Many seniors are very involved in extra-curricular activities, field trips, Leadership classes, other AP classes, college application procedures, and believe or not, even find time to hold down a job! Our AP exam is administered in early May. We need a running start, thus… summer project.

**Materials due the first day of class:** 3” – three-ring binder with 5 dividers – label: Literature, Poetry, AP Multiple-Choice, AP Essay, AP Practice Tests. Spiral bound journal – single subject Loose-leaf paper Blue/black ink pens (no markers please) #2 pencils

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**The Grapes of Wrath**

John Steinbeck (1902-1969) was born in Salinas, California, and some of his best writing is based upon this area. He received the Pulitzer Prize for *The Grapes of Wrath* in 1940, and was awarded the Nobel Prize for Literature in 1962. John Steinbeck wrote this novel, based on his own travels with a migrant family.

Students are to sign out a copy of this novel from Room 224 or purchase a copy. All assignments are to be handwritten in a spiral bound notebook and handed in the first day of classes.

Throughout the reading, it is important to identify the following characters. Build on your description as you learn more and more about them. If they die, please identify the chapter and cause of death or disappearance. These characters typify the thousands of dispossessed people who were driven off their land, traveled to California, and suffer horrible deprivation as migrant workers.

<table>
<thead>
<tr>
<th>Grampa Joad</th>
<th>Tom Joad</th>
<th>Rose of Sharon</th>
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</thead>
<tbody>
<tr>
<td>Granma Joad</td>
<td>Uncle John</td>
<td>Connie Rivers</td>
</tr>
<tr>
<td>Pa Joad</td>
<td>Noah Joad</td>
<td>Ruthie and Winfield Joad</td>
</tr>
<tr>
<td>Ma Joad</td>
<td>Al Joad</td>
<td>Jim Casey</td>
</tr>
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- The opening chapters of *The Grapes of Wrath* establish the setting; the place is Oklahoma during the Depression of the 1930’s.
- John Steinbeck’s writing style ranges from realistic narration and dialogue, to richly detailed description to the formal rhythms of the intercalary chapters that often resemble Biblical prose or Greek tragedy.
- Try to recognize Steinbeck’s indictment of a system that places the profits of institutions above the needs of people.

There are 30 chapters in all; 16 are considered “intercalary”; i.e., they do not deal with the story of the Joads specifically, but they provide a broader social and historic background for the story.

Joad story:  1, 2, 4, 5, 6, 8, 10, 13, 16, 18, 22, 24, 26, 27, 28, 30

Intercalary chapters:  3, 7, 9, 11, 12, 14, 15, 17, 19, 20, 21, 22, 23, 25, 29
While reading *The Grapes of Wrath*, complete the following in your journal. Please indicate Chapter number and question before you write your response. Grading will be based on your effort, responses and research completed. Some entries will require creativity, research, and use of historical facts. Students are to complete these assignments throughout the reading; not afterward.

**Chapter 1** – The Oklahoma setting includes two overwhelming elements – the sun and the dust. Quote at least three references to sun and dust.

**Chapter 2** – How long has Tom Joad been in McAlester? For what crime? Why has he been released?

**Chapter 3** – The turtle is symbolic of a struggle for survival. Indicate from the final paragraph of this chapter, two of his actions that are positive and similar to humans.

**Chapter 4** – Quote at least three further references to dust. Define American Transcendentalism. Quote one of Casy’s statements which is an example of that belief.

**Chapters 5 – 6** Research the 1935 drought in Oklahoma, with special emphasis on the numbers and types of people affected as well as an analysis of the causes of the drought. Use citations as needed. All research should be in your journal.

**Chapters 7 – 11** Imagine that you are Ma, or Tom, or Ruthie, or one of the other Joad family members. Keep a diary for 10-12 days, recording your feelings about your daily life and perhaps your future. Events are limited to only those occurring in Chapters 7 – 11.

**Chapter 12** – List the states that Route 66 traverses. How many mountain ranges are there to cross? Explain the irony in the statement “It’s a free country.”

**Chapter 13** – Who dies in this chapter? As part of his prayer, Casy says, “All that lives is holy… An’ if I was to pray, it’d be for the folks that don’ know which way to turn.” Explain the theme suggested by Casy’s observation.

**Chapter 14-15 (Interchapters)** Report one particular image, feeling, or tone, which presents the viewpoints of individuals in roadside restaurants.

**Chapter 16** – Why is there no work in California? How does this serve as foreshadowing of the difficulties for the Joads?

**Chapters 17-19** – Casy says, “A man got to do what he got to do … He got to do it all hisself.” Study this quote, and, write the thoughts and feelings that occur to you. Use at least two examples from these chapters to support your thoughts.

**Chapters 20-22** – Ma says, “We’re the people that live … Why, we’re the people – we go on.” Read Carl Sandburg’s poem, “I Am the People, the Mob.” Compare its message to what Ma is saying about the migrants. Tape a copy of this poem in your journal with this entry.

**Chapters 22-25** – You are a relative of a migrant worker in the 1930’s. Write a letter to a member of Congress, outlining your complaints about working conditions. Request or suggest specific solutions appropriate to the time period.

**Chapters 26-27** – Ma’s mood changes as the family heads for Hooper’s. Quote the elements of the setting that reflect her mood. How does this scene reflect Ma’s American dream?

**Chapters 28-30** – Tom quotes Casy, who had cited Scripture: “For if they fall, the one will lif’ up his fellow, but woe to him that is alone when he falleth, for he hath not another to help him up.” 1. State the significance of the statement in relation to the theme of the novel. Tom also adds, “I know now fellas ain’t no good alone” 2. Explain the significance of that statement to characterization in both thought and action.

**VALUES in *The Grapes of Wrath***: Complete the following statements in your journal:

- An appreciation for our common humanity
- The need to __________________________
- The need for __________________________
- The importance of ____________________
- A respect for _________________________
- The realization that _________________
- The understanding of __________________
PRIOR TO THE FIRST DAY OF SCHOOL:

Be prepared to answer essay questions on your reading. The essay question may pertain to theme, character, tone, point of view, and historical/social viewpoint, among others. There will be a research project assigned as part of this reading.

- All notes should be handwritten in your journal and due the first day of class.
- Be certain to review your studies – you need to come to class prepared for novel discussion.
- Students will have an evaluation on *The Grapes of Wrath* the first week of classes.

Please note that additional copies of this assignment may be printed from Mrs. Berger’s webpage at [www.lancasterschools.org](http://www.lancasterschools.org).