List five facts about John Steinbeck—use books/the internet to help you:
1. 
2. 
3. 
4. 
5. 

Name five of John Steinbeck’s books:
1. 
2. 
3. 
4. 
5.
Structural Analysis

The following extract is the start of ‘The Grapes of Wrath’.

In the last part of May the sky grew pale and the clouds that had hung in high puffs for so long in the spring were dissipated. The sun flared down on the growing corn day after day until a line of brown spread along the edge of each green bayonet. The clouds appeared, and went away, and in a while they did not try any more. The weeds grew darker green to protect themselves, and they did not spread any more. The surface of the earth crusted, a thin hard crust, and as the sky became pale, so the earth became pale, pink in the red country and white in the gray country.

In the water-cut gullies the earth dusted down in dry little streams. Gophers and ant lions started small avalanches. And as the sharp sun struck day after day, the leaves of the young corn became less stiff and erect; they bent in a curve at first, and then, as the central ribs of strength grew weak, each leaf tilted downward. Then it was June, and the sun shone more fiercely. The brown lines on the corn leaves widened and moved in on the central ribs. The weeds frayed and edged back toward their roots. The air was thin and the sky more pale; and every day the earth paled.

In the roads where the teams moved, where the wheels milled the ground and the hooves of the horses beat the ground, the dirt crust broke and the dust formed. Every moving thing lifted the dust into the air: a walking man lifted a thin layer as high as his waist, and a wagon lifted the dust as high as the fence tops, and an automobile boiled a cloud behind it. The dust was long in settling back again.

When June was half gone, the big clouds moved up out of Texas, high heavy clouds. The men in the fields looked up at the clouds and sniffed at them and held wet fingers up to sense the wind. And the horses were nervous while the clouds were up. The clouds dropped a little spattering and hurried on to some other country. Behind them the sky was pale again and the sun flared. In the dust there were drop craters where the rain had fallen, and there were clean splashes on the corn, and that was all.

A gentle wind followed the rain clouds, driving them on northward, a wind that softly clashed the drying corn. A day went by and the wind increased, steady, unbroken by gusts. The dust from the roads fluffed up and spread out and fell on the weeds beside the fields, and fell into the fields a little way. Now the wind grew strong and hard and it worked at the rain crust in the corn fields. Little by little the sky was darkened by the mixing dust, and the wind felt over the earth, loosened the dust, and carried it away. The wind grew stronger. The rain crust broke and the dust lifted up out of the fields and drove gray plumes into the air like sluggish smoke. The corn threshed the wind and made a dry, rushing sound. The finest dust did not settle back to earth now, but disappeared into the darkening sky.

How has Steinbeck structured this to interest the reader? Think about what he focuses on at the beginning, how that focus shifts, and what he focuses on by the end.
The following two paragraphs describe "the dust bowl" – an environmental disaster which affected parts of America during the 1920s and 1930s.

Dry land farming on the Great Plains led to the systematic destruction of the prairie grasses. In the ranching regions, overgrazing also destroyed large areas of grassland. Gradually, the land was laid bare, and significant environmental damage began to occur. Among the natural elements, the strong winds of the region were particularly devastating.

With the onset of drought in 1930, the over-farmed and overgrazed land began to blow away. Winds whipped across the plains, raising billowing clouds of dust. The sky could darken for days, and even well-sealed homes could have a thick layer of dust on the furniture. In some places, the dust drifted like snow, covering farm buildings and houses. Nineteen states in the heartland of the United States became a vast dust bowl. With no chance of making a living, farm families abandoned their homes and land, fleeing westward to become migrant labourers.

**How has language been used to describe “the dust bowl” and its effects?**
Creative Writing – imagine you lived in “the dust bowl”. Write a letter to relatives in England explaining what life was like for you.
You need to learn the meaning and spelling of the following ten words.

1) John Steinbeck
2) Prejudice
3) Racism
4) Sexism
5) Migrant worker
6) Misogyny
7) Microcosm
8) Isolation
9) Antagonist
10) Solitaire

Use each word in a sentence in the space below, proving you know what it means.

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)
Extra reading: your homework expectation is to read for twenty minutes a night, every night. Why not try some of the following?
Whether you read your AR book from the school library, or a book from home, you could try to complete some of the following activities.

The idea is that they are a little more creative, and allow you to respond to what you’ve read without having to write an essay or an analysis.

**Design a costume for one of the characters. Annotate it, explaining your choices.**

**Design a cover for the book you’ve just read. You could write a blurb for the back.**

**Books in a hurry: sum your book up in as few words as possible! Feel free to illustrate your key chosen points.**

**Imagine you are one of the main characters. Create your social media profile.**

**Lonely hearts ad: imagine one of the characters in your book is looking for love. Write an advert they place in a newspaper, promoting themselves and explaining what they want from a partner.**
A note to parents and carers,

The most important reason to read is because it’s enjoyable – we would like your child to view reading as a luxury and not a chore. Children who read for pleasure in their spare time perform significantly better at school than other pupils. The most important thing you can do for your child is to read with them, or at least to insist that they read themselves.

Ideally, they should read every single day – little and often is the way forward!

Your child’s homework for English is to complete this booklet, to the best of their ability, and to read as much as they can and as often as they can. They should always have a book from the school library, but obviously they can read their own books from home should they wish to do so. They can quiz on the books they read once they return to school.

To support us in helping your child, we ask that you complete the following log at the end of every week so that their English teacher can monitor how often they’re reading at home.

Thank you,

Mr Wootton
Head of English

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