



## *An investigation in conjunction with reading *The Pearl**

RL.8.1 Cite strongest textual evidence RL.8.2 Determine theme; summarize text

RL.8.3 Analyze how incidents propel action or provoke a decision

RL.8.6 Analyze how points of view create suspense/humor

RI.8.1 Cite strongest textual evidence

RI.8.2 Determine central idea

W.8.3 Write developed narratives (emphasis on W.8.3d)

W.8.4 Produce clear, coherent, purposeful writing W.8.5 Use the writing process to develop & strengthen writing

W.8.10 Write routinely

SL.8.1 Engage in collaborative discussions

SL.8.2 Analyze purpose of info presented in diverse formats

L.8.1a Explain the function of verbals L.8.4b L.8.5 Demonstrate understanding of figurative language, word relationships, & nuances

W.8.7 Conduct research to answer a question

W.8.8 Gather information from multiple sources (print & digital)

### Suggested Breakdown (some will take more than 1 day)

Where discussion is indicated various forms could be used including Socratic circle, silent discussion, agree/disagree statements, etc.

**Day 1** Journal/Discussion use slide 1 in the slide show. Assign introductory greed representation choices.

**Day 2** Read Chapter 1 together as a class and discuss. This will be the only time students read a whole chapter aloud together. The rest of the time they will read independently or as small lit circles. (Here is a great blog about the importance of independent reading and avoiding listening to whole books, or even whole chapters <http://www.shanahanonliteracy.com/2015/02/should-we-read-to-high-school-students.html>) Central idea work is designed for 6 small groups. Assign the next chapters for independent reading.

**Day 3** Reading & discussion of the idea can greed ever be good. Work on or share the introductory assignment. Close read P21-23—Dramatic irony, how the incident of Kino finding the pearl is impacting every element of the town, and tone/mood Slide 6

**Day 4** Quick reading quiz over chapters 2 & 3. Make this a 2 or 3 question quiz that only checks to see if kids actually read. Don't put a grade in the grade book, but use it for grouping students. Kids who bomb the quiz will be grouped together so that they can't use the ideas of people who have actually done the reading. Assign literature groups to complete the PEA table. Each group only turns in one. Kids who didn't read or groups that work slowly will have to meet up during seminar to finish. Or take paper copies home and individually finish the blank spots on the group one. Assign the next 2 chapters for independent reading. Slides 3, 4, 5

**Day 5** Close read P36 bottom of the page "And Juana, sitting by the fire hole..." to the bottom of page 38 --Verbals, figurative language type & purpose, Juana's point of view vs Kino's related to the pearl. Discuss the fairness of some people having so much while others have nothing. Slides 7, 8, 9

**Day 6** Quick reading quiz over chapters 4 & 5. Kids get into lit circle groups and complete the origami balloon on slides 12 & 13. After literature circle work, students will complete individual summaries of chapter 5 using the frame on slide 14. Assign chapter 6 independent reading.

**Day 7** Analysis of 2 poems, *Blackberry Picking* & *Let America Be America Again*. Socratic circles to discuss with some focus on how the theme of greed is different. Ticket out the door write theme statements for each poem.

**Day 8** Read *For the Love of Money* in comparison with *What is Poverty*. Have a silent discussion about the themes/central ideas and comparisons in these 2 pieces and make connections to *The Pearl*.

**Day 9** Chapter 6 close read P82 "The trackers were long in coming..." to page 87 "And then Kino stood uncertainly..."--Suspense/POV as a whole group. Literature circle important word summary on slide 19.

**Day 10** The Necklace play or short story

**Day 11** Thank You Ma'm, NPR story, The Wallet

Suggestions for Additional Close Reading & Literature Study, some of these are not covered directly in the plan but can be added in through literature circle or whole group.

All of chapter 1—Introduction of characters, setting, conflict, mood/tone,

P14 2 paragraphs starting at "Kino & Juana came slowly..."— How these 2 paragraphs impact the plot/conflict

P18 starting at "Kino in his pride..." to the chapter end—The impact this will have on the plot. Ask who Kino is in life and what he wants and then have kids make predictions about how the pearl will change that.

P21-23—Dramatic irony, how the incident of Kino finding the pearl is impacting every element of the town, and tone/mood

\*\*\*\*Include a detailed summary of the future Kino sees in the glow of the pearl.\*\*\*\*

P36 bottom of the page "And Juana, sitting by the fire hole..." to the bottom of page 38 --Verbals, figurative language type & purpose, Juana's point of view vs Kino's related to the pearl.

**P49 “The pearl is of great value...” paragraph to page 52 “I am cheated...” paragraph-- Incident provokes a decision. Make a prediction about what will happen and use evidence from anywhere in the story to show your prediction has been foreshadowed.**

**P67 Last two paragraphs--Character shift.**

**P82 “The trackers were long in coming,...” to page 87 “And then Kino stood uncertainly...”--Suspense/POV**

**P89 “And when they came to the water’s edge...” to the end --Whole book theme**

#### Materials/Links

Online annotation <http://genius.com/John-steinbeck-the-pearl-chapter-1-annotated>

Long article on the history of greed <http://www.theatlantic.com/business/archive/2014/04/greed-is-good-a-300-year-history-of-a-dangerous-idea/360265/>

What is poverty Jo Goodwin Parker <https://msu.edu/~jdowell/135/JGParker.html>

\*\*\* <http://www.theatlantic.com/politics/archive/2009/04/does-greed-make-you-a-bad-person/12999/>

<http://www.nytimes.com/roomfordebate/2014/01/16/why-we-like-to-watch-rich-people/greed-and-hustle-have-become-virtues>

\*\*\* <http://www.nytimes.com/2014/01/19/opinion/sunday/for-the-love-of-money.html>

Blackberry Picking Seamus Heaney <http://www.poetryfoundation.org/poem/181384>

Let America Be America Again Langston Hughes <http://www.poemhunter.com/poem/let-america-be-america-again/>

Thank you Ma’am real life <http://www.npr.org/2008/03/28/89164759/a-victim-treats-his-mugger-right>

Rewards in life video <https://www.youtube.com/watch?v=Tjnj5StX68g>

Article of the week, Kelly Gallagher

[http://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/53f80ff7e4b04ee49aa29c70/1408765943663/AoW+1314\\_22+Bill+Gates.pdf](http://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/53f80ff7e4b04ee49aa29c70/1408765943663/AoW+1314_22+Bill+Gates.pdf)

Play—The necklace <http://www.ichernandez.org/cms/resources/documents/scope-010115-play-the-necklace.pdf>

Newsela text sets <https://www.newsela.com/text-sets/7743/books--the-pearl>

