**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 September 29, 2022**

**Today’s Agenda (Day 31)**

1. Housekeeping Items

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1. Homework Check:

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1. Class Activity:

🡪**PRESENTATION**: **NOVEL LESSONS – Day 3**

🡪CONT’D: **READ ALOUD & REVIEW**: **Ray Bradbury’s “The Veldt”**

HOMEWORK:

* READ: **Grapes of Wrath 🡪 end of Chapter 30**
* COMPLETE:
* STUDY: Grapes of Wrath Quizzes
* **TERM ESSAY #2**: Exam the historical context in which *Grapes of Wrath* and *Death of Salesman* was written and occurred.
1. What changed between the time of the Great Depression and post-WWII America (economically, socially, politically)?
2. What things seem to be valued in American society during this period of history?
3. Discuss the themes of family and community in the two literary works. What are the meanings and importance of family and community to the characters in the literary works? What are the benefits of community? What are the drawbacks? How did the historical context (economically, socially, politically) contribute to the value systems of the family and community during this time period?
* TERM ESSAY IN-CLASS WRITING: **November 7 & 8, 2022**

REMINDERS:

* QUIZ: **Steinbeck [Ch 1 – end of 16] 🡪 Sept. 29 !Note change of date again!**
* QUIZ: **Steinbeck [Ch 17 – end of 30] 🡪 October 11**

**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 NOVEL ACTIVITY**

**Grapes of Wrath – John Steinbeck**

## Lesson 11 (from Chapters 11-12)

### Objective

This lesson focuses on symbolism, setting, imagery, and irony. The narrator in Chapters 11 and 12 describes the empty farms, run only by machines now and lacking a human connection to the land. The narrator then describes the setting of Highway 66 which spans from the Mississippi River to Bakersfield, California, “over the red lands and the gray lands, twisting up into the mountains, crossing the Divide and down into the bright and terrible desert, and across the desert to the mountains again, and into the rich California valleys” (119).

### Lesson

**Research Assignment**: Conduct research that depicts the setting of Highway 66 during the 1930s. How long is the highway? Where does it begin and end? How does the author describe the highway in Chapter 12? How many travelers did the highway see going west during the Dust Bowl?

\*Use no less than 2 primary resources and 1 secondary resource.

**Group Assignment**: As a group, develop a presentation that a) reveals what you have discovered about Highway 66 during the 1930s and b) that examines and discusses the author’s use of irony in Chapters 11 and 12. What is ironic about the changes in farming practices following the introduction of tractors for large-scale agricultural industry?

**Group-Led Class Discussion**: As a group, lead and facilitate the discussion about the elements of symbolism and imagery in Chapters 11 and 12. What does the tractor symbolize? How are the abandoned houses described and what do they represent symbolically? What does Highway 66 represent to the migrants? How have cars gained significance for the former tenant farmers?

**Homework**: Complete a brief essay discussing the narrative style in Chapters 11 and 12. In these chapters, the author makes a shift in his alternating narratives between the Joads and the bigger picture of the migrants as a whole. Both Chapters 11 and 12 look at the bigger picture. Why do you think the author made this choice?