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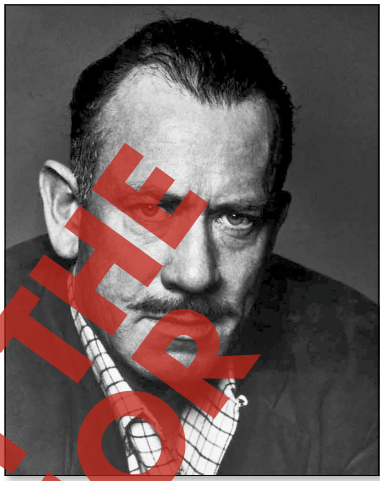
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# John Steinbeck

**J**ohn Steinbeck (1902–1968), was born to a family of modest means in Salinas, California. He attended Stanford University, though he never received a degree. Beginning in 1925, John tried to earn a living as a freelance writer in New York. After failing to do so, he returned to California where he wrote and published his first novels and short stories. It was a collection of comedic short stories about Monterey paisanos, *Tortilla Flat* (1935) that first gained him some degree of recognition.



For the most part, Steinbeck wrote social novels that dealt with rural labor and the economic problems that go along with it. It has been noted that his works also express a reverence for the soil and the people who work it that is sometimes at odds with the sociological bent of his books as a whole. After the coarse humor of his first hit novel, Steinbeck wrote something a good deal more serious. *In Dubious Battle* (1936) was an aggressively critical social novel dealing with migratory fruit pickers on California plantations and their strikes for better conditions and wages. After this, he wrote *Of Mice and Men* (1937), which told the tale of Lennie, a very large man who was an imbecile. Next was *The Long Valley* (1938), a series of excellent short stories. *The Grapes of Wrath*, published in 1939, is widely considered to be his best work. It is the story of

tenant farmers in Oklahoma who, after being forced from their land that is becoming infertile, migrate, along with hundreds of thousands of others to California to get work.

Steinbeck wrote several good novels in his later years, the most outstanding of which are *East of Eden* (1952), *The Winter of Our Discontent* (1961), and *Travels with Charley* (1962). The latter is an account of Steinbeck's travels in a truck through forty U.S. states over a three month period. He died in 1968 in New York City.

### Did You Know?

• Steinbeck was the most popular deceased American writer in the mid-1990s; his works sold 750,000 annually.

• American literary critics thought he was undeserving of the Nobel Prize for Literature that he won in 1962.

• For most of his life, Steinbeck would draw a pig with wings after his signature. He named it Pigasus. Pigasus symbolized Steinbeck as "earthbound but aspiring.... A lumbering soul but trying to fly... (with)... not enough wingspread but plenty of intention."



# Chapters Fourteen to Sixteen

Answer the questions in complete sentences.

1. With several hundred thousand people streaming into California looking for work, how do you think the people living there, especially the landowners, will react?

\_\_\_\_\_

\_\_\_\_\_

2. What do you think the Joads will do if they can't find work in California? What should they do?

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

bewildered	streamlined	corrugated	gasket
proprietor	dungarees	contractor	coroner

1. Mike's mom scolded him for wearing his good pants on the playground, telling him he should have worn his old \_\_\_\_\_ instead.

2. The drainage culverts were made of concrete rather than the \_\_\_\_\_ iron he had expected.

3. The doctor assured the family that the death was from natural causes and therefore a \_\_\_\_\_ would not be required.

4. The homeowners did much of the work themselves but had a \_\_\_\_\_ build the deck.

5. Jim's car probably would get much better gas mileage if it were better \_\_\_\_\_.

6. The purple top that her mom was wearing while she cooked dinner had Janine completely \_\_\_\_\_.

7. The puddle of soup in the vegetable crisper indicated to David that the \_\_\_\_\_ on the Mason jar was missing—again.

8. Jim's complaints got him no satisfaction for, as the mechanic explained, the garage's \_\_\_\_\_ was out of town on vacation.



# Chapters Fourteen to Sixteen

Fill in each blank with the correct word from the chapters.

- a) This you may say of man—when theories change and crash, when schools, \_\_\_\_\_, when narrow dark alleys of thought, national, religious, economic, grow and disintegrate, man reaches, stumbles forward, painfully, mistakenly sometimes.
- b) Worried because \_\_\_\_\_ do not work out; hungry for security and yet sensing its disappearance from the earth.
- c) And her plump face was tight against the movement, and her head \_\_\_\_\_ sharply because her neck muscles were tight.
- d) She dropped her weapon on the ground, and Tom, with \_\_\_\_\_ care, picked it up and put it back in the car.
- e) The \_\_\_\_\_ man rubbed his forehead with a knuckle, and a line of dirt peeled off.

2. Complete each sentence with a word from the list.

spatula	buzzard	flush	piston	clod
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- a) A pie lifter won't do it; you're going to need a proper \_\_\_\_\_.
- b) Jeremy spotted the book his sister had been reading because it was not \_\_\_\_\_ with the other books on the shelf.
- c) The truck's rear wheels spun, throwing up dirt, one \_\_\_\_\_ of which struck a second floor window.
- d) The \_\_\_\_\_ peeking in at her through her window hinted to Beverly that it might be time to clean out the fridge.
- e) The loud banging from the engine seemed to Susan must be a \_\_\_\_\_ misfiring.



# Chapters Fourteen to Sixteen

Answer each question with a complete sentence.

1. Western land owners are fighting the widening government, labor unity and strikes. What's the real problem?

\_\_\_\_\_

\_\_\_\_\_

2. After protesting to Al about selling a whole loaf of bread for ten cents, Mae sells two nickel-a-piece candies for a penny. Why do you think she did that?

\_\_\_\_\_

\_\_\_\_\_

3. Why did Casy say he had been so quiet?

\_\_\_\_\_

\_\_\_\_\_

4. Tom isn't thinking about anything but the task immediately in front of him. Why?

\_\_\_\_\_

\_\_\_\_\_

5. Why did Ma want the family to camp where there was shade and water?

\_\_\_\_\_

\_\_\_\_\_

6. When Tom was told he'd have to pay another fifty cents to stay at the campground, what did he decide to do?

\_\_\_\_\_

\_\_\_\_\_



You are a cook in a diner along Route 66. You know from people returning from California just how bad the job situation is. Write a journal entry in which you try to convince a family heading west, to change their plans and look for work somewhere else.



## Chapters 18 to 25

### Characterizing the Land

The land in Oklahoma was worked steadily and lovingly by farmers who didn't own it. Despite that, it became less and less fertile, largely because mistakes were made in what was grown and how.

In contrast, the land in California is rich and the crops grown there thrive. There are scientists who make sure that the soil stays rich and that the crops themselves stay healthy and free from parasites. Yet the land is worked by people who do not care for it.

Steinbeck's philosophy concerns the tragedy of the commercialization of farming. The soil, the land in *The Grapes of Wrath* is almost a character in itself.

Write an essay, describing the land as if it were a person. What does it look like, act like? What would it say for itself? How does this change over the course of the story? How would it feel about its treatment by the various groups in the story?



## Chapters 26 to 27

### A Police Report

The workers striking at the orchard when the Joads show up are angry because they were expected to work for less than what would feed them and their families.

This anger and the determination of the landowners and the police to prevent group action led to the murder of two men: Jim Casy and Casy's killer.

Imagine that you are a police officer who was not present for any of the events, but now has to investigate what happened. Write up a police report about the incident. Provide as much detail about what happened, beginning with the original unrest and ending with the return to the wage that caused the upset in the beginning.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

panoramicly	headband	heifer	splattering
puckering	fistfuls	lusterless	paling
degenerate	drone	anlage	babbitt
bristled	cannery	tannic	shear
exhortation	vagrant	truculent	boxcar

d	j	e	l	g	h	d	s	r	b	i	o	h	b	s	r	a	w	a	v	w	a	
f	f	g	r	b	t	a	s	f	y	s	q	d	w	a	m	c	i	s	b	z	l	
h	v	h	f	f	g	b	e	b	g	d	x	s	r	v	p	f	l	f	p	a	o	
y	o	j	i	w	i	j	l	s	q	v	q	e	t	y	v	r	i	g	i	f	i	
w	i	e	u	h	u	y	r	h	u	g	e	f	s	n	h	q	k	t	k	t	k	
j	j	d	g	y	q	w	e	i	p	l	t	b	h	k	b	b	h	n	h	h	u	
u	h	u	p	p	l	n	t	r	u	c	u	l	e	n	t	v	b	x	j	f	j	
e	r	h	o	a	k	k	s	l	u	a	b	c	a	b	e	a	q	i	t	f	h	
a	r	i	e	l	h	i	u	d	l	a	c	s	f	v	q	m	w	j	g	j	b	
f	e	b	r	i	s	t	l	e	d	b	a	e	i	g	s	i	f	o	q	h	g	
g	y	a	i	n	f	p	d	g	a	h	x	d	o	v	i	f	v	a	e	d	g	
r	h	c	u	g	a	e	a	e	x	h	o	r	t	a	f	i	o	n	z	a	r	
o	a	s	j	a	t	h	r	n	l	t	q	o	a	g	y	s	t	l	h	k	e	
u	b	c	t	g	j	f	n	e	o	f	e	n	n	r	m	t	c	a	e	s	s	
g	t	n	x	k	t	t	l	p	r	r	e	n	a	q	f	a	g	a	a	z		
m	a	b	w	o	g	n	l	a	o	o	a	o	i	n	r	u	n	e	d	x	c	
k	w	c	b	a	b	b	i	t	t	n	g	m	c	t	y	l	n	l	b	b	g	
s	r	o	b	g	a	b	o	k	e	y	f	s	r	i	a	h	s	e	a	a	t	j
t	y	l	y	f	s	l	n	s	c	a	l	p	u	c	k	e	r	i	n	g	m	
w	u	h	r	s	a	t	y	a	s	v	l	s	l	v	a	u	y	v	d	j	l	
r	q	u	d	h	g	g	d	h	d	h	y	c	g	a	a	l	l	n	q	d	o	
v	e	m	g	k	n	s	h	v	g	t	n	b	b	y	t	n	l	i	r	q	i	
e	e	s	u	o	f	e	l	n	m	w	v	h	i	b	p	t	j	y	i	a	u	
s	u	q	j	u	u	v	i	j	k	h	w	u	a	n	u	k	e	l	l	f	h	
d	u	f	u	b	h	n	u	i	g	s	e	k	a	j	n	l	u	r	k	j	y	
u	h	u	e	f	e	h	h	y	a	f	o	g	i	b	e	q	u	i	i	e		
l	r	k	y	k	d	d	g	e	u	v	o	l	r	f	r	a	a	e	q	n	d	
i	d	l	h	n	l	a	r	d	h	m	i	a	e	g	q	p	w	d	a	l	g	



## Comprehension Quiz

Answer each question in a complete sentence.

- What was Jim Casy doing when we first met him in the novel? 2
- When the company men are evicting the farmers, what reason do they give? 2
- Why does Jim Casy say he wants to go West with the Joads? 2
- Why do the Joads decide to help the Wilsons with their car? 2
- After Al told Mae to give the man a whole loaf of bread, what did she do? 2
- How did Tom stop the bleeding on his hand when he cut it? 2
- What advice did Tom give to the one-eyed man? 3

SUBTOTAL: /15

## Themes

Discuss the themes of the novel — in particular how they are manifested in the story and their applicability to society today.

The love of the soil; something that runs through most of Steinbeck's works.

The cruelty of the treatment of the tenant farmers by the landowners and the subsequent cruelty migrant workers faced during the migration to California and while trying to work in the state.

Strength in unity—of the family, the community, with one's fellow workers.

The importance of adaptability to change in survival.

The virtue of anger as an antidote to the dehumanizing of the poor and indigent.

NAME: \_\_\_\_\_

After You Read 



## Chapters Ten to Thirteen

Answer each question with a complete sentence.

1. What did the family do to save money on food for the first part of their journey?

\_\_\_\_\_  
\_\_\_\_\_

2. Why did Muley really stop by just before the Joads left for California?

\_\_\_\_\_  
\_\_\_\_\_

3. Who came to visit the houses of the farmers after they left?

\_\_\_\_\_  
\_\_\_\_\_

4. What part of the trip was Al most worried about? Why?

\_\_\_\_\_  
\_\_\_\_\_

5. Why wasn't Tom worried about breaking his parole by crossing state lines?

\_\_\_\_\_  
\_\_\_\_\_

6. According to Casy, why did Grampa Joad die?

\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

If you were left behind after everyone in your neighborhood left, what would you do to survive? Write a journal entry telling about your first day on your own.

1. The Joad men kill, butcher and salt two pigs.

2. If they should ever meet his folks, Muley wanted the Joads to tell them he was alright.

3. First came boys from the town, and then came cats, then bats, mice, weasels and finally owls.

4. Al is most worried about crossing the mountains because the car was overloaded and the engine might burn out.

5. Tom wasn't worried because no one would know he'd left the state if he didn't commit any crimes.

6. Grampa Joad died because he couldn't leave the land he was born and raised on.

1. Answers will vary.

2. Answers will vary.

### Vocabulary

1. dungarees

2. corrugated

3. coroner

4. contractor

5. streamlined

6. bewildered

7. gasket

8. proprietor

1. a) philosophies

b) formulas

c) jiggled

d) elaborate

e) one-eyed

2. a) spatula

b) flush

c) clod

d) buzzard

e) piston



1. The real problem is the hunger of hundreds of thousands of former farmers and their families who no longer have work or homes.

2. Answers will vary.

3. Casy was quiet because he was lusting after flesh and thinking that, if he weren't a preacher any more, he should get married.

4. Answers may vary, but should mention that Tom is worried about what might happen in California, considering how many people are moving west looking for work.

5. Ma wanted to camp where there was water and shade because of Grampa, who has been ranting at Grampa, who died a few days previous.

6. Tom decided that he, Casy and Uncle John would take the car down the road and wait for the others to come by in the morning.

## The Grapes of Wrath

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- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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