



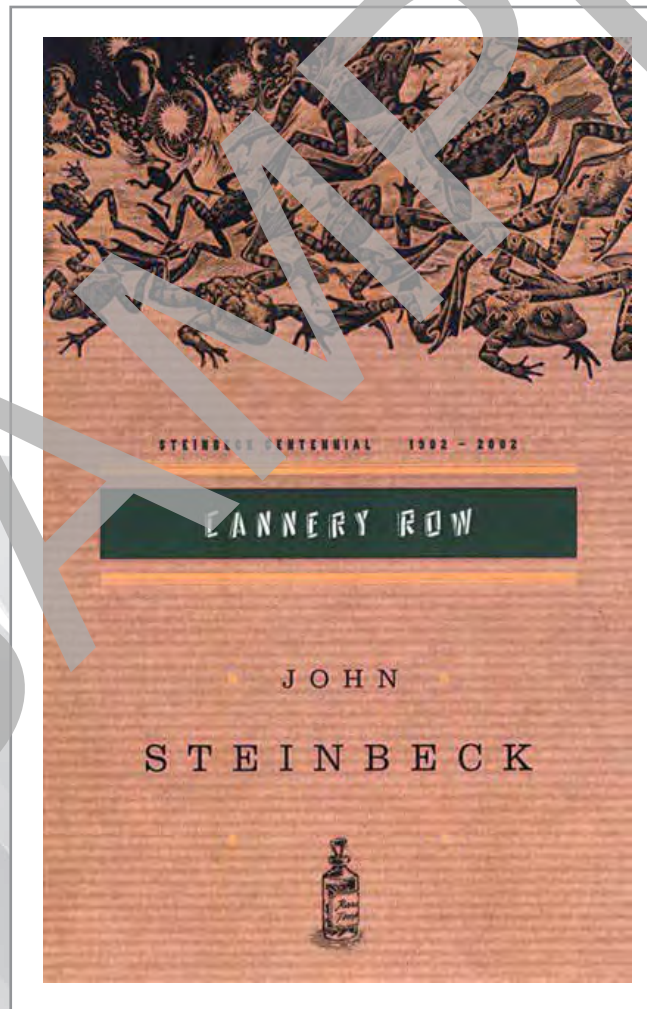
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Cannery Row

John Steinbeck



READ, WRITE, THINK, DISCUSS AND CONNECT

Cannery Row

John Steinbeck

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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Each section contains: Vocabulary, Discussion Questions, Supplementary Activities, and Predictions	
Post-reading Discussion Questions	23
Post-reading Extension Activities	24
Creative Writing, Listening/Speaking, Drama, Language Study, Art, Music, Research	

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details,
synthesizing ideas

Writing

Advertisements, captions for
pictures, setting, chart, short
story, dialogue

Comprehension

Predicting, sequencing,
cause/effect, inference,
comparison/contrast

Vocabulary

Synonyms/antonyms,
multiple meaning words,
context, base/root word—
prefixes/suffixes

Literary Elements

Character, setting, plot
development, story map,
figurative language, conflict,
symbol, style, mood, theme

Listening/Speaking

Participation in discussion,
drama

Novel Units: Rationale

Novel Units Teacher Guides and *Student Packets* are designed with the following facets in mind. Discussion questions, projects, and activities are framed to span all of the levels of Bloom's Taxonomy. Graphic organizers are provided to enhance critical thinking and comprehension. Tests and quizzes (included in the *Student Packets*) have been developed at two levels of difficulty (Level 1=lower; Level 2=higher). While most of the activities in the *Teacher Guides* and *Student Packets* could be completed individually, many are ideal vehicles for collaborative effort.

Bloom's Taxonomy...

is a classification system for various levels of thinking. Questions keyed to these levels may be:

- comprehension questions, which ask one to state the meaning of what is written,
- application questions, which ask one to extend one's understanding to a new situation,
- analysis questions, which ask one to think about relationships between ideas such as cause/effect,
- evaluation questions, which ask one to judge the accuracy of ideas,
- synthesis questions, which ask one to develop a product by integrating the ideas in the text with ideas of one's own.

Graphic Organizers...

are visual representations of how ideas are related to each other. These "pictures"—including Venn diagrams, flow charts, attribute webs, etc.—help students collect information, make interpretations, solve problems, devise plans, and become aware of how they think.

Cooperative Learning...

refers to learning activities in which groups of two or more students collaborate. There is compelling research evidence that integration of social activities into the learning process—such as small group discussion, group editing, group art projects—often leads to richer, more long-lasting learning.

Evaluation Portfolios...

are, literally, portable cases for carrying loose papers and prints. More and more teachers at all levels are utilizing portfolios — product folders— in assessment of student learning.

Process Writing...

is a way of teaching writing in which the emphasis is no longer on the product alone. Rather, students work continuously through the steps of prewriting, drafting, and revision — often through collaborative effort—in order to develop a piece for sharing with a real audience.

Chapters I - V, Pages 1-17

Vocabulary

nostalgia 1	honky tonks 1	seiners 1	metaphorically 1
perpetual 2	cordage 3	commodity 3	vagrant 3
avaricious 3	tong wars 3	benevolent 4	abacs 4
consummated 4	inviolable 5	mentor 6	canopy 6
philanthropy 7	dubiously 7	benefactor 7	warped 8
centrifugality 8	strictured 9	scavenged 9	lascivious 10
predecessor 10	philanthropic 10	discoursed 11	disconsolately 11
introspective 11	gaffed 12	jerky 13	embalming 15
formaline 15	pungent 16	beche-demer 16	satyr 16
concupiscent 17			

Discussion Questions

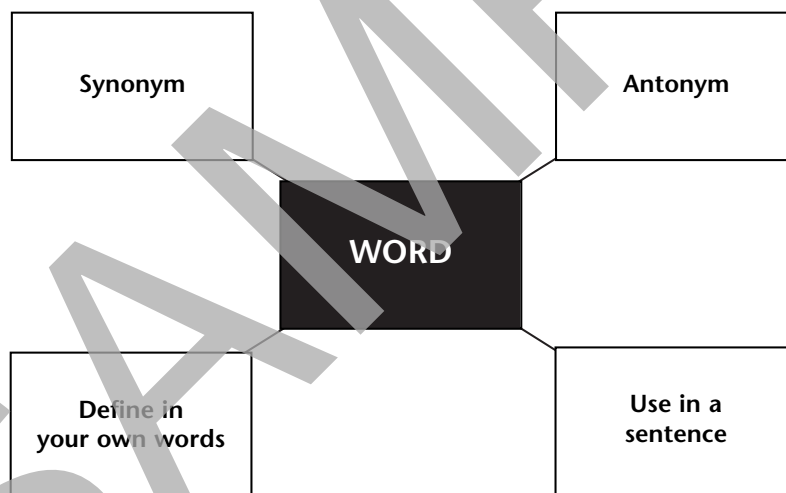
1. Where is Cannery Row? (*on the California coast*) How did Cannery Row get its name? (*There is a fish cannery there.*) After you read Steinbeck's description of Cannery Row before the first chapter, put the book down. What images come to mind?—what sights? smells? sounds? tastes? textures? How do you think Steinbeck feels about this place? How do you feel as you read his description? Is this a place and a time in which you would like to live?
2. What sorts of people do you find in Cannery Row? (*Italians, Chinese, Polish, fishermen, cannery workers, superintendents, owners*) How do the rich and poor get along together? (*They work together, then go separate ways.*)
3. What are your impressions of Lee Chong? (*grocer, courteous, gave a certain amount of credit*) What is his position in the community? (*respected*) Do you think there is anything offensive about Steinbeck's characterization of this Asian-American? What might his description reveal about the attitudes of the times?
4. How had Lee Chong acquired the warehouse? (*Horace Abbeville gave it to Lee Chong to clear up his grocery bill.*) Why is it that "no Abbeville child, no matter who its mother was, knew the lack of a stick of spearmint" afterward? (*Abbeville comments that he is so much in debt, he bets Lee Chong wouldn't let his children have so much as a pack of gum now, then gives up his warehouse and commits suicide; Lee Chong must feel badly; at least he can give gum to the children.*)
5. Why does Lee Chong agree to let Mack and the boys live in the warehouse? (*He knows that if he doesn't, Mack and the boys will vandalize the place.*) In his position, what would you do?
6. Who considers Mack and the boys "no goods"? (*many of their neighbors*) What is Steinbeck's opinion of these men? (*He seems to admire the way they avoid the trap of materialism.*)
7. What is Dora like? (*runs the local brothel; large red-haired woman in her 70s at least, honest, realistic, charitable to the women who work for her*) Why is it that "the stories are many of people who have gone in [to the Bear Flag Restaurant] for a sandwich" (p. 10)? (*The narrator is poking fun at those who didn't realize that the Bear Flag was a whorehouse.*)

8. What happened to Dora’s watchman, William? (*committed suicide*) Do you think things would have ended differently if people had taken his threats more seriously?
9. Who is “the Chinaman”? (*an eccentric old man with a flapping shoe*) What happens when Andy teases him? How do you explain what Andy sees? (*Andy mocks him with a song about a white man who chops off a Chinese man’s braid; the man’s eyes are transformed into a large eye through which Andy sees a vision of a desolate landscape.*)
10. What does Doc do for a living? (*collects biological specimens and sells them*) What is he like? (*well-liked, well-read, likes classical art and music, can be fierce, kind, open-minded*) In what ways is Doc the “fountain of philosophy and science and art” for Cannery Row? (*introduces the others to music, art, literature—knowledge of all kinds*) Would he be a friend of yours? Does he remind you of anyone you know?

Prediction: Will Doc’s neighbors do “something nice” for him? What?

Writing Activity: Imagine that you are making a movie of *Cannery Row*. You decide to begin your film with several shots of Cannery Row that give your audience an idea of what the place is like. Describe the series of images that you will capture on film.

Vocabulary Activity: Word mapping is an activity that lends itself to any vocabulary list. For words that have no antonyms, students provide a picture/symbol that captures the word meaning.



Chapters VI - IX, Pages 17-34

Vocabulary

nudibranch 17	anemone 18	caustic 18	sepia 18
barnacles 18	defensively 20	uncatalogued 20	inexplicable 23
sere 23	ravening 23	masquerading 23	simulate 23
oblongs 23	hunkered 23	unprecedented 23	abysmal 24
apathy 24	floriated 24	patronized 24	angostura 25
reprovingly 26	celebrate 26	speculatively 27	quavered 29
deflected 30	dispiritedly 32	philanthropy 32	ruefully 33
thesis 33			