Assignments will be stamped as they are completed, and replacement stamps will not be given in the event of lost assignments!

**HAVE YOUR LA JOURNAL, PEARL PACKET AND NOVEL IN CLASS DAILY!**

| Monday 4/26:       | ______ Agree/Disagree Intro                        |
|                   | ______ Tea Party                                     |
| Homework:         | ______ Read Chapters 1 & 2 (some SSR time in class Monday) |
|                   | ______ Vocab., Ch. 1 & 2 questions & group job (Due Wednesday 4/28) |

| Wednesday 4/28:   | ______ First Group Meeting (chapters 1 & 2)     |
|                  | ______ HW) Read Chapters 3 & 4 (Due Monday 5/3) |
|                  | ______ HW) Vocab., ch. 3 & 4 questions & group job (Due Monday 5/3) |

| Monday 5/3        | ______ Second Group Meeting (chapters 3 & 4)     |
|                  | ______ HW) Read Chapter 5 (Due Wednesday 5/5)   |
|                  | ______ HW) Vocab., ch. 5 questions & group job (Due Wednesday 5/5) |

| Wednesday 5/5     | ______ Third Group Meeting (chapter 5)           |
|                  | ______ HW) Read Chapter 6 (Due Friday 5/7)      |
|                  | ______ HW) Vocab., ch. 6 questions & group job (Due Friday 5/7) |

| Friday 5/7:       | ______ Fourth (and final) Group Meeting (chapter 6) |
|                  | ______ Inferences in *The Pearl* (Due Monday 5/10) |

**Week of May 10 – 14 TBA** -- Final Assessment (Test over novel and vocabulary)
The Pearl: Intro

1. Read each statement and circle “A” for agree or “D” for disagree.

1) A D There are unwritten rules that dictate how people should act.

2) A D Good luck can bring happiness.

3) A D There are unwritten rules that dictate how successful, powerful, or popular you can become.

4) A D Money can provide happiness.

5) A D We control our own lives.

6) A D Fate, destiny, or another force we cannot control determines our lives.

7) A D All good things that happen come with a price.

8) A D One single choice can have a huge impact on the outcome of your life.

9) A D Success is available to every person.

10) A D We choose our morals.

11) A D Money is power.

12) A D Weapons make people powerful.

13) A D People like to limit other people’s success.

14) A D Greed is an unavoidable human condition.

2. Pick three statements that you STRONGLY feel are true. Put a star by these statements.

3. Pick three statements that your STRONGLY disagree with. Draw a frowny face by these statements.

4. Pick ONE statement that you agree with. Support your answer with examples from real life and from your own experiences.
The Pearl: Quick Writes

1. How would you change if you had tons of money? In what ways would your personality be different?

2. Would you ever take a risk to reach a goal? How great would the risk have to be for you to decide it wasn’t worth it? What kind of goal would be so important as to outweigh most risks?

3. Would you ever hurt members of your family in order to be accepted by your friends? How important is acceptance in our society? Look at this question in context of your own life. Do you think the answer is different for adults who are out on their own?
**The Pearl - Literature Groups**

**Group Member Name:** ________________________________

**Other Members:**

1. 
2. 
3. 

Every group member will be responsible for completing each job once during the unit. Put each member’s name in the far left column so that you each know who is responsible for each job during the chapter meetings.

**Job Chart ~**

<table>
<thead>
<tr>
<th>Member’s Name</th>
<th>Chapters 1/2</th>
<th>Chapters 3/4</th>
<th>Chapter 5</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator</td>
<td>Word Reporter</td>
<td>Summarizer</td>
<td>Lesson Presenter</td>
<td></td>
</tr>
<tr>
<td>Lesson Presenter</td>
<td>Moderator</td>
<td>Word Reporter</td>
<td>Summarizer</td>
<td></td>
</tr>
<tr>
<td>Summarizer</td>
<td>Lesson Presenter</td>
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<td>Word Reporter</td>
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</tr>
<tr>
<td>Word Reporter</td>
<td>Summarizer</td>
<td>Lesson Presenter</td>
<td>Moderator</td>
<td></td>
</tr>
</tbody>
</table>

*A group is only as strong as its weakest link – don’t be the weak link for your group!*
The Pearl Literature Group Assignments:

Each group member will take a turn over the next two weeks facilitating part of the group’s meeting each time you meet together. The following list describes each of the roles and explains what you will need to be prepared with for each of the meetings.

Make sure to check the unit calendar regularly as your job will change for each of the group meetings. Do not let your group down – be prepared!!

Job 1. Moderator – The job of the moderator is to ask questions (and to make sure that everyone in the group participates in answering them). The moderator DOES NOT need to make up questions as you will each have chapter notes that should be complete by the time the group meets to discuss that chapter. The moderator will review all of the questions and point out difficult questions for the group to consider together. While EVERYONE in the group should have his/her chapter notes complete on a daily basis, it is MOST IMPORTANT that the moderator have his/her questions complete and that they have put some time into the answers so that they can guide the group’s discussion about them.

Job 2. Summarizer – The job of the summarizer is to make sure you come to the group meeting prepared with a brief but thorough summary of the chapter. Include key characters that are introduced, setting changes, events and themes that were covered in the section the group is discussing for the day.

Job 3. Word Reporter – The job of the word reporter is the check in and make sure everyone found and defined the vocabulary words for that section of the book. Use your note cards that you will create prior to the group meeting to quiz your group members and reinforce any difficult terms by practicing them for 5 minutes during your meeting. Think about ways that you can help your group members remember the words (pneumonic devices are great) so that you are all prepared for the test at the end of the novel.

Job 4. Lesson Planner – The job of the lesson planner is a big one. This is perhaps the MOST IMPORTANT job each time your group meets because this person is responsible for teaching you about a focus in the chapter(s) read. The group will all help decide what the lesson planner’s focus will be for the meeting during the group’s initial discussion, but it is the job of the lesson planner to create an interesting and informative presentation on that topic that will comprise most of the group’s discussion each time the group meets. The lesson planner should use the “Lesson Planning Worksheet” to guide their preparation for the day’s meeting.

* If the group’s lesson planner is NOT PREPARED on the meeting day, then the entire group will be given an assignment by the teacher instead. Don’t let your group down! Be prepared!!
Each member of your literature group will be responsible for being the group’s lesson planner once during the group meetings. You will decide within your group how to divide up the chapters and what your group wants to focus on for each lesson (please refer to the Chapter Criteria sheet and choose from the ideas listed for that chapter). You will need to complete the “Lesson Planning Worksheet” prior to your presentation, then use it to implement an interesting, informative and clear lesson for your group. You may want to practice the delivery of the lesson on your family at home BEFORE you present to your group. Use the unit calendar to keep track of presentation days so you don’t miss your day. You will have about 20 minutes to present a lesson to your group. Plan accordingly!

If a group member IS NOT prepared to present on the assigned day, the teacher will provide an alternative activity for EVERY MEMBER of the group. This will be due at the end of the class period.

Use the following checklist (in order) to ensure you accomplish your task with diligence and success. Also, be sure to ask for help or clarification during class so I can answer your questions when you have them.

_____ 1. Review the criteria for each chapter. Decide which chapter each group member will be responsible for and what the chapter’s “lesson focus” will be. Write this down at the top of your “Lesson Planning Worksheet” so that you plan accordingly.

_____ 2. Complete the reading for your assigned chapter. Make sure you take notes on your lesson focus as you read. Write down key passages and page numbers so that you can return to them with your group.

_____ 3. Organize a lesson plan using the attached worksheet. Keep it fun and informative! Think about what your group might want to learn about.

_____ 4. Create, worksheets, handouts, charts, diagrams, maps, writing prompts, and/or other aids for teaching your lesson. Make sure you don’t over-due it – you will only have 20 minutes to teach your lesson to the group.

_____ 5. Once everything is prepared, give your teacher any papers you need copied for the group. If there is anything else you need, communicate that with her in advance of your presentation (at lease one full day prior to your presentation) or the answer will be "no."

_____ 6. At the conclusion of each presentation, class members will complete an evaluation form that will count toward part of the presenter’s grade. Keep in mind that the final evaluation will be in the form of a unit test that will be based on group lessons/presentations, the chapter questions, vocabulary and the reading and understanding of the novel.

Have fun with this!! You get to be the BEST TEACHER at LOJ for a day!
Lesson Planning Worksheet

Directions: Use this template to plan what you’re going to teach your literature group about on your assigned day. Type a final draft to turn in and attach all worksheets/activities you create.

Focus of Lesson: ____________________________ Presenter: ____________________________

Group members: ________________________________________________________________

I. Objectives:
List 3 goals for your lesson. What will your classmates be able to do after your lesson? Begin your objectives with “Students will…” and complete the sentence with one of the active verbs listed below. Use the guidelines sheet for your chapter and the lesson focus listed above to help you develop your objectives.

<table>
<thead>
<tr>
<th>Examples of Active Verbs for Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
</tr>
<tr>
<td>Demonstrate</td>
</tr>
</tbody>
</table>

Examples: Students will evaluate the differences between Kino and Juana after creating a Venn Diagram.
Students will understand the setting of The Pearl after I share a diorama of it.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

II. Materials:
Think about everything you’ll need to carry out your lesson and list it here. For example, will you use worksheets, books, art supplies, maps, etc.?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

III. Steps:
Use the back of this sheet to write out all the steps you will take to complete the lesson. Put them in the order you will present them to your group on the day you are assigned to present. Remember to make your lesson interesting, enjoyable AND educational for your group members. This is your chance to be the BEST teacher at LOJ – how would you want to learn?

IV. Assessment:
Use the space below to write 2-3 test questions that your group should be able to answer after hearing your presentation. Make sure you also include the answers. Attach additional paper if necessary.
LESSON FOCUS TOPICS

Please read over the following focus points for each chapter as a group during your initial meeting. Select from the bolded ideas to create one focus for the lesson planner during the meeting for that particular chapter. If the meeting is going to focus on TWO chapters from the book, the Lesson Planner will create a lesson using TWO focus points (one from each chapter).

You should decide as a group what you want to focus on and then it is up to the lesson planner to choose the format(s) that he/she will use to engage your group during the 20 minute lesson for each group meeting. Remember that it will be up to the LESSON PLANNER to make sure the focus points are covered for each chapter in the lesson plan and that they are taught in a way that will best help the group learn the information.

Chapter One Focus Points
Focus on one of the following:
- Steinbeck’s use of characterization techniques
- The purpose and role of the songs
- Cultural identification – background information and setting details

Chapter Two Focus Points
Focus on one of the following:
- Juana’s natural instincts and the woman’s role within the family – cultural standards and social class structure
- Superstitions
- Difference between need and greed – how are they similar and different? Where do we draw the line?

Chapter Three Focus Points
Focus on one of the following:
- The power of envy – a direct path to corruption
- Kino, the priest and importance of religion in the culture
- The power of the pearl – actual power vs. perceived power

Chapter Four Focus Points
Focus on one of the following:
- Universal themes, truths and symbols from the story
- Social class struggle - inequality
- Plot development – Steinbeck’s literary choices
Chapter Five Focus Points
Focus on one of the following:

- Kino’s dream and the idea of challenging “the system”
- Kino’s canoe and the psychological impact of its loss – man’s connection to material possessions
- The various symbolic meanings of the pearl – the pearl as a mirror to Kino’s hopes and fears

Chapter Six Focus Points
Focus on one of the following:

- Kino and Juana’s downfall – the demise of man
- Steinbeck’s ability to create images
  1. How does he truly bring the setting, people, conflicts, etc. to life in your eyes?
  2. What techniques does he use?
  3. What images are the strongest?
- The difference between symbolism and realism in the story.
The Pearl: Chapter One

On the front of a notecard, write each word and identify its part of speech (noun, adj., adverb, etc.). On the back of the notecard, define the word in your own words and use it correctly in a sentence of your own creation.

1. detachment - 3
2. avarice - 9
3. indigent - 9
4. indigene - 9

Thoroughly, answer the following questions. You may need to re-read some portions of the chapter to clearly understand the answers to the questions. Please use complete sentences….like usual!

1) Notice the importance of songs in Kino’s life.
   a. Why are no new, non-personal songs added? (Think of the history of his people…he tells you the history near the end of the chapter.)
   b. Reread the Song of the Family on pages 2 & 3. What does the song of the family signify?

2) How might the ant situation on p. 3 have symbolic meaning? Assume it has the element of foreshadowing to it ~ predict what it foreshadows.

3) Steinbeck leads some of us to believe the main conflict of the book is Coyotito’s scorpion sting, but it is just a complication. What is the major conflict of the book, as established in the end of Chap. One? How does Kino feel about this conflict?

4) What point of view is the story being told from? (first person, third person limited, third person omniscient). How can you tell? Is the point of view effective? WHY or WHY NOT?
The Pearl: Chapter Two

**Pay attention to the following:**
- Juana’s natural instincts
- How a pearl is formed
- Superstitions
- Difference between need and greed

On the front of a notecard, **write each word** and identify its **part of speech** (noun, adj., adverb, etc.). On the back of the notecard, define the word in your own words and use it correctly in a **sentence of your own creation**.

1. obscured-17
2. speculatively-18
3. hummock-18
4. incandescence-19
5. adhered-19

Thoroughly, answer the following questions. You may need to re-read some portions of the chapter to clearly understand the answers to the questions. **Please use complete sentences….like usual!**

1) What importance does the canoe hold for Kino and his people? What is of similar importance to our society (think beyond a car.)

2) For what does Juana pray on page 15? Is she more religious or more superstitious? Use two examples of Juana’s actions from Chap. 1 and 2 to provide evidence for your opinion on the second question.

3) What two additional songs does Kino hear in this chapter?

4) What two similes describe the pearl Kino found? (p. 19) Write a third of you own.
On the front of a notecard, write each word and identify its part of speech (noun, adj., adverb, etc.). On the back of the notecard, define the word in your own words and use it correctly in a sentence of your own creation.

1. almsgiver - 22
2. prophecy - 26
3. discontentedly - 32
4. crooning - 38

Thoroughly, answer the following questions. You may need to re-read some portions of the chapter to clearly understand the answers to the questions. Please use complete sentences...like usual!

*Read the following passage from The Pearl, then respond to the questions.

[After a robber tries to steal the pearl and injure Kino in the process, Juana says] “Kino, this pearl is evil. Let us destroy it before it destroys us. Let us crush it between two stones. Let us - throw it back in the sea where it belongs. Kino, it is evil, it is evil!”

“No,” Kino says. “I will fight this thing. I will win over it. We will have our chance...No one shall take our good fortune from us.”

1) What are the pros and cons for destroying the pearl? Think carefully about all reasons.
   PROS:

   CONS:

2) What would you do in the same situation, if you were Kino and Juana? Why?

3) What causes Kino's hatred of the Doctor to melt into fear?

4) How have Juana and Kino changed in this chapter?
On the front of a notecard, write each word and identify its part of speech (noun, adj., adverb, etc.). On the back of the notecard, define the word in your own words and use it correctly in a sentence of your own creation.

1. station- 46
2. benign- 47
3. contemptuous- 49
4. curiosity- 49
5. monstrosity- 51
6. brooding- 53
7. entranced- 55

Thoroughly, answer the following questions. You may need to re-read some portions of the chapter to clearly understand the answers to the questions. Please use complete sentences....like usual!

1. Juan Tomas tells Kino of a method used in the past by the villagers to get more money for their pearls. What was this method? How did the priest explain its lack of success? Explain this in your own words.

2. How do pearl buyers and the priest act as allies (in practice, not in friendship) in maintaining the social hierarchy of the town?

3. What does the description of the stout pearl buyer’s trick with the coin suggest about his motives and personality? How does the trick foreshadow the result of his meeting with Kino?

4. What are three societal or cultural rules that you think govern Kino’s society? What are three societal or cultural rules that you think govern our American society?
On the front of a notecard, write each word and identify its part of speech (noun, adj., adverb, etc.). On the back of the notecard, define the word in your own words and use it correctly in a sentence of your own creation.

1. skirled  62
2. edifice  63
3. scuttling  -63

1) a) According to Steinbeck, what qualities does a man have? b) What qualities does a woman have? c) Do you think these generalizations only apply to the Mexican culture in the book or to all humanity everywhere? Explain.

2) What three major events in Chapter Five break Kino’s ties with the town and make him an outsider? Do you think he could become part of the town again in the future? Why or why not?

3) Why does Juana follow Kino on his path of life even if she disagrees with some of his choices? Find a quote from the novel to help provide evidence of your thinking. Would you follow Kino if you were her? Why or Why not?

4) At the end of the chapter Kino says, “This pearl has become my soul.... If I give it up I shall lose my soul.” Thoroughly explain what he means.
On the front of a notecard, write each word and identify its part of speech (noun, adj., adverb, etc.). On the back of the notecard, define the word in your own words and use it correctly in a sentence of your own creation.

1. covert- 70
2. sinister- 71
3. sentinel- 72
4. irresolution- 78
5. petulant- 80
6. germane- 84

Thoroughly, answer the following questions. You may need to re-read some portions of the chapter to clearly understand the answers to the questions. Please use complete sentences....like usual!

1) What two animals similes are used to describe Kino and Juana on page 84? Why are these comparison used?

2) What is unusual about the way Kino and Juana return to the village?

3) Kino’s throwing away the pearl a sign of defeat or triumph? Why?

4) How has the granting of Kino’s wish become an irony?

5) How does the landscape of the last chapter add to the tension of the story?
**The Pearl: Inference**

**Learning about Thinking:**
An *inference* is a reasonable conclusion that can be drawn from the information presented. Making an inference requires reasoning and making assumptions based on the facts presented and what you already know. As you read, you often make inferences about meaning.

**Thinking about the Novel:**
Kino and Juana make inferences about events in their lives based on their own past experience, their instinct, and their observations about the environment. Study each of the following inferences and cite evidence that had led the character to make it. Then decide whether the inference is accurate based on your own observations and the information provided by the narrator. Give evidence in the form of a correctly formatted CD to support your answer.

<table>
<thead>
<tr>
<th>INFECTION</th>
<th>CHARACTER’S EVIDENCE</th>
<th>ACCURATE</th>
<th>YOUR EVIDENCE (CD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Juan Thomas feels that now Kino will be better off than before.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Kino feels that educating his son will make them all free.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Kino feels that a rifle will break down barriers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Juana feels that the pearl will destroy them all.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Kino feels that once he sells the pearl, the evil will disappear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Kino feels that the Pearl buyers are chasing him.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Pearl: Final Journal
Respond to the prompts by writing for five full minutes:

1. Was the Pearl Evil or Honest? Why?

2. Is Kino responsible for Coyotito's death? Why or Why not?

Re-read your response above. Now, defend the opposite point of view.