**(H)ENGLISH LANGUAGE ARTS (ELA) 2022-23 September 27, 2022**

**Today’s Agenda (Day 29)**

1. Housekeeping Items

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1. Homework Check:

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1. Class Activity:

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

🡪**JOURNAL PROMPT #6:** Write a recipe for happiness. What would the ingredients be? In what order and amounts would you add them? What instructions would you include for baking and serving?

HOMEWORK:

* READ: **Grapes of Wrath 🡪 end of Chapter 30 [for next Tuesday]**
* COMPLETE:
* STUDY: Grapes of Wrath Quizzes and Vocabulary
* **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 3 (from Chapters 3-4)**

**Objective**

In this lesson, students will examine the author’s use of symbolism, imagery, and foreshadowing in Chapter 3 and will discuss the shifts in narrative style in the alternating chapters of the novel. This chapter focuses on a lone land turtle as it makes its way across the dusty landscape of Oklahoma. Almost hit twice by cars on the highway, the turtle is eventually spun off the road where it recovers. The introduction of this turtle by the author evokes symbolism and foreshadowing for the narrative of the Joad family and their plight for survival.

**Lesson**

**Group Assignment**: Foreshadowing refers to clues in the text that indicate future events in a story. Identify and examine the use of foreshadowing in the first three chapters of the novel. What clues does the author give in this section of the novel to imply or suggest future events? How does foreshadowing build tension in the novel?

**Group Activity**: As a group, a) develop a presentation to reveal what you have identified about the use of foreshadowing in the first three chapters and b) one that examines the different narrative styles seen in Chapters 1, 2, and 3 of The Grapes of Wrath. How does the perspective of the narrator change in each chapter? Why do you think that the author alternates between chapters focused on Tom Joad and chapters that examine the circumstances of the Dust Bowl as a whole?

**Group-led Class Discussion**: As a group, lead and facilitate a discussion that defines symbolism and imagery in narrative literature. Symbols are objects or things that refer to something else. Similarly, imagery, comprised of simile and metaphor, help the reader to gain a greater grasp of character, setting, and other elements in the story. What are some examples of imagery and symbolism seen in the first three chapters? What do Tom’s new clothes symbolize? What imagery and symbolism are revealed in the narrator’s descriptions of the setting of the story?

**Homework**: Write a short essay examining the symbolism of the turtle in Chapter 3. In what ways does the author make the reader feel empathy for the turtle? How are the turtle’s actions humanlike?

## Lesson 5 (from Chapters 5-6)

### Objective

This lesson explores the causes and the effects of the Dust Bowl of the 1930s. The narrator in Chapter 5 describes the passing of the buck from the landowners to the banks as they let more and more tenant farmers go and eventually sell out their farms completely. Because of the emergence of industrialization in American agriculture, it has become more profitable to replace tenant farmers with tractors that can plow the land without as much expenditure. California is both perceived and depicted as a land of riches, sustainability, and work.

### Lesson

**Research Assignment**: Conduct research on the various causes that led to the Dust Bowl in the 1930s. How did farming practices contribute to this period of dust storms and erosion of earth? What happened to the crops of the Midwest and South as a result of the Dust Bowl?

**Group Activity**: As a group, students will develop a presentation examining the causes of the Dust Bowl in the American Midwest and South. Who was the most responsible for the emergence of the Dust Bowl? Why?

**Group-led Class Discussion**: As a group, lead and facilitate a discussion that explores the impacts of the Dust Bowl on the American economy, the agricultural industry, and the common people. What happened to the agriculture industry when the Dust Bowl began? How many different crops were primarily grown in the Midwest and South prior to the Dust Bowl? How did the rest of the country react to the loss of these products? How were small American farmers impacted by the storms?

**Homework:** Write a short research paper that examines the role of banks during the Dust Bowl and the eviction of farmers. How much power did the banks have? Were the farm owners simply “passing the buck,” or did the banks truly hold sway over them and their actions? Discuss the power of the banks and the responses of the farmers to the banks’ actions.

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

## Lesson 7 (from Chapters 7-8)

### Objective

In this lesson, students will explore the themes of greed, survival, and corruption. Additionally, students will analyze the language and dialogue of Chapter 7. Chapter 7 steps away from the Joad family’s narrative to describe the actions and motivations of the used car dealers who prey upon the departing Midwest farmers. Knowing that the farmers have little choice, the salesmen con them by selling them broken-down vehicles or those that will be broken down soon.

### Lesson

**Group Project**: Conduct research as needed and develop a presentation that examines the automobile industry of the 1930s. What cars and trucks were widely available at this time? How did the vehicles from this period differ from vehicles today? What vehicles were commonly bought and used by the tenant farmers heading west?

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

**Group Activity**: As a group, develop a presentation that a) reveals what you have learned about the automobile industry of the 1930s and b) one that explores the language and dialogue in Chapter 7. In the chapters that step outside of the Joad family’s narrative, the author does not use quotations to indicate dialogue whereas in the chapters about the Joads, the language and structure of dialogue differs. Why do you think the author has made this choice?

**Group-led Class Discussion**: As a class, discuss the themes of greed and corruption in The Grapes of Wrath. In what ways are the actions of the used car lot owners and salesmen driven by greed? How are their actions corrupt? How do the themes of greed and corruption apply to the agriculture industry in the novel? What stands out as symbols of greed and corruption?

**Homework**: Complete a 1–2-page paper discussing the theme of survival in the novel. What does survival mean to the Joads and the other migrants fleeing the Midwest? What are the necessities for survival? What symbolism connects to this theme?

## Lesson 9 (from Chapters 9-10)

### Objective

In this lesson, students will explore the themes of memory and loss, research and analyze the financial losses of those evicted from their farms and discuss man’s connection with the land. Chapter 9 steps away again from the Joad family narrative to focus on the larger picture of the migrants. The narrator describes the farmers of the Midwest and the South selling everything they cannot take with them—largely at a fraction of the value. The families burn the things they cannot sell and cannot take with them.

### Lesson

**Research Assignment**: Conduct research on the financial losses incurred by the tenant farmers that were forced out of their homesteads during the Dust Bowl and the Great Depression. What did these farm families have to sell or give away to leave? How did the value of their belongings drop?

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

**Group Activity**: As a group, develop a presentation that a) reveals what you have learned about the financial losses incurred by the tenant farmers and b) that examines the author’s depiction of the tenant farmers leaving their homes during the Great Depression. How does the author evoke the desperation of these individuals?

**Group-led Class Discussion**: As a group, lead and facilitate a discussion of the themes of memory and loss in The Grapes of Wrath. What does the narrator say directly regarding memory and loss? What symbolism relates to these themes? How does the author expand upon these themes in Chapter 9? What symbolism represents memory in this chapter?

**Homework**: Develop a visual project [collage, timeline, etc.] that depicts the relocating tenant farmers as they set out for California. Incorporate the author’s imagery and symbolism from Chapter 9 in your work.

## 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?