

Monday

October 3, 2011 (10.3.11)

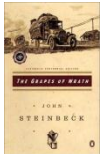
1. Materials



Composition Book
+ Pen or Pencil



HAMPTON Binder



Grapes of Wrath



Planner

2. Agenda

<u>Minutes</u>	<u>Activity</u>
5-7	Warm Up
2	Homework
5-7	Round Robin: Symbolism of Turtle
2	GoW SLM: Concept 2
5	Notes: Historical, Social Criticisms
Remaining	Read Aloud / Discuss: Chapter 5

3. Special Announcements

- Make sure to be here this **Wednesday**, as we'll watch the first $\frac{1}{4}$ of the ***Grapes of Wrath* movie**, which stars a very young Henry Fonda as Tom Joad.

Warm Up

October 3, 2011 (10.3.11)

Volume-O-Meter: 0 (No Talking)

Time: 5 Minutes

1. Last week, we were talking about the **uniqueness of Steinbeck's characters**. In a few sentences for each character, tell me about:
 - a) Tom Joad
 - b) Rev. Casy
2. On a scale of 1-10, how useful are the **"vignette" chapters**? This would be chapters 1 and 3. Explain your answer.

Transition



Student
Planner

Homework

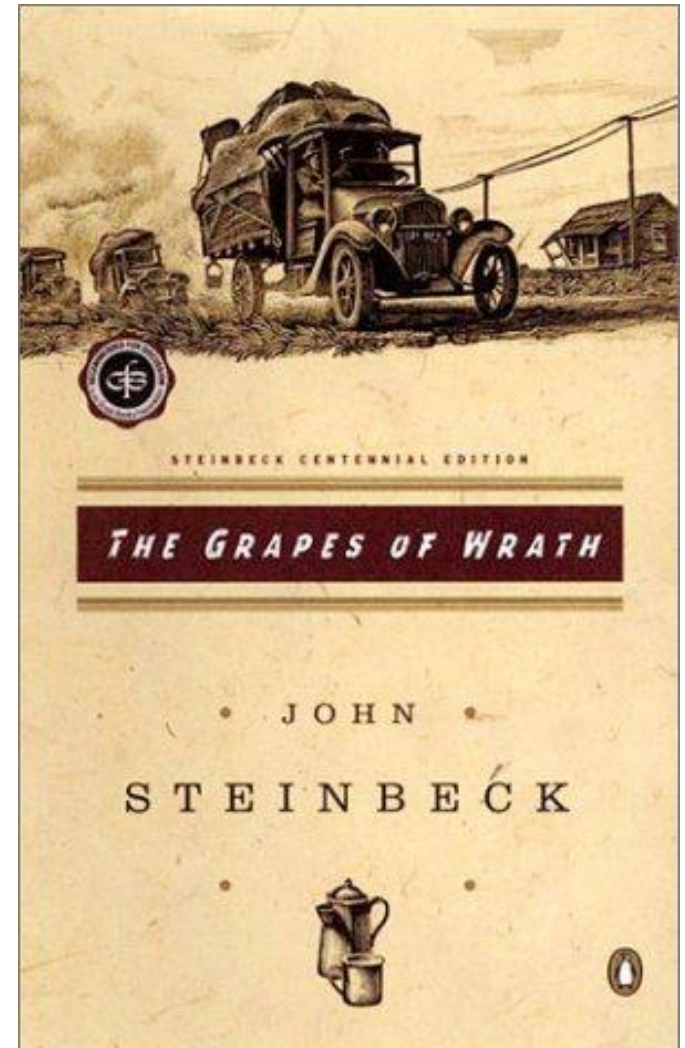
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Date Given	Assignment	Rubric	Due Date
Monday 10.3	<ul style="list-style-type: none">• Read Chapter 6/7 in <i>Grapes of Wrath</i>• Make LL Entry 14: Write a journal entry from the POV of Tom Joad after this chapter ends. Go beyond summary and speculate into feelings, emotions, etc.	BASIC	Tuesday 10.4
Monday 10.3	<p><u>For Paris / Anthony / Walker ONLY</u></p> <ul style="list-style-type: none">• Prepare for “Leading a Discussion” tomorrow. Email Hampton with questions.	BASIC	Tuesday 10.4

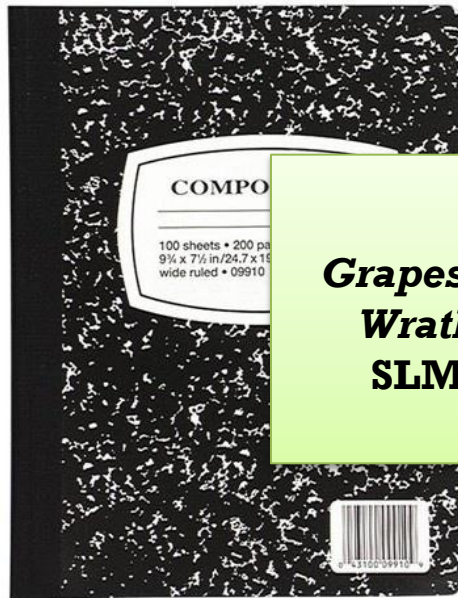
Round Robin: Chapter 3 (“Turtle”)

Directions:

- Turn to Ch. 3
- Your team will do a **TIMED ROUND ROBIN** (45 seconds per person)
 - “What do you think the turtle could symbolize?”
- Then share as whole class (points available)



Transition



***Grapes of
Wrath***
SLM



SLM

Unit Essential Question:

How do the “lies” of literature reflect the “truths” of humanity?

Key Text(s):

The Grapes of Wrath

Concept 1:

The Dustbowl & Depression

1. What caused the dustbowl and how did it affect people?

Concept 2:

Chapters 1-10

2. What makes Steinbeck’s style unique?

3. What makes Steinbeck’s characters unique?

4. Why does Steinbeck include the “vignette” chapters?

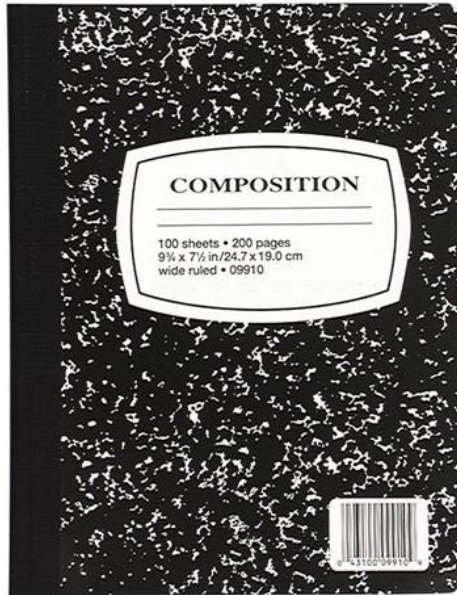
Vocabulary

The depression, the dustbowl, the great migration

Vocabulary

Okie-speak, symbolism, historical criticism, philosophical, social criticisms

Transition



Notes

Historical Criticism

- **Is essay topic #2**
- Examining a work of literature within its historical context
- Requires research into the historical period
- Can be dual fold:
 - Time period written in
 - Time period story is about
- Benefit: to learn about history while reading
- Negative: Facts can be warped and non-historical

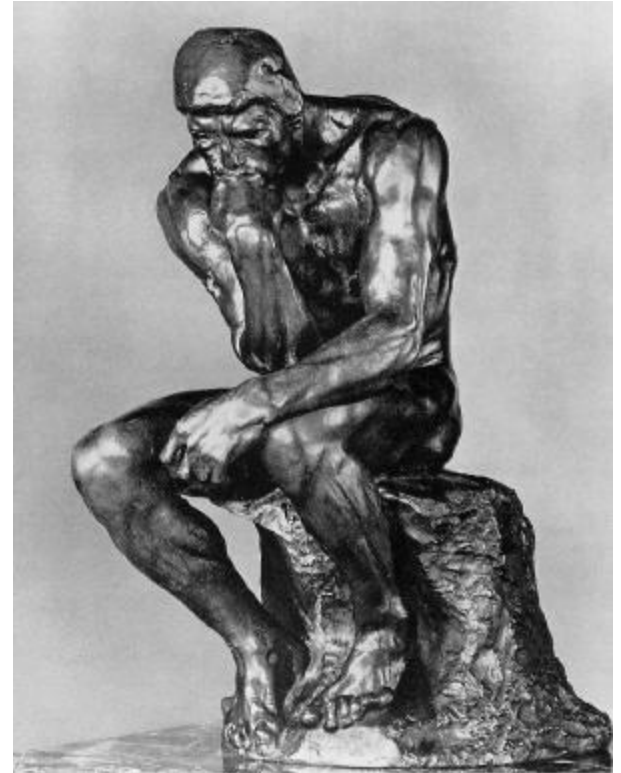


Philosophical Criticism

- **Is essay topic #3**
- Examining a work of literature and its ability to give answers to the deepest questions of life: what is good/evil, does life have meaning, etc.
 - Greeks: Thought “literature” deals with asking and answering these questions.
 - *1984, Brave New World*

Branches:

- Ethics = right vs. wrong
- Aesthetics = what is beauty...can literature be immoral / unethical?



Social Criticism

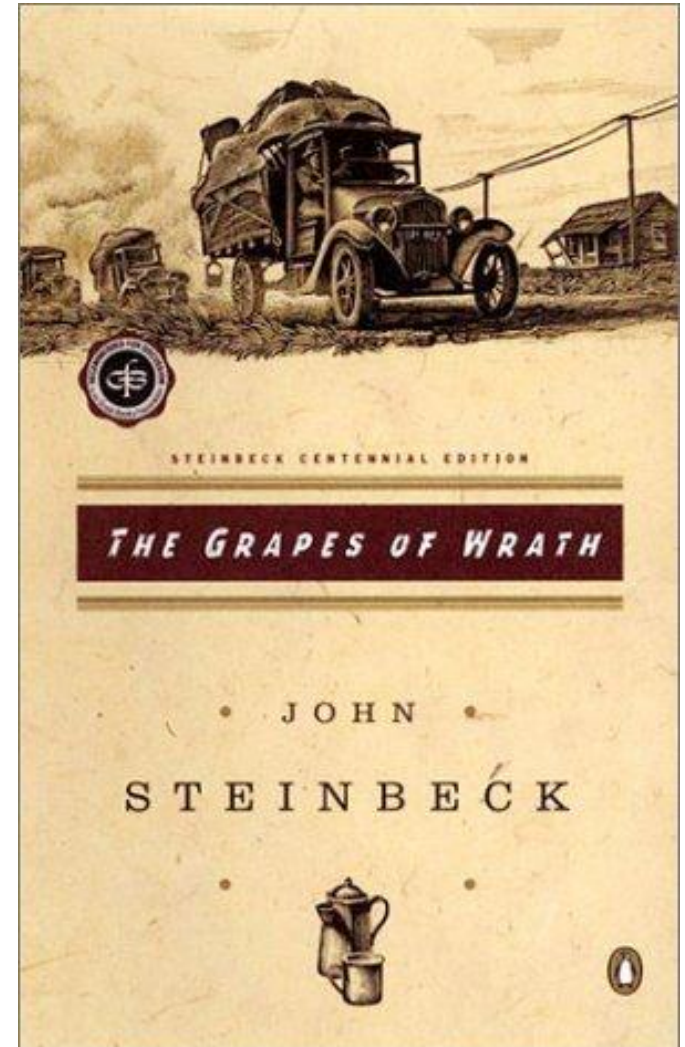
- **Is essay topic #4**
- Examining how works of literature attempt to improve conditions of society
 - *The Jungle*, Sinclair
 - *Fast Food Nation*, Schlosser
- Writers often give voice to minorities who are being oppressed
- Benefit: can lead to transformation of society
- Negative: Might be too “preachy,” or we might not agree with novel’s agenda



Read / Discuss: Chapter 5

Directions:

- Turn to Ch. 5
- Hampton will read aloud
- Focus on historical / philosophical / social implications of this chapter
- Your team will do a **TIMED ROUND ROBIN** (1.5 minutes/each) after we finish



Chapter 5 Questions

A S S I G N M E N T

1. **Historical criticism:** Based on what has happened in this chapter, what can you tell about the people of this time period?
2. **Philosophical (ethics):** Is the bank right or wrong to take back the property from the farmers?
3. **Social:** What do you think Steinbeck means when he says “The bank is something more than [a man]. It’s a monster. Men made it, but they can’t control it”?
4. **Philosophical (ethics):** Do you think the driver is right or wrong to take the bank’s money to raze the land?