

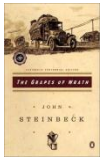
# Thursday

## October 20, 2011 (10.20.11)

### 1. Materials



Composition Book  
+ Pen or Pencil



*Grapes of Wrath*

### 2. Agenda

#### Minutes

#### Activity

1	“What Lies Beyond 120...”
5-7	Warm Up
2	GoW SLM: Concept 3
5	Notes: Thesis Statements, Gov’t Camps
20	LaD: <ul style="list-style-type: none"><li>1. Alexandria</li><li>2. N/A</li><li>3. Teralyn</li></ul>

### 3. Special Announcements

- **Congratulations to 3<sup>rd</sup> period**, winners of the Snack While You Work Challenge!

# What Lies Beyond 120...

## NOTES

<u>Cost</u>	<u>Activity</u>	<u>Special Notes</u>
120	Movie and Popcorn for 2 days	Mr. Hampton selects movie with input from class; must plan 1 week in advance
160	Remove two "0's" from grade book for everyone once per quarter.	Cannot be Midterm / Final grade
200	Cell phones and iPod's allowed on desk for entire year.	Hampton can override if it becomes distracting.
240	No Midterm Exam; watch movie instead.	Hampton's Midterm exam consists of at least 100 questions.

# Warm Up

October 20, 2011 (10.20.11)

Volume-O-Meter: 0 (No Talking)

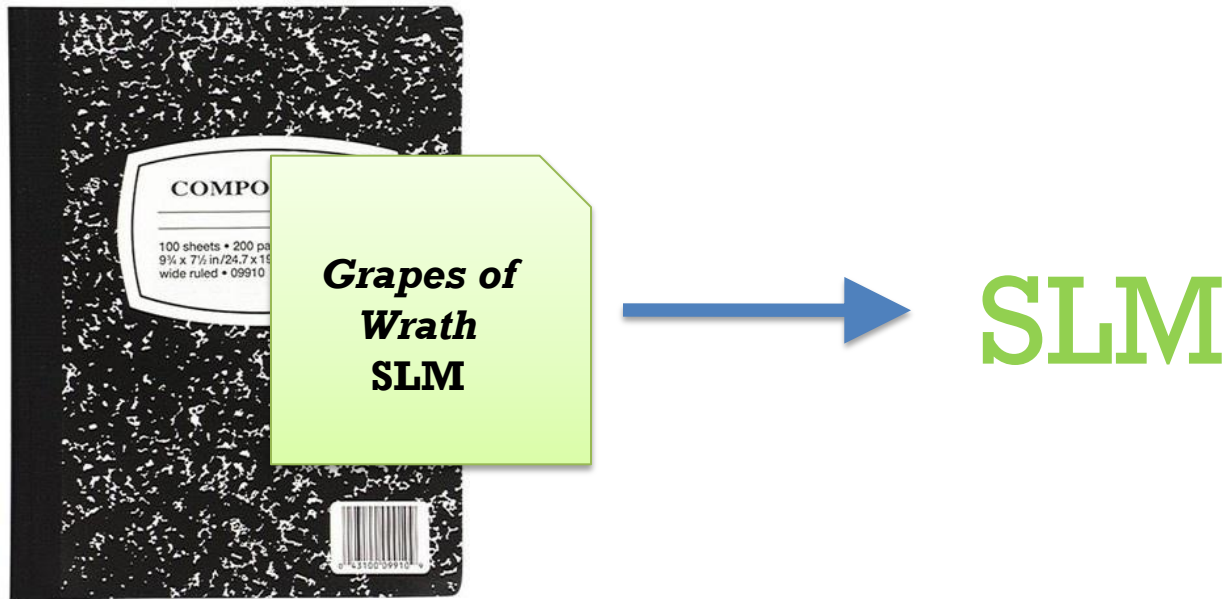
Time: 5 Minutes

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## **HAMPTON CHECKING LL 20 / MAKE UP WORK**

1. Thinking about Chapters 22/23 specifically (but any other chapter is fine as well), make chapter summaries and name those chapters based on the important events you remember. Also, update your character tree.
2. First quarter is quickly approaching its end; what have been some skills / new knowledge that you've picked up in this class since we began?

# Transition



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, philosophical, social criticism**

Concept 3:  
**Chapters 11-20**

**5. What is the journey to California like for a migrant worker?**

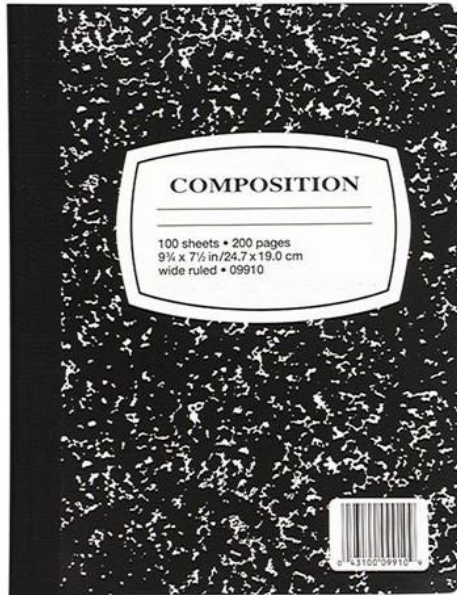
Vocabulary

Concept 4:  
**Chapters 21-30**

**6. What awaits the typical migrant family once they arrive in California?**

Vocabulary  
**Migrant camps**

# Transition

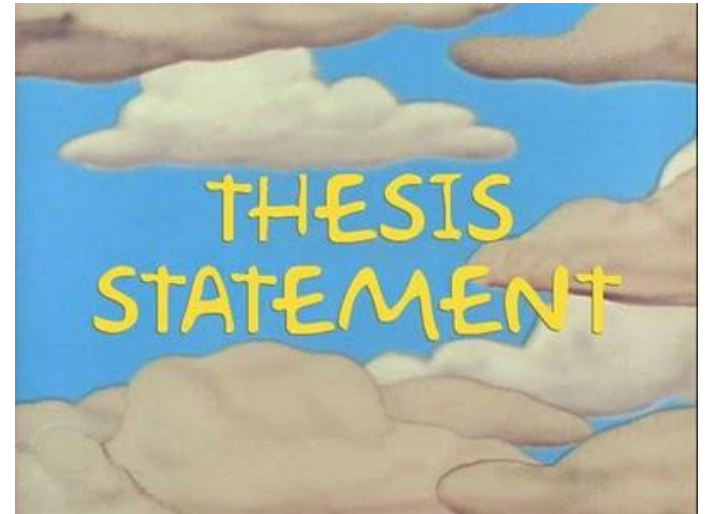


Notes

# Thesis Statement

## T A K E N O T E S

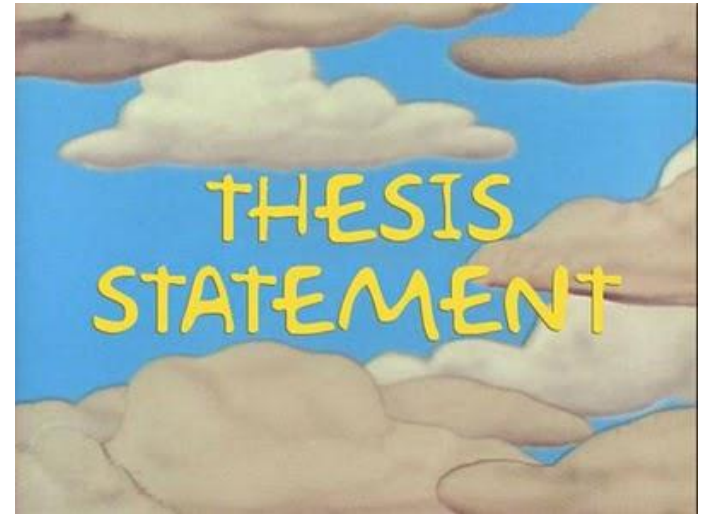
- More information on Unit 0, pg. 9 in HAMPTON Binder
- Is your opening sentence in your MLA-paper
- Is NOT a word picture
- Is a 1-2 sentence summary that generalizes ideas explored in your reading





# Thesis Statement

- Broken down into:
  1. Title
  2. Author's name
  3. Method: the literary technique or device the author uses
  4. Message: the idea or lesson the author seeks the reader to consider



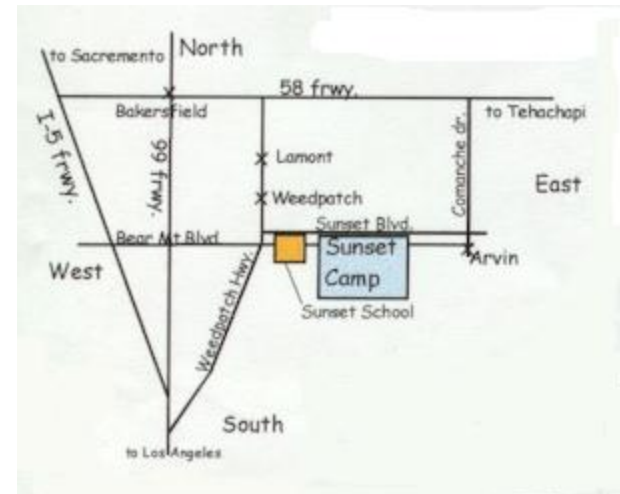
# Thesis Statement Example

1. “In *Rabbit, Run*, John Updike uses biblical names to reveal deeper insight into his characters and their personalities.”
1. In *Shooting an Elephant*, the author employs personification to humanize the elephant to the reader.
2. “In *The Grapes of Wrath*, John Steinbeck employs symbolism to achieve a deeper meaning in his novel.”

# Gov't Camps in the 1930s

## T A K E N O T E S

- Difference between “squatter camps” and Gov’t Camps
- Existed between 1935 and early 1940s
- Most leased by the Dept. of Agriculture (like “Weedpatch Camp”)
- Camp had a community hall, post office, library, and working toilets.



# “Leading a Discussion” Rules

## A S S I G N M E N T

- Discussion leader is “in charge” of:
  1. Questions asked
  2. Discussion methods (teams, whole group, circles, etc.)
  3. Calling on people
  4. “Snaps” / “Class / Yes”
- Discussion leader is not “in charge” of:
  1. Your grade
  2. The point system
- Hampton will be watching for these things

**Your respect and *excellent* behavior is required; your day will come too!**