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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Grapes of Wrath

based on the book by

John Steinbeck

Written by

Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR  
JOHN STEINBECK

STEINBECK, John (1902-68). Winner of the 1962 Nobel prize for literature, the American author John Steinbeck is best remembered for his novel 'The Grapes of Wrath'. Steinbeck's story of a family of farm workers migrating from Oklahoma to California describes the hopelessness of the Great Depression era.

John Ernst Steinbeck was born on Feb. 27, 1902, in Salinas, Calif. He took classes at Stanford University for several years but left without a degree. He worked as a laborer to support himself while he wrote. Steinbeck's first novel was published in 1929, but it was not until the publication of 'Tortilla Flat' in 1935 that he attained critical and popular acclaim.

He followed this success with 'In Dubious Battle' (1936) and 'Of Mice and Men' (1937). 'The Grapes of Wrath' (1939) earned for Steinbeck a Pulitzer prize. In these works Steinbeck's proletarian themes are expressed through his portrayal of the inarticulate, dispossessed laborers who populate his American landscape. Both 'Of Mice and Men' and 'The Grapes of Wrath' were made into motion pictures.

In 1943 Steinbeck traveled to North Africa and Italy as a war correspondent. Some of his later works include 'Cannery Row' (1945), 'The Pearl' (1947), 'East of Eden' (1952), 'The Winter of Our Discontent' (1961), and 'Travels with Charley' (1962). He also wrote several motion-picture scripts, including adaptations of two of his shorter works-'The Pearl' and 'The Red Pony'. Steinbeck died in New York City on Dec. 20, 1968.

---- Courtesy of Compton's Learning Company

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Grapes of Wrath* by John Steinbeck. It includes nineteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to issues related to the novel through the introduction of the **class project**. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

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

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

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

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

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

There is a **group activity** in which students work in small groups to discuss symbolism and themes in the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the

themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students prepare a summary of the articles they have read for the class project in order to better prepare themselves for the small group discussion and the oral presentations related to the project. The second assignment is to express personal opinions: students consider the options the Joads had after they lost their farm, and decide whether or not they made a wise decision when they decided to go to California. The third assignment is to persuade: students write one of a variety of persuasive letters from one character to another.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Grapes of Wrath*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. This assignment may be completed in conjunction with the class project in this unit.

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

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

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *The Grapes of Wrath*

1. To expose students to a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will gain a better understanding of the plight of the Midwestern migrant farmers in the 1930s.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Grapes of Wrath* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *The Grapes of Wrath*

Date Assigned	Chapters Assigned	Completion Date
	1-4	
	5-7	
	8-9	
	10-12	
	13-14	
	15-16	
	17-18	
	19-20	
	21-22	
	23-25	
	26	
	27-28	
	29-30	



UNIT OUTLINE - *The Grapes of Wrath*



<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction PVR 1-4	Study ?s 1-4 PVR 5-7	Study ?s 5-7 Library Research PVR 8-9	Study ?s 8-9 Project PVR 10-12	Study ?s 10-12 PVR 13-14 15-16
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s 13-16 Writing Assignment #1 PVR 17-18	Study ?s 17-18 Group Work PVR 19-20	Study ?s 19-20 Nonfiction Reports PVR 21-22	Study ?s 21-22 Nonfiction Reports PVR 23-26	Study ?s 23-26 Writing Assignment #2 PVR 27-28
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Study ?s 27-28 PVR 29-30	Study ?s 29-30 Group Activity	Reports & Discussions	Vocabulary	Extra Discussion Questions
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	
Quotes	Writing Assignment #3	Review	Test	

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheets R=Read

## LESSON ONE

### Objectives

1. To introduce the *Grapes of Wrath* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

### Activity #1

Put up a big map of the United States (or whatever country you are teaching in). A transparency with a map is okay, too. Ask students if anyone has lived anywhere other than the place they are living now. Put a dot on the map for every other place students have lived.

Ask students if they liked moving--why or why not. Jot down a little list of the pros and cons of moving from place to place.

TRANSITION: Explain that the Joad family moved from the midwest to California, and *The Grapes of Wrath* is the story of their journey.

Note: This introductory activity works well in areas where there are many transient families -- near military bases, resort towns, and large corporations that transfer people often. If you are not in such an area, you might modify this activity to making a list of places students plan to live after they are "on their own" or places they wish they would live.

### Activity #2

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

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

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

## WRITING ASSIGNMENT #1 - *The Grapes of Wrath*

### PROMPT

You have collected a substantial amount of information about the topic you were assigned. Before you get together with the other members of your group, you need to review, summarize and think about all the information you have gathered. That is the purpose of this writing assignment. Write a composition in which you summarize the information you have found relating to your topic.

### PREWRITING

Most of your prewriting work has been done as you took notes about the information you read. What you need to do now is to review your notes and categorize the information you have found. Go through your notes and make a list of all the kinds of information you have. Then, take your list and turn it into an outline form, grouping like things together and organizing the information so that one idea can flow into another.

### DRAFTING

Write an introductory paragraph in which you introduce your topic.

In the body of your composition, write one paragraph for each of the main points you found in your reading. Fill out each paragraph with explanations and/or examples to support your statements. Write a final paragraph in which you make your conclusions and bring your composition to a close.

### PROMPT

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

### PROOFREADING

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