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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 Pearl

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 Pearl* by John Steinbeck. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a bulletin board activity. 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 required or multiple choice-matching-true/false. 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. If your school has the appropriate equipment, 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 a thorough 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, 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.

Following the discussion session, 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.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of 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 express personal opinions: students write a composition detailing how they would use their money to make their hopes and dreams come true, if they would become rich overnight like Kino did. The second assignment is to persuade: students pretend they are Juana with Kino and Coyotito in cave before the trackers come. They are to write a composition in which they say what Juana would say to Kino to persuade him to leave the cave, go home, and throw away the pearl. The third assignment is to inform: students write a summary and their opinions of nonfiction articles they have read relating to *The Pearl*.

There is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Pearl* (articles about prejudice or coming of age, trial transcripts, etc.). After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

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: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

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 Pearl*

1. Through reading John Steinbeck's *The Pearl*, students will gain a better understanding of the themes of good versus evil, the corruption of man, and the inherent goodness of the natural world.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will consider their own hopes and dreams for the future.
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 Pearl* 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 Pearl*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	1 & 2	
	3	
	4 & 5	
	6	

UNIT OUTLINE - *The Pearl*

1	2	3	4	5
Introduction PV 1-2	Read 1-2	Study ?s 1-2 PVR 3	Study ?s 3 Writing Assignment 1 PV 4-5	Read 4-5
6	7	8	9	10
Study ?s 4-5 PVR 6	Study ?s 6 Extra Questions	Vocabulary	Writing Assignment 2	Group Activity
11	12	13	14	15
Activity	Library	Writing Assignment 3	Nonfiction Reports	Review
16				
Test				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Pearl* unit
2. To distribute books and other related materials (study guides, reading assignments, etc.)
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

NOTE: Prior to this lesson you need to have prepared a bulletin board with background paper and the title "THE PEARL: DREAMS FOR THE FUTURE" and to have made the assignment for students to bring in pictures or objects (that can be attached to the bulletin board) that represent their hopes or dreams for the future.

Activity #1

Tell students to get out the pictures or objects they have brought representing their hopes or dreams for the future. Have each student (one at a time) explain what his/her picture or object is or represents and then attach the picture or object to the bulletin board.

TRANSITION: Explain that a man in the story they are about to read finds a huge pearl and that the pearl represents his hopes and dreams for his future.

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 Pearl*

PROMPT

Finding the pearl was a monumental occasion for Kino and his family. With the money the pearl would bring, all Kino's dreams for the future could be fulfilled.

It's not likely that any of us will ever discover a pearl. The one thing in our society that could possibly be the equivalent would be for us to win the lottery or a sweepstakes. The chances of winning such games are probably no better than Kino's chances of finding a beautiful pearl. Bearing that in mind, you can perhaps begin to understand how Kino must have felt when he found the pearl.

Your assignment is to write a composition in which you tell what you would do if you were to win the lottery or a sweepstakes and suddenly become rich like Kino did upon finding the pearl. How would you fulfill your hopes and dreams for the future?

PREWRITING

Stop and think for a minute. What things in life are most important to you? What are your hopes and dreams for the future? Make a few notes about each of your ideas. Next to each of your notes about your hopes and dreams, write down how your newly acquired money could help you make your dreams come true.

DRAFTING

Write an introductory paragraph in which you introduce the ideas that you have suddenly become rich and that you think this money will help you fulfill your hopes and dreams.

In the body of your paper, write a paragraph for each of your hopes and/or dreams. Within each paragraph, explain what your hope/dream is and how you will use your money to help fulfill that hope/dream.

Write a concluding paragraph in which you sum up your ideas 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.