




# Contents

 <b>TEACHER GUIDE</b>	
• Assessment Rubric .....	4
• How is Our <b>Literature Kit™</b> Organized? .....	5
• Graphic Organizers .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9
 <b>STUDENT HANDOUTS</b>	
• Spotlight on John Steinbeck .....	10
• Chapter Questions	
<i>Chapter 1 (Part 1)</i> .....	11
<i>Chapter 1 (Part 2)</i> .....	14
<i>Chapter 2</i> .....	17
<i>Chapter 3 (Part 1)</i> .....	20
<i>Chapter 3 (Part 2)</i> .....	23
<i>Chapter 4 (Part 1)</i> .....	26
<i>Chapter 4 (Part 2)</i> .....	29
<i>Chapter 5</i> .....	32
<i>Chapter 6 (Part 1)</i> .....	35
<i>Chapter 6 (Part 2)</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45
 <b>EASY MARKING™ ANSWER KEY</b> .....	47
<b>GRAPHIC ORGANIZERS</b> .....	53

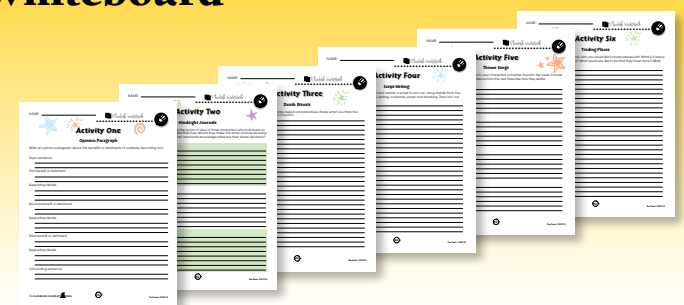
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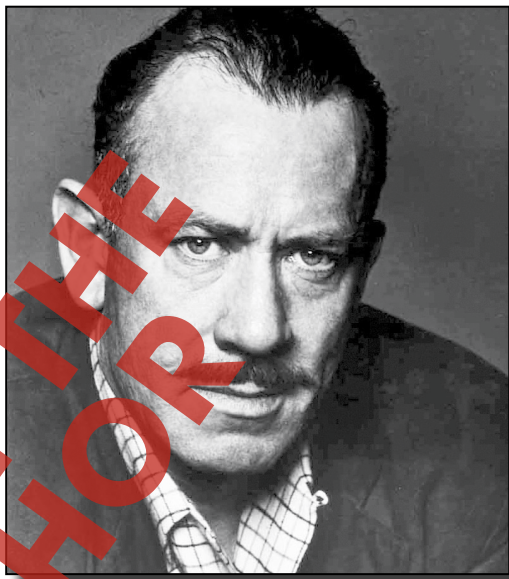


# John Steinbeck

**J**ohn Ernst Steinbeck Jr. was born on February 27, 1902. He loved growing up in the Salinas Valley in California.

At 14 he decided to become a writer. John often stayed in his attic room to write poems and stories. He invited his friends over so he could read his stories to them. Afraid of rejection and acceptance, he sent his first stories out under a false name.

Later, on his parent's urging, Steinbeck attended Stanford University, but he soon found out it was not for him and left before finishing his degree. In young adulthood, Steinbeck worked odd jobs and his wife was fortunate enough to have a job that would support them both while Steinbeck wrote his first novels. He liked to take real-life circumstances and develop them into stories. His first novel about pirate Henry Morgan was an unsuccessful romance novel.



During World War II, Steinbeck could not be commissioned into the army because he was a suspected Communist. He wrote war propaganda and became a correspondent for the war effort in Europe for the *New York Herald Tribune*. Much of his writing during this time was non-fiction.

Some of his later novels were said to be too sappy and dry. His friend, Ed Ricketts helped Steinbeck explore marine life. Steinbeck expanded on a story he heard while traveling La Paz in the Gulf of Mexico. This story became the book, and later the movie, of *The Pearl*. He often lived and worked with the people who he would later write about.

Several of Steinbeck's books became movies with well known actors and one, *East of Eden*, became a TV mini-series. He won a Nobel Peace Prize for literature.

### Did You Know...?

- At the age of four, Steinbeck was given a horse that later inspired his story *The Red Pony*.
- In 1940, Steinbeck won a Pulitzer Prize for *The Grapes of Wrath*.
- During World War II, you could be shot in some countries for owning a copy of Steinbeck's *The Moon is Down*.

# Chapter Two

Answer the questions in complete sentences.

1. If you were in need of money, how would you go about trying to get it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Describe a time when someone disappointed you. How did they let you down? How did you handle your disappointment?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Use each of the following words in complete sentences.

- estuary \_\_\_\_\_
- lateen \_\_\_\_\_
- generations \_\_\_\_\_
- sputtered \_\_\_\_\_
- uncertain \_\_\_\_\_
- vagueness \_\_\_\_\_
- bulwark \_\_\_\_\_
- poultice \_\_\_\_\_
- undulating \_\_\_\_\_
- obscured \_\_\_\_\_
- deliberately \_\_\_\_\_
- speculatively \_\_\_\_\_
- reluctant \_\_\_\_\_



# Chapter Three (Part Two)

(From "Standing in the door, he saw two men approach..." to the end.)

1. Fill in each blank with the correct word from this Section.

- a) And when the doctor went to her and held out his hand, she \_\_\_\_\_ the baby tight and looked at Kino where he stood with the fire shadows \_\_\_\_\_ on his face.
- b) The doctor's eyes watered in their little \_\_\_\_\_.
- c) Now Juana had the baby under her shawl, and she stared at it with \_\_\_\_\_ and \_\_\_\_\_.
- d) The neighbors showed one another with their thumbs how big the pearl was, and they made little \_\_\_\_\_ to show how lovely it was.
- e) The news of the baby's illness \_\_\_\_\_ quickly among the brush houses, for \_\_\_\_\_ is second only to hunger as the enemy of the poor.
- f) He smelled the breeze and he listened for any \_\_\_\_\_ sound of \_\_\_\_\_ or \_\_\_\_\_, and his eyes searched the darkness.

2. Number the events from 1 to 8 in the order they occurred in this Section.

- a) Coyotito became sick with stomach muscle spasms.
- b) The doctor gives the baby a capsule and washes it down with a drink.
- c) Kino does not trust the doctor but doesn't want to pass up a chance for information that could help his son.
- d) Kino and Juana begin their day with hope.
- e) The puppy didn't enter the house but watched Kino eat and drink.
- f) The people of the town planned to watch Kino and Juana to see if becoming rich would ruin them.
- g) Kino's fear causes him to become suspicious of everyone.
- h) Kino defends himself from attack using a knife he kept on his breast.

# Chapter Four (Part Two)

(From "Now the dealer's hand had become a personality." to the end.)

Answer each question with a complete sentence.

1. What does the dealer tell Kino about the pearl?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why can't the neighbors admit that the dealers might be trying to con Kino by pre-arranging the price?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why does Kino ultimately decide to go to the capital?  
\_\_\_\_\_  
\_\_\_\_\_
4. What imagery does Steinbeck use to describe the setting? What does the imagery imply?  
\_\_\_\_\_  
\_\_\_\_\_
5. How does Juana help Kino?  
\_\_\_\_\_  
\_\_\_\_\_
6. What happens when Kino steps outside their home?  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

Compare Kino's state of mind now to how it was at the beginning of the novel. How has he changed? Do you think he is being greedy, proud, or just standing up for himself and his family? Explain your reasoning in a journal entry.



### Chapter 3

#### Setting and Atmosphere

The town operates on a set of beliefs and apparently without a government or laws. Write a reflection that describes the setting and atmosphere of the town. Consider the following:

- What is the economic structure?
- What beliefs do the townspeople hold to?
- How do these beliefs guide their decisions?
- How would having a government and laws help or hurt the town?
- Is there any injustice that needs to be addressed?



### Chapter 4

#### Animal Metaphors

Steinbeck uses many animal metaphors to describe places and people. For each of the following people, choose an animal that you think best represents them and share what it is that you think they have in common.

Person	Animal	What do they have in common?
Kino		
Juana		
Coyotito		
Sellers		
Buyers		
Neighbors		
Doctor		
Priest		



### Word Search Puzzle

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

- blanket
- breathing
- day-dreaming
- fishing
- fortune
- hunger
- knife
- Nayarit
- neighbors
- pearl
- refinished
- repairs
- rhythm
- rifle
- scorpion
- starvation
- swarms
- venom
- warning
- watched

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



### Comprehension Quiz

- What did finding the pearl bring to the town? 4
- How would the gods feel about Kino's future plans? 3
- What does the doctor say about Coyotito's improvement? 2
- Why did Kino dig up the pearl and rebury it? 1
- What is the main message of the priest's sermon? 1
- What happens to Kino's home? 1
- Who was following Kino and Juana, and what skill did they have? 4

SUBTOTAL: /16

### Debate

Plan a debate. Do you think Kino was right to turn down the buyer's offer and seek a fair price for the pearl?

#### Debate Graphic Organizer

Opening Statement - give three arguments	Statement up for debate.	Notes from the other side.
Argument 1	Kino should have accepted the buyer's offer to purchase the pearl for less than it was worth.	
Evidence		
Argument 2		
Evidence		
Argument 3		
Evidence		
Rebuttal		
Closing Statements		

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

After You Read 



# Chapter One (Part One)

(From the beginning to "Coyotito's screams turned to moans.")

Answer the following questions in complete sentences.

1. What actions does Steinbeck give to the animals in the first paragraph?

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

2. What had Kino's people once been? What effect did it have?

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

3. Describe the dog that curls up by Kino?

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

4. What does Juana's song say?

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

5. What was moving down the rope of the hanging box? Why is that a problem?

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

6. What replaced the Song of the Family?

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

## Journaling Prompt

Write a journal entry sharing the songs that you and your family love to share. What songs do you sing? When are they sung? What message do they share? Create your own family song using different sounds in your household.

**1.**  
Roosters crowing, pigs looking for overlooked food, birds chittering and flurrying with their wings.

**2.**  
Makers of song. Everything they saw or thought became a song.

**3.**  
Black with yellow-gold spots where its eyebrows should have been. Thin, timid.

**4.**  
Safety, this is warmth, this is the whole.

**5.**  
A slowly moving scorpion. His stinging tail could be whipped up in a flash of time.

**6.**  
The Song of Evil, the music of the enemy of any foe of the family, a savage, secret, dangerous melody.

**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

- 1. H
- 2. E
- 3. A
- 4. J
- 5. B
- 6. I
- 7. C
- 8. G
- 9. D
- 10. F

- 1.**
- a) **F**
- b) **F**
- c) **T**
- d) **T**
- e) **T**
- f) **F**
- g) **F**
- h) **T**
- i) **T**

- 2.**
- a) fragile
- b) lioness
- c) scandals, crimes
- d) splashing, singing

e) stout

f) misshapen, ulcers

g) Juana

**1.**  
Kino describes her as patient, fragile, has iron in her, obedient, respectful, cheerful, resilient and strong.

**2.**  
He could kill him more easily than talk to him due to years of prejudice.

**3.**  
He says he has better things to do than cure insect bites. He says he is a doctor not a veterinarian. He asks if Kino has money.

**4.**  
Eight small misshapen seed pearls as ugly and grey as little ulcers, flattened and almost valueless. The pearls are passed back and Kino is told the doctor is out.

**5.**  
The doctor is greedy, selfish, a fraud, religious.

**6.**  
Answers will vary.



## The Pearl

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.