3. Why does Steinbeck start the novel with two accounts of suicide?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 15

"Our Father who art in nature, who has given the gift of survival to the coyote, the common brown rat, the English sparrow, the house fly and the moth, must have a great and overwhelming love for no-goods and blots-on-the-town and bums, and Mack and

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the boys. Virtues and graces and laziness and zest. Our Father who art in nature" (p. 15).

EXTEND

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

So far in the novel, Steinbeck introduces the audience to a certain type of person that inhabits Cannery Row. From what you have read so far, what kind of people live on Cannery Row? Is Steinbeck focusing on mainstream society, or is he focusing on a different part of society?

Write an argumentative paragraph in which you claim that the characters in *Cannery Row,* because of their status as marginalized members of the community, are more interesting and unique than if they were a part of mainstream society. What do their eccentricities – that is, their unusual and unexpected traits and actions – tell you about their lifestyle? Would the story be as entertaining if the characters belonged to a higher, more affluent social status? Use evidence form the text to support your ideas. Conclude with a reiteration of your claims.

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

Extend the reading to the students' lives or to the world.
Class Discussion: What do you believe was the real reason William decided to kill himself? Was it due to his loneliness? Or was it a matter of upholding his image and self-respect?

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 3

Outcomes for Today

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b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a biologist?
Biology is a natural science concerned with the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy. There are many different branches and areas of study within biology. For instance, a biologist might study the cells and tissues that make up different living organisms, such as plants, animals and humans. In this section of the book we are introduced to the character Doc, who works in 'Western Biological.'

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

desolate	dictated	Embalming	concupiscent	microscope

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 4-5* p. 22-29

Setting	Characters	Pages
Cannery Row	Old Chinaman, Andy	22-24
Western Biological	Doc	25-29

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RESPOND

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

Students might mention:

- The Old Chinaman appears every night and every morning in Cannery Row.
- Andy makes fun of the Old Chinaman and has an experience that leaves him changed
- Western Biological is described and Doc is introduced.
- The reader gets a glimpse into his complex and contradictory personality

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

EXPLORE

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

Character Illustration
After the students have finished today's reading, they will begin working on a character illustration for Doc, which will include a drawing of Doc's Western Biological. Students should use the text for information about the character and the setting to make the drawing as descriptive and creative as possible.

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

Key Questions

1. Why does Steinbeck include these short chapters between the longer chapters? Do they have a purpose?
2. Why was Andy so terrified by what he saw? What made it so terrifying?
3. Why does Steinbeck use so many lists in his writing? What effect does this listing have?
4. What role does Doc play in the community of Cannery Row?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 28-29

"Doc would listen to any kind of nonsense and change it for you to a kind of wisdom. His mind had no horizon—and his sympathy had no warp. He could talk to children, telling them very profound things so that they understood. He lived in a world of wonders, of excitement. He was concupiscent as a rabbit and gentle as hell. Everyone who knew him was indebted to him. And everyone who thought of him thought next, 'I really must do something nice for Doc'" (p. 28-29).

EXTEND

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

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Steinbeck spends a lot of time describing the characters and setting in this novel. As a reader, do you find these descriptions important? Are the descriptions interesting, or could the novel do without them? What do these details reveal about the characters and the setting?

Write an argumentative paragraph either in favor of or against Steinbeck's descriptive style. Do you think that this style is an effective one? Why or why not? Would you write this book differently? Use evidence from the text to support your claims; include a counterargument, but be sure to conclude with a reiteration of your stance.

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

Class Discussion: In the novel, many characters find themselves thinking "I must do something for Doc." Who was it? What about them made you feel that way? Describe a time when you felt compelled to do something nice for someone else.

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 4

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

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b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are starfish?
Starfish are among the most familiar of marine invertebrates. They typically have a central disc and five arms, though some species have more than this. They have complex life cycles and can reproduce both sexually and asexually. Most can regenerate damaged parts or lost arms and they can shed arms as a means of defense. Many species are brightly colored in various shades of red or orange, while others are blue, grey or brown. In today's reading, Hazel remarks that starfish must not be that interesting to study because there are 'millions of 'em around;' Doc responds by saying that they are 'complicated and interesting animals.'

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

frantic	tranquil	narcotic	searing	Haphazard

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 6* p. 30-37

Setting	Characters	Pages
Great Tide Pool	Doc, Hazel	30-37

RESPOND

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

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Students might mention:

- Doc and Hazel are at the Great Tide Pool collecting specimens.
- Hazel asks Doc questions in order to hear the sound of Doc's answers.
- Hazel tells Doc about why Gay is moving into the Palace Flophouse.
- Doc and Hazel leave the tide pool.

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

Map
Add The Great Tide Pool to your map of Cannery Row.

EXPLORE

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

Character Illustration
After the students have finished today's reading, they will complete a character illustration for Doc, which will include a drawing of The Great Tide Pool on the tip of the peninsula. Students should use the text for information about the character and the setting. Students should also write down important character traits about Doc.

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

Key Questions

1. How do Doc and Hazel think differently? Does this difference say anything about them as characters?
2. Is it possible for something to be "tranquil and lovely and murderous" as Steinbeck says on page 31?
3. Why do you think Doc continues to entertain Hazel's questions even though he has answered them many times?
4. What significance does Hazel's name have?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 31

"Then the creeping murderer, the octopus, steals out, slowly, softly, moving like a great mist, pretending now to be a bit of weed, now a rock, now a lump of decaying meat while its evil goat eyes watch coldly. It oozes and flows toward a feeding crab, and as it comes close its yellow eyes burn and its body turns rosy with the pulsing color of anticipation and rage. Then suddenly it runs lightly on the tops of its arms, as ferociously as a charging cat. It leaps savagely on the crab, there is a puff of black fluid, and the struggling mass is obscured in the sepia cloud while the octopus murders the crab" (p. 31).

EXTEND

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

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Steinbeck provides several paragraphs describing the tide pool habitat. Many different species are represented (hermit crabs, anemones, and the octopus) as well as their unique role in the ecosystem. In many ways, these aquatic animals represent the different people who make up our human societies.

Write an argumentative paragraph in which you explain the significance of the 'octopus' character, both in the marine ecosystem, and – symbolically – in our society. Who is this character? Why is it important for the octopus to exist? Persuade your audience to see the value in this creature, but also provide a short counter-argument. Use evidence from the text as well as outside research to support your claims and conclude with a statement that summarizes your views.

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

Class Discussion: What do you think Doc means when he says "we can only use ourselves as yardsticks?"

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 5

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How did the Great Depression affect US citizens?
The Great Depression did not affect everyone the same way. Many rich people felt no impact at all and were oblivious to the suffering of others. Up to forty percent of the country never faced real hardships during those years, but most were touched by it in some way. One of the most lasting and widespread impacts of the Great Depression was a high level of unemployment. By the time of Franklin Roosevelt's inauguration in 1933, the unemployment rate hovered close to twenty-five percent. Fluctuating during the 1930s, it never fell below 14.3% until 1941.
For more information: http://www.eyewitnesstohistory.com/snprelief1.htm

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

sere	outraging	Foliage	contented	apathy

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 7 and 8* p. 38-49

Setting	Characters	Pages
The Palace Flophouse	Mack, Hazel, Eddie, Hughie, Jones	38-49

RESPOND

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

Students might mention:

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- Mack divides the Palace Flophouse and gives everyone a piece of individual property.
- The men begin to furnish the Palace Flophouse.
- The men think of something nice to do for Doc and decide to throw him a party.

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

Map
Add the Hediondo Cannery to your map of Cannery Row

EXPLORE

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

Character Illustration
Students will finish their character and setting illustrations for Doc and Lee Chong. If there is time, students can then present their drawings to the class, or break into groups of three or four to present their drawings, complete with character traits for the characters.

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

Key Questions

1. Why does Mack feel the need to give each man a piece of their own space? What significance does this individual ownership of property have?
2. Why does the stove bring the men a feeling of pride?
3. Why do the men keep jobs for only a month or two? Why don't they seem to want to keep steady jobs?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 41-42

"With the great stove came pride, and with pride, the Palace became home. Eddie planted morning glories to run over the door and Hazel acquired some rather rare fuchsia bushes planted in five-gallon cans which made the entrance formal and a little cluttered. Mack and the boys loved the Palace and they even cleaned it a little sometimes. In their minds they sneered at unsettled people who had no house to go to and occasionally in their pride they brought a guest home for a day or two" (p. 41-42).

EXTEND

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

After they begin furnishing the Palace Flophouse, the men begin to feel a certain sense of pride. The more effort they put into their home, the more value it has for them.

Pretend you are one of the men who lives at the Palace Flophouse, but have been corresponding with a friend who wants you to move in with him. **Write a 1-2 paragraph argumentative letter to your friend, claiming why you prefer to live at**

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the Palace Flophouse. Be descriptive; use evidence from the text to support your stance. Also, use language and words that are appropriate for the situation and audience you are addressing. Conclude with a reiteration of your claims.

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

Class Discussion: Are you proud of your home? What makes it a special place?

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 6

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

In what year was this novel published? Does that affect the novel?
Cannery Row was published in 1945, a year that saw many changes in the United States. For instance, Franklin Roosevelt was inaugurated for a forth term as president. Also the US dropped atomic bombs on Hiroshima and Nagasaki and World War II finally ended. There was a common, post-war disillusionment among the youngest generation of Americans. These events and attitudes undoubtedly influenced Steinbeck's novel.

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

deflected	ruefully	confidential	furrowed	intent

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 9 and 10* p. 50-61

Setting	Characters	Pages
Palace Flophouse	Mack, Hazel	50-51
Western Biological	Mack, Doc	51-54
Lee Chong's grocery	Mack, Lee Chong	54-56
Western Biological	Frankie, Doc	57-61

RESPOND

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

Students might mention:

- Mack asks Doc for a job and Doc tells him that he can catch frogs to make money.
- Mack goes to Lee Chong's to ask to borrow his truck so he can go get the frogs for Doc.
- Mack tells Lee Chong that Gay will fix his truck in exchange for letting the men use it to go get Doc's frogs.
- Frankie begins to help Doc with things in the laboratory.
- Frankie drops the tray while trying to help at Doc's party and is depressed.

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

Open Mind Portrait
Create an OMP for Frankie.

EXPLORE

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

Advertisement
The students will work individually to create an advertisement for a future dream property. They will use evidence from the text in order to create an advertisement for Mack and the boys' dream house. The students can use the description of the Palace Flophouse, or they can use their imaginations to create a new property that would be desirable to the boys. If the students decide to create an advertisement for the Palace Flophouse, they should use evidence from the text to support their advertisement.
Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Students will work individually. Introduce the activity and pass out the materials.

After completing today's reading, students will begin creating an advertisement for a future dream property for Mack and the boys. Students should begin by making a list of details that the property should have. The students should use evidence from the text in their advertisements.

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

Key Questions

1. Why is Doc hesitant when Mack comes to see him?
2. Why is Doc conflicted between business and philanthropy?
3. Does Mack's plan to earn money for Doc's party seem very well thought out? Will this plan end up helping or hurting Doc?
4. Why does Frankie spend so much time at Western Biological?
5. Why does Steinbeck say that Frankie is Doc's slave?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 58

"And he came to the laboratory every day. It was an association without much talk. Doc by a telephone call established that what Frankie said was true. They didn't want him in school. He couldn't learn and there was something a little wrong with his coordination. There was no place for him. He wasn't an idiot, he wasn't dangerous, his parents, or parent, would not pay for his keep in an institution. Frankie didn't often sleep at the laboratory but he spent his days there. And sometimes he crawled in the

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excelsior crate and slept. That was probably when there was a crisis at home" (p. 58).

EXTEND

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

In this section of the novel, we see Doc helping out Frankie. Doc seems to offer assistance to many people in the novel without receiving anything in return.

Write an argumentative paragraph in which you argue either for or against Doc's tendency to help others. Are his actions good for the community? Are his actions ultimately hurting or helping himself? Support your claims with evidence from the text. Provide a counterargument and conclude with a reiteration of your stance.

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

Class Discussion: Think of a time that you helped another person without receiving anything in return. How did it make you feel? Would you do it again?

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 7

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

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PREPARE

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

Change Requires Effort Change is possible. Change requires three things a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a Model T Ford? When were they produced?
The Model T was an automobile produced by Ford Motor Company from 1908-1927. It was considered to be the first affordable automobile and is attributed to opening travel up as an option to middle-class Americans. To produce large quantities of the Model T, Ford Motor Company used assembly-line production and interchangeable parts to have the most efficient fabrication.

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

expedition	presumed	sullen	quarrel	irrelevant

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 11* p. 62-70

Setting	Characters	Pages
Lee Chong's grocery	Mack, Gay, Eddie	64-66
Service station	Red Williams, Mack	66-67
The road	Mack, Gay, Eddie	67-70

RESPOND

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

Students might mention:

- Gay works on Lee Chong's truck.
- Eddie goes to Gay's house to try to get parts for the truck.
- The men drive to Red Williams' service station, then set out on the road.
- The truck breaks down and Gay goes to get parts to fix it, but never comes back.

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

EXPLORE

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

Advertisement

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After completing today's reading, students will continue to create an advertisement for a future dream property desirable to Mack and the boys.

Students should continue making a list of details that the property should have. The students should use evidence from the text in their advertisements. Students should also begin to plan how they will illustrate their advertisement.

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

Key Questions

1. What role does the Model T Ford play in American society in this novel? Why?
2. Do you think that the men will ever get the frogs for Doc? Why or why not? Use evidence from the text to support your answer.

9. Analyze Analyze the key paragraph.

Key Paragraph p. 67-68

"Someone should write an erudite essay on the moral, physical, and esthetic effect of the Model T Ford on the American nation. Two generations of Americans knew more about the Ford coil than the clitoris, about the planetary system of gears than the solar system of stars. With the Model T, part of the concept of private property disappeared. Pliers ceased to be privately owned and a tire pump belonged to the last man who had picked it up. Most of the babies of the period were conceived in Model T Fords and not a few were born in them. The theory of the Anglo Saxon home became so warped that it never quite recovered" (p. 67-68).

EXTEND

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

Do you agree that "fate" didn't allow Gay to get back to fix the truck or should the blame be placed on Gay? Why does Steinbeck attribute Gay's actions to fate? Are Gay's actions his own responsibility or can it all be assigned to fate?

Write an argumentative paragraph claiming either a) that Gay's inability to join the men on their expedition was due to 'fate' or b) that Gay's choices – and their consequences – prevented him from going on the trip. How does personal responsibility differ from fate? Research the meaning and origins of the word 'fate' to help support your argument. Also, use relevant evidence and details from the novel to further your claims. Conclude with a reiteration of your stance.

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

Class Discussion: In this section of the novel, the Model T is described as controlling many aspects of American life and culture. Is there a certain material good that has the same influence over our present-day society as the Model T did at the time that

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Cannery Row was written? What would that object be? How does it affect/not affect your life?

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 8

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

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Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is the Carmel River Valley?
In today's reading Steinbeck describes the Carmel River and Carmel Valley in great detail. Carmel is located on the Pacific Coast, about 330 miles north of Los Angeles and 120 miles South of San Francisco. The Carmel River flows through various habitats and flows through the Carmel Valley, with its mouth at the Pacific Ocean. It has 2 dams and drains a watershed of about 255 square miles.

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

outraged	sacrilegious	Reverently	torrent	solicitous

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 12 and 13* p. 71-80

Setting	Characters	Pages
Monterey	Mr. Carriaga, Mr. Ryan, Constable, Josh Billings	71-73
Carmel, side of the road	Mack, Eddie, the boys	74-75
Carmel River	Eddie, Mack, the boys	75-80

RESPOND

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

Students might mention:

- Eddie fixes the truck and the men continue on their way.
- The men arrive at the Carmel River and they wait until nighttime to begin to try to catch frogs.
- The men cook the rooster that they hit on the road and have dinner by the river.

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

EXPLORE

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

Advertisement
After completing today's reading, students will begin to write an advertisement appealing to Mack and the boys. Students should provide details, hand-drawn images and/or quotes from the text in their advertisements. Students may decide to write their

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advertisement about anything they believe will capture the attention of Mack and the boys (Palace Flophouse, a job catching frogs, etc.)

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

Key Questions

1. Why does Steinbeck include the story about Josh Billings?
2. What happens when Jones asks Eddie about the liquor he brings home?
3. Why does Mack say that you can't trust a married man? Where do the boys think Gay went?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 73

"The Model T Ford truck of Lee Chong had a dignified history. In 1923 it had been a passenger car belonging to Dr. W. T. Walters…The body of the car was so battered that its next owner cut it in two and added a little truck bed…Lee Chong got the truck in payment of a grocery bill" (p. 73).

EXTEND

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

Lee Chong's truck has experienced a variety of owners and additions. By describing the truck in precise detail, Steinbeck draws attention to its unique history and appearance. How is the truck representative of the people of Cannery Row?

Pretend that you are Lee Chong. Someone has approached you, offering to buy your truck from you. **Write an argumentative paragraph to the prospective buyer, claiming that you will not sell the truck, even at a very generous price**. **Explain why it is valuable to you, even though it is old and has been altered. Use details from the text to support your opinions.**

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

Class Discussion: Lee Chong treasures his truck even though it is old and worn. Do you own an item that you value despite its wear and tear? If so, what is it? Why do you treasure this item?

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Character Based Literacy Program Lesson Plan
Cannery Row, Day 9

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

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Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who was the US president at the time that this book was written?
Franklin D. Roosevelt was elected president in 1944 for a forth term, but passed away in April 1945 after months of declining health. Harry Truman succeeded the presidency and completed two terms as the president of the US. In today's reading, Hazel comments that Mack could have been the US president "if he wanted." Jones remarks that "there wouldn't be no fun in that." What does it take to be the president? Do you agree with Hazel? Do you agree with Jones? Why?

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

replenish	Mulling	imperceptible	gilded	monotonously

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 13 and 14* p. 80-88

Setting	Characters	Pages
Carmel River	Mack, Eddie, Jones, Hazel	80-84
Cannery Row	Two soldiers, two girls	85-88

RESPOND

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

Students might mention:

- A man comes and tells the boys that they are on his property.
- Mack sees that the man has a sick dog and tells the man how to make her well. In exchange, the man lets the boys catch frogs in his pond.
- The two soldiers and two girls walk along Cannery Row in the morning.

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

EXPLORE

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

Advertisements
After completing today's reading, students will continue to write their descriptions for their advertisements. Students should then also include illustrations in their

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advertisements that correspond to the details that they have included in their written descriptions.

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

Key Questions

1. Why does Mack begin to have problems with the idea of throwing Doc a party? Do you think he is right?
2. How does Steinbeck describe the mornings on Cannery Row? Why is this space in between light and the sunrise so beautiful?
3. Why is Mack so easily able to turn situations in his favor? What traits allow him to manipulate his situations?
4. What do you make of the young peoples' attitudes towards the watchman?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 85

"Early morning is a time of magic in Cannery Row. In the gray time after the light has come and before the sun has risen, the Row seems to hang suspended out of time in a silvery light. The streetlights go out, and the weeds are a brilliant green. The corrugated iron of the canneries glows with the pearly lucence of platinum or old pewter. No automobiles are running then. The street is silent of progress and business. And the rush and drag of the waves can be heard as they splash in among the piles of the canneries. It is a time of great peace, a deserted time, a little era of rest" (p. 85).

EXTEND

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

In today's reading, Steinbeck describes Cannery Row in the morning. **In 1-2 paragraph, create a claim arguing in favor of the statement "Cannery Row is at its best in the morning." How does nature take the center stage? What role do humans play in this scene? Use evidence in the text as well as personal opinion to produce a concise and believable argument. Conclude with a reiteration of your stance.**

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

Class Discussion: In chapter 14, we read about the two young couples that are so absorbed in each other's company that they are oblivious to the world around them. Have you ever been in a situation like that? If so, what were you doing? Who were you with?

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Character Based Literacy Program Lesson Plan
Cannery Row, Day 10

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

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What wars has the United States been involved in during the time that this novel takes place?
Since the 1930's, the US has been involved in several wars. For instance, in 1941 the United States became in World War II after the bombing of Pearl Harbor. WW II lasted until 1945. Then, from 1950-1953, the US was involved in the Korean War. From 1959-1975 the US was a part of the Vietnam War; then, the War in Afghanistan began in 2001, followed by the War in Iraq, which lasted from 2003-2011.

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

saturated	bellowed	millennia	parry	Resent

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 15* p. 89-95

Setting	Characters	Pages
The house	Mack, the boys, the captain	89-92
The frog pool	The boys	92

RESPOND

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

Students might mention:

- Mack goes to the captain's house to help the dog and the boys follow.
- The boys have a drink with the captain.
- The boys go out to the frog pool and catch frogs.
- The boys gather their frogs, their whiskey, and their puppy and leave the captain's house while he is passed out on the floor.

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

Map
Add the captain's house to your map of Cannery Row

EXPLORE

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

Advertisement
After completing today's reading, students should begin creating an advertisement for their future dream properties. What kind of qualities does your dream home have? What does the yard look like? After they have completed their advertisements students will then present their advertisements to the rest of the class or in smaller groups assigned by the teacher.

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

Key Questions

1. Why are Mack and the boys so glad that the captain's wife isn't home?
2. Why are the boys so easily distracted from their original plans to catch frogs?
3. What is Mack's new strategy for catching frogs?
4. Is it important that the captain feels indebted to Mack and the boys? Do you think Mack has people indebted to him often, or is it usually the other way around?
5. Has Mack forgotten his previous hesitations about their motives for throwing Doc a party?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 94-95

"He wanted to go to live with them in the Palace Flophouse. He decided that his wife would like Mack and the boys if she only knew them. Finally he went to sleep on the floor with his head among the puppies" (p. 94-95).

EXTEND

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

So far in the novel, Steinbeck does not introduce many female characters. Why do you think Steinbeck focuses mainly on male characters? Do you think that he should have included more women in this novel?

Write 2 argumentative paragraphs explaining why you believe why there should/should not be more women in the novel. Provide support for your ideas and feel free to conduct outside research to further claims. In a second paragraph, argue whether or not you think women are portrayed in a positive light or a negative light. Why is this so?

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

Class Discussion: Do you believe that some of Steinbeck's characters abuse alcohol? Why or why not?

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Character Based Literacy Program Lesson Plan *The Cannery*, Day 11

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is La Jolla? How far is it from Cannery Row?
La Jolla is an affluent area of San Diego. It is a curving seaside community that takes up approximately 11 miles of the California coast. It takes approximately 7 hours –driving –to travel from Cannery Row to La Jolla. However, modern day automobiles are

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significantly more efficient and travel at faster speeds than older cars. Thus, it is likely that Doc's journey would take a few extra hours considering the situation.

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

tendency	consulted	inflamed	imbedded	relapses

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 16 and 17* p. 96-106

Setting	Characters	Pages
The Bear Flag	Dora Flood	96-97
Cannery Row	Doc, Dora	97-99
On the way to La Jolla	Doc	100-106

RESPOND

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

Students might mention:

- The flu breaks out in Monterey and Cannery Row and everyone calls on Doc to help them.
- Dora and her girls go and sit with the families of the sick children.
- Doc leaves for La Jolla to catch octopi.
- Doc picks up a hitchhiker, but kicks him out of the car.
- Doc orders a beer milk shake.

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

Map
Create a map that shows the coastline of California. Put dots on your map at every location you think that Doc stopped at.

EXPLORE

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

Layout
Students will work individually. Using the layout provided, students will use the book to create a layout of Cannery Row. Students can use the layout provided as a model, but they will have to create their own layout of Cannery Row and will create illustrations of the important locations in the text.
Materials:

- construction paper

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- pencils, pens, markers

Explain the activity and pass out materials. Using the layout provided, students should begin to look through the book to plan they layout of Cannery Row, including important locations.

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

Key Questions

1. Why does Mack feel like Doc is lonely? Do you get that feeling too?
2. How does Doc feel about telling the truth? Why does he feel this way? Why are people so unsatisfied by truthful answers?
3. Why do you think Doc finally orders a beer milk shake? Why do you think he lies about why he wants a beer milkshake?
4. Why is Doc so offended by the hitchhiker?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 104

"Because he loved true things, he tried to explain. He said he was nervous and besides he wanted to see the country, smell that ground and look at grass and birds and trees, to savor the country, and there was no other way to do it save on foot. And people didn't like him for telling the truth. They scowled, or shook and tapped their heads, they laughed as though they knew it was a lie and they appreciated a liar. And some, afraid for their daughters or their pigs, told him to move on, to get going, just not to stop near their place if he knew what was good for him" (p. 104).

EXTEND

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

In this section of the reading, we see that Doc sometimes sacrifices his love of the truth in order to seem less eccentric. Have you ever had to lie in order to save your reputation or avoid unwanted questions?

Write an argumentative paragraph explaining why you believe/do not believe that the truth is always the best answer to give someone. Are white lies (harmless or trivial lies) more harmful than they are helpful? Support your claims with evidence from the text. Feel free to draw on personal information to aid your stance and provide an appropriate counterargument.

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

Class Discussion: In today's reading, Doc orders a beer milkshake, something that he invented. Have you ever come up with your own recipe? How was it? How did other people react?

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Character Based Literacy Program Lesson Plan *Cannery Row*, Day 12

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a tidal pool? Why is it such a good place to look for octopi?
A tidal pool is a small pool of water remaining after the tide has retreated. They are habitats for unique animals that have learned to adapt to their varied surroundings. Sea

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stars, mussels and clams are a few of the hardy organisms that make tidal pools their homes. Octopi are the natural predators in their ecosystem, and thus, find an abundance of food to choose from in the closed tidal pool environment.

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

imperceptibly	recedes	bounty	denounce	refuse

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 18 and 19* p. 107-115

Setting	Characters	Pages
On the road to La Jolla	Doc	107-108
La Jolla tidal pool	Doc	108-111
Holman's Department Store	Henri, Richard Frost	112-115

RESPOND

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

Students might mention:

- Doc arrives in La Jolla and catches octopi.
- Doc sees a girl's body in the water.
- Henri is trying to break the flagpole skater record.
- Richard Frost asks Henri the question that everyone wanted to know the answer to.

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

Map
Create a map of La Jolla.

EXPLORE

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

Illustration
Students should pick 2-3 significant buildings/locations that have been introduced so far in the reading (Doc's laboratory, Palace Flophouse, Lee Chong's store) and create a detailed illustration that shows what they think both the interior and exterior look like. Students should be creative as possible, while drawing evidence from the text.

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

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Key Questions

1. Why do you think Doc tells the other man to report the body? Why wouldn't he want the bounty himself?
2. Why is everyone concerned with how Henri goes to the bathroom while skating? What is so fascinating about that?
3. Why does Henri want to break the world record? What will he get by doing so?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 109-110

"And the girl's head went ahead of him. He sat down on the beach in the coarse dry sand and pulled off his boots. In the jar the little octopi were huddled up, each keeping as far as possible from the others. Music sounded in Doc's ears, a high thin piercingly sweet flute carrying a melody he could never remember, and against this, a pounding surf-like wood-wind section. The flute went up into regions beyond the hearing range and even there it carried its unbelievable melody. Goose pimples came out on Doc's arms. He shivered and his eyes were wet the way they get in the focus of great beauty. The girl's eyes had been gray and clear and the dark hair floated, drifting lightly over the face. The picture was set for all time" (p. 109-110).

EXTEND

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

Doc finds a dead girl in the water while he collects octopi. Why do you think that Doc is so haunted by the girl? Is she real or is she just a creation of his imagination? How do you think you would react if you saw a dead girl in the water?

Pretend you are Doc. **Write a letter to the man you met by the sea in which you support your stance to refrain from collecting a bounty**. **Use words, phrases and logic you would expect Doc to use in order to make you argument clear and convincing; provide a counterargument, but make sure you conclude with a reiteration of your stance.**

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

Class Discussion: In this part of the novel, we are given details about Henri, the flagpole skater. As a class, research what flagpole skating is. Is there a sport or hobby you are passionate about? Can you imagine yourself setting a record?

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Character Based Literacy Program Lesson Plan *Cannery Row*, Day 13

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What role did immigrants play in California during the time that this novel was written?
In the 1940's California received a large number of immigrants who traveled to the west coast from many different places. For instance, several people chose to come to California after the Dust Bowl ravaged the Plains in the 1930s. This was the largest migration in American history. Also, many Mexican immigrants came to California to seek employment. Many migrant workers found jobs on farms, and the *Bracero* movement in 1942, which allowed temporary Mexican migrants into the United States to work in American industry, brought nearly 4 million Mexican workers into the fields of California.

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

legitimate	stipulated	lauding	mercantile	precocious

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 20* p. 116-127

Setting	Characters	Pages
Lee Chong's grocery	Mack, Lee Chong, the boys	116-119
Palace Flophouse	Mack and the boys	119-121
Lee Chong's grocery	Lee Chong	121-124
Western Biological lab	Mack and the boys	124-127

RESPOND

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

Students might mention:

- Mack and the boys return to Cannery Row with the frogs.
- Mack and Lee Chong make a deal that Lee Chong will accept frogs in the place of money.
- The boys continue to think about Doc's party.
- The boys buy supplies for the party using their frogs.
- The boys have the party without Doc.

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

EXPLORE

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

Illustration

After completing today's reading, students should continue their illustrations of Cannery Row. If Internet access is available, students can use the internet to look at pictures of historic buildings in Cannery Row to get a better idea of what the buildings should look like.

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

Key Questions

1. What role does money play in this chapter? What becomes the replacement for money? What does this say about the meaning or importance of money?
2. How does Mack get Lee Chong to accept his deal? What role does debt play in this novel? What do these debts mean to the people of Cannery Row?

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3. Do you think Mack and the boys will save any of the whiskey for Doc? Why or why not?
4. Why do they have Doc's party without Doc? Was the idea of the party really about Doc, or was it about Mack and the boys? Did they repay their debts or just create new ones?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 119

"The poison of greed was already creeping into the innocent and laudable merchandising agreement. Bitterness was piling up. But in Lee's packing case the frogs were piling up too.

Financial bitterness could not eat too deeply into Mack and the boys, for they were not mercantile men. They did not measure their joy in goods sold, their egos in bank balances, nor their lives in what they cost" (p. 119).

EXTEND

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

Why don't Mack and the boys get upset when Lee Chong starts to charge them more and more? Why are Mack and the boys unsusceptible to the bitterness caused by these financial transactions?

Write 2 paragraphs; in the first describe what you believe Mack and the boys truly value. In the second, argue either against or in favor of these values. How do they differ from your own? What do you believe is really valuable and worthwhile in life? Support your opinions with evidence from the book, but also use your own personal experience to create a convincing argument.

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

Class Discussion: In today's reading, Mack and the boys throw a party for Doc. The only problem is that Doc is not there. Have you ever tried to surprise someone with a gift or a party? What was the outcome?

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Character Based Literacy Program Lesson Plan
Cannery Row, Day 14

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who is Ed Ricketts? Why does Steinbeck dedicate this book to him?
Ed Ricketts was an American marine biologist, ecologist, and philosopher. He is best known for *Between Pacific Tides*, a pioneering study of intertidal ecology. He had a significance influence on John Steinbeck, and the two collaborated together on the 1951 work entitled *The Log from the Sea of Cortes*. There are many similarities between Ed Ricketts and Steinbeck's character Doc. What are some of the commonalities you notice between the two men?

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

fatigue	monotonal	Resigned	schisms	swarthy

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READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 21 and 22* p. 128-138

Setting	Characters	Pages
Western Biological lab	Doc, Mack	128-133
Henri's boat	Henri, Doc	134-138

RESPOND

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

Students might mention:

- Doc returns to the lab and sees the mess left by the party.
- Doc begins to beat up Mack.
- Doc tells Mack not to pay for the damages caused by the party.
- Henri continues to work on his boat.
- Henri sees a man kill a baby in his boat, but is unsure whether it was a ghost or a hallucination.

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

EXPLORE

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

Illustrations
After today's reading, the students should finish their illustrations and should begin recording important events that occur at each of the illustrated locations.

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

Key Questions

1. Why doesn't Mack fight back against Doc? Why does Mack say that he was glad when Doc hit him?
2. Why does Doc tell Mack that he doesn't want him to pay him back?
3. Why does Henri make up his stories about going to France and being a painter?
4. Why doesn't Henri want to finish his boat? What is he afraid will happen if he finishes it? Does it matter that the boat doesn't have a name?
5. What do you think Henri saw in his boat? Was he hallucinating?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 132

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"'No you won't, Mack,' said Doc. 'You'll think about it and it'll worry you for quite a long time, but you won't pay for it. There's maybe three hundred dollars in broken museum glass. Don't say you'll pay for it. That will just keep you uneasy. It might be two or three years before you forgot about it and felt entirely easy again. And you wouldn't pay it anyway'" (p. 132).

EXTEND

10. Write Every student writes a short product from today's prompt to connect to the unit theme.

In today's reading, Doc shatters the illusion that Mack presents him by telling him that, even though he intends to pay him back, he never will.

In a paragraph, argue either for or against self-honesty. Is it better to be honest with yourself? Or is it better to say what you think others want to hear? Back up your claims with evidence from *Cannery Row,* but also use personal experience to support your opinions. Be sure to conclude with a reiteration of your stance.

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

Class Discussion: Have you ever experienced a situation in which you owed someone something? How did it make you feel? Did you pay it back? If so, how?

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Character Based Literacy Program Lesson Plan *Cannery Row*, Day 15

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is astrology?
Astrology is the study of the movements and relative positions of celestial bodies interpreted as having an influence on human affairs and the natural world. The position of the sun, stars, moon and planets at the time of people's birth (not their conception) is said to shape their personality, affect their romantic relationships and predict their economic fortunes, among other divinations.

What most people know about astrology is their "sign," which refers to one of the 12 constellations of the zodiac. This is a form of sun-sign astrology, which is the astrology upon which newspaper horoscopes are based. It is probably the simplest form, because nothing more than the date of someone's birthday is needed to generate a sun-sign horoscope. Many astrologers will tell you that this form of astrology is so simplistic that it produces very limited results. In this section of the book, Mack uses astrology as an excuse to find out when Doc's birthday is.

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

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penance	maliciously	solidarity	ostracism	stigma

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 23* p. 139-150

Setting	Characters	Pages
Palace Flophouse	Mack, Hughie, Jones, Hazel, Eddie	139-141
Western Biological	Doc, Richard Frost	141-146
Palace Flophouse	Mack, Darling, Hughie, Jones, Doc, Hazel	146-149
Dora Flood's	Dora, Mack	149-150

RESPOND

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

Students might mention:

- Mack returns from the lab and is very depressed.
- The boys become social outcasts in Cannery Row.
- Doc bets Richard that the boys won't look when the parade passes and Doc wins the bet.
- A string of misfortunes hits Cannery Row.
- Darling becomes sick and when she recovers, everything begins to reconcile itself in Cannery Row.

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

EXPLORE

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

Illustration

After completing today's reading, students should complete their illustrations of Cannery Row, including illustrations of important locations and important events that take place at each location.

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

Key Questions

1. Why doesn't Mack wash his face after Doc hits him?
2. Why does Hazel pick a fight and then lose on purpose? What does he hope to gain from this?
3. Why do the boys stop going to Lee Chong's? Have they created a debt that is too great to be repaid?

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4. Why does Doc say that Mack and the boys are able to be so relaxed and comfortable while others are "successful" but miserable?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 143

"'It has always been strange to me,' said Doc. 'The things we admire in men, kindness and generosity, openness, honesty, understanding and feeling are the concomitants of failure in our system. And those traits we detest, sharpness, greed, acquisitiveness, meanness, egotism and self-interest are the traits of success. And while men admire the quality of the first they love the produce of the second'" (p. 143).

EXTEND

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

In this passage, Doc comments on the admirable traits that Mack and the boys possess; in spite of their sometimes careless and ill-planned actions, Doc realizes that they have pure hearts and mean well.

Write 1-2 paragraphs arguing whether or not Mack and the boys deserve to be punished for their actions. Should they be given another chance? Support your claims with evidence from the text as well as your own personal experience. If you were Doc, would you forgive Mack?

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

Class Discussion: Describe a time in which you had to forgive someone. How did you feel afterwards? How has your relationship with the person you forgave changed?

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Character Based Literacy Program Lesson Plan
Cannery Row, Day 16

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Are brothels legal? How is Dora able to keep her business open?
Prostitution is illegal in the United States (besides some remote counties of Nevada). Although brothels are technically illegal, prostitution is present in many parts of the country in various forms. The tenth Amendment to the US Constitution (1791) allows the states to regulate and prohibit prostitution and commercial sex. Worldwide, there are only 8 countries with active brothels in legal means. Dora is able to keep her business open by being secretive and keeping high standards for herself, her girls and the patrons who visit her establishment. By not drawing excessive attention to herself or her business, Dora is able to keep things going.

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

satiric	gaiety	brood	abortive	pleurisy

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 24 and 25* p. 151-158

Setting	Characters	Pages
Talbot house	Mary Talbot, Tom Talbot	151-155
Cannery Row	Doc, Mack, Darling	156-158

RESPOND

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

Students might mention:

- Mary Talbot throws a party to cheer up her husband.
- Things begin to go better for the people of Cannery Row.
- Darling trains herself.
- Business at the Bear Flag increases.

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

EXPLORE

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

Vision Plan

Students will work individually to create a vision-plan for Mack and the boys. The students will look at all of Mack's goals throughout the novel and will determine whether he has achieved those goals or not. Students will then be able to make predictions about Mack's life in the future.

Materials:

- Pieces of stiff paper 3-5 inches wide and 5-10 inches long
- Pencils, markers, pens

After completing today's reading, students will begin planning their vision plan for Mack and the boys. Students should review the text from the beginning to find goals that they set throughout the novel. Students should begin to make a list of those goals. How have these characters adapted their goals as the novel has progressed? What changes have you seen in these characters?

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

Key Questions

1. Why is Mary Talbot so fond of parties? What is so attractive to her about parties?
2. Why does Gay stop letting the sheriff beat him at checkers?
3. What do you think caused this change in fortune in Cannery Row?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 152

"She could do that. She could infect a whole house with gaiety and she used her gift as a weapon against their despondency that lurked always around outside the house waiting to get in at Tom. That was Mary's job as she saw it—to keep the despondency away from Tom because everyone knew he was going to be a great success some time. Mostly she was successful in keeping the dark things out of the house but sometimes they got in at Tom and laid him out. Then he would sit and brood for hours while Mary frantically built up a backfire of gaiety" (p. 152).

EXTEND

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

How is marriage represented in this novel? Think about Gay, the captain, and the Talbots. How do Mack and the boys feel about marriage? Does the relationship between Mary and Tom Talbot differ from previous portrayals of marriage in the novel?

Write a paragraph arguing in favor or against Steinbeck's view of marriage? Do you believe that Steinbeck's approach is correct? How do you view marriage? Use examples from the book as well as your own personal experience to inform your stance. Be sure to conclude with a reiteration of your claims.

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

Class Discussion: In this section of the novel, we are introduced to Mrs. Talbot, who is fond of parties. Do you know someone like Mrs. Talbot – who is fun loving, social and always tries to stay upbeat?

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Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Are the canneries still open in Cannery Row?
After World War II, the over-fished sardines disappeared from Monterey Bay and brought economic disaster to Cannery Row. Before the collapse of fisheries and canneries, Monterey's fishing industry had become one of the most productive in the world due to the upwelling of cold, nutrient-rich water from the bottom of the Pacific Ocean, funneled to the surface via the vast underwater Monterey Canyon. Today the area around Cannery Row is a marine sanctuary and home to a large population of California sea lions. A few privately owned and operated fishing companies still exist on Cannery Row, housed on piers located a short distance from the lively entertainment district frequented by tourists.

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

dissection	wary	tactics	probed	malarkey

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 25 and 26* p. 158-165

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Setting	Characters	Pages
Palace Flophouse	Mack, the boys	158-161
Cannery Row	Joey, Willard	162-165

RESPOND

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

Students might mention:

- Mack wants to throw another party for Doc.
- Mack wants to find out Doc's birthday so they can give him a surprise birthday party.
- Willard and Joey talk about the death of Joey's dad and Willard jokes about it.

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

EXPLORE

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

Vision Plan

On the top third of one side of the bookmark, students should begin to fill in pictures, words, or symbols that represent the goals that Mack and the boys have. How have these goals changed throughout the novel? How have the characters changed? Do you believe they have changed for the better or for worse? Explain.

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

Key Questions

1. Why was Doc wary of a compliment from Mack? Why doesn't Doc tell Mack his real birthday?
2. Why does Willard ask Joey about his father if he knows that Joey's father is dead? Why does Joey laugh when Willard makes a joke about his father's suicide?
3. Why does Steinbeck include this story about Willard and Joey? What is he trying to communicate to the reader with this story?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 161

"When Mack left, Doc wondered casually what the build-up was. For he had recognized it as a lead. He knew Mack's technique, his method. He recognized his style. And he wondered to what purpose Mack could put the information. It was only later when rumors began to creep in that Doc added the whole thing up. Now he felt slightly relieved, for he had expected Mack to put the bite on him" (p. 161).

EXTEND

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

What do you think is better: to have good intentions that get clouded by carelessness and tactlessness (think Mack and the boy's first attempt at Doc's party); or to have selfish motivations for good deeds?

Write an argumentative paragraph that claims which approach is best and support your opinions with relevant passages from the text as well as personal experience. Be sure to conclude with a reiteration of your stance.

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

Class Discussion: In today's reading, Doc recognizes that Mack is trying to get information out of him. Have you ever felt interrogated before? If so, what was that experience like?

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 18

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

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b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a halfway house?
A Halfway house is a place where people who have recently been released from jail or a mental facility can rehabilitate. These houses allow people to begin the process of reintegration with society, while still providing support. Halfway houses are generally believed to reduce the risk of re-incarceration or relapse into unhealthy behaviors. There has historically been opposition from neighboring inhabitants when a halfway house attempts to locate.

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

repose	provocative	Milled	crescendo	inevitability

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 27, 28, and 29* p. 166-181

Setting	Characters	Pages
Palace Flophouse	Mack, the boys	166-169
Lee Chong's	Doc, Lee Chong	169
Halfway House	Doc	169-171
Jacobs' Jewelry Store	Frankie, Mr. Jacobs, policeman, Doc	172-175
Western Biological	Doc	176-181

RESPOND

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

Students might mention:

- Mack and the boys plan Doc's surprise party.
- All the people invited to the party start thinking of their present for Doc.
- Doc becomes suspicious about what is going on, and at the Halfway House he hears about the party.
- Frankie tries to steal the bronze statue.
- Everyone prepares for the party.

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

EXPLORE

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

Vision Plan
After completing today's reading, students should make a list of the goals that Mack and the boys have accomplished. On the bottom two thirds of the bookmark, fill in pictures, words, or symbols that represent the goals that Mack and the boys have completed.

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

Key Questions

1. What is the significance of the first sentence of Chapter 27?
2. Why is Frankie so obsessed with the bronze figure? Why does he try to steal it?
3. Why does Doc want to help Frankie? Why does Doc run away when Frankie tells him that he loves him?
4. Do you think that the party that Mack and the boys are planning for Doc will be more successful than the first party? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph p. 170-171

"Doc ordered fifteen pounds of steaks, ten pounds of tomatoes, twelve heads of lettuce, six loaves of bread, a big jar of peanut butter and one of strawberry jam, five gallons of wine and four quarts of a good substantial but not distinguished whiskey. He knew he would have trouble at the bank the first of the month. Three or four such parties, he thought, and he would lose the laboratory" (p. 170-171).

EXTEND

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

Why does Doc end up buying most of the things for his party? Why doesn't he tell Mack and the boys that he doesn't want the party? What would you do if you were in Doc's position? **Write a paragraph about Doc's motivation for spending so much**

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money on a party for himself. Will this affect the ability of Mack and the boys to repay their debt to Doc? Is Doc going along with the party for the benefit of himself or for the benefit of Mack and the boys? Be sure to conclude with a reiteration of your claims.

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

Class Discussion: Has anyone ever planned you a surprise party? If so, how was your experience? Have you ever thrown anyone a party? How did you prepare for it?

Character Based Literacy Program Lesson Plan *Cannery Row*, Day 19

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reason and evidence, and between claim(s) and counterclaims.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a 1916 Chalmers?
In this part of the novel, Sam Malloy decides to give Doc a connecting rod and piston from a 1916 Chalmers. Chalmers was an American automobile company located in Detroit, Michigan. Chalmers were expensive cars for the time period, and the body of the car is most accurately described as a roadster. This company produced automobiles from 1908-1923; production halted after the post World War I recession. Chrysler currently owns the company.

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

pathology	perverse	forlornly	reluctance	propriety

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 30* p. 182-189

Setting	Characters	Pages
Western Biological	Doc, Mack, the boys, Dora and her girls, Mr. and Mrs. Malloy	182-189

RESPOND

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

Students might mention:

- Mack and the boys go over to Doc's to give him his party, followed by the rest of the guests.
- All of the guests give Doc his birthday gifts.
- Doc cooks for everyone and then reads to them.

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- A fight starts with some men who came in off the street. After the fight, the party continues.

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

EXPLORE

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

Vision Plan
After completing today's reading, students should continue to add to their vision plans for Mack. On the back of the bookmark, students should include passages from the text that illustrate instances where Mack and the boys accomplish their goals. How have Mack and the boys changed their goals? How do they go about accomplishing their goals?

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

Key Questions

1. Why does Steinbeck say that a party is a "perverse individual"?
2. Why does Doc choose to read the passage that he chooses?
3. What is the mood of this party? What or who creates that mood and why do they create that mood?
4. How does the fight change the party? Does it make the party better or worse?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 189

"The fresh contingent raged in full of hell. And then the party really got going. The cops came back, looked in, clicked their tongues and joined it. Mack and the boys used the squad car to go to Jimmy Brucia's for more wine and Jimmy came back with them. You could hear the roar of the party from the end of Cannery Row. The party had all the best qualities of a riot and a night on the barricades" (p. 189).

EXTEND

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

In this part of the novel, Mack and the boys throw Doc a significantly more successful party than the first one.

Pretend you are Doc. **Write an argumentative letter from his perspective, claiming that this party was much better than the first. Use evidence from the text to support this claim and be sure to use words and phrases that you believe Doc would use. Be sure to conclude with a reiteration of your stance.**

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

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Class Discussion: Have you ever hosted a party or had company over? How did you prepare for your guests? What does it mean to show hospitality? Is Doc hospitable in this chapter?

Character Based Literacy Program Lesson Plan
Cannery Row, Day 20

Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable, claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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

Change Requires Effort Change is possible. Change requires three things: a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Cannery Row like now?
Today, the area offshore from Cannery Row is the Edward F. Ricketts State Marine Conservation Area (part of the larger Monterey Bay National Marine Sanctuary) and is home to a large resurgent population of California sea lions. Cannery Row itself is now a tourist attraction with many restaurants and hotels, many of which are located in former cannery buildings, and a few historic attractions. Some privately owned fishing companies still exist on Cannery Row, housed on piers located a short distance from the historic district frequented by tourists.

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

disembodied	ferment	progeny	murmur	wanton

READ

3. Review Review the timeline from the beginning every day.

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

Read *Chapter 31 and 32* p. 190-196

Setting	Characters	Pages
Cannery Row	The gopher	190-192
Western Biological	Doc	193-196

RESPOND

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

Students might mention:

- Doc wakes up the morning after the party.
- Doc cleans up.
- Doc rereads the passage that he read during the party.

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

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EXPLORE

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

Vision Plan
After completing today's reading, students should finish their vision plan bookmarks. Students can also use empty space on their bookmark to make a prediction about Mack and the boys' goals for the future. Students can make guesses about the goals of Mack and the boys in the future based on what they have learned about the characters by completing the book. Students should also write a few sentences describing the ways that Mack and the boys have changed? How have their goals changed throughout the novel? How have they worked towards their goals? What have they learned?

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

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 196
"Even now,
I know that I have savored the hot taste of life
Lifting green cups and gold at the great feast.
Just for a small and forgotten time
I have had full in my eyes from off my girl
The whitest pouring of eternal light" (p. 196).

EXTEND

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

How is success defined in this novel? Which characters are successful? Which characters are unsuccessful? Do you agree with the standards for success outlined in this novel?

Write a paragraph arguing either for or against the vision of success that is present in the novel. Do you think that this is a valid definition of what makes a person successful? Why or why not? Does success always depend on money? If not, what does success depend on? Use specific examples from the text, but also support your claims with personal opinions. Be sure to reiterate your claims in your conclusion.

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

Class Discussion: Which characters have changed and which characters have stayed the same throughout the course of the novel? Research/introduce the concept of static characters (characters who do not undergo drastic changes) and dynamic characters (characters who undergo change throughout the novel). Classify some of the main characters in Cannery Row as static and dynamic characters.

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