

The Grapes of Wrath Rhetoric Research

AP Language and Composition, Mr. Eble



For our study of *The Grapes of Wrath* and rhetoric, you'll write an essay in which you connect the text with sociohistorical evidence about a selected topic taken from research.

Process for Research / Writing

- 1.) **Consider the text**, as well as our seminar discussions and your own analysis of Steinbeck's work. You can use page two as a guide to help you develop these ideas.
 - a. What prominent themes stood out for you?
 - b. What areas of the text left questions unanswered?
 - c. What do you know about the era in which *Grapes* was written that you can connect with the text?
 - d. What connections can you make between *Grapes* and events occurring today?
 - e. What philosophical, political, economic, literary, theological elements did you see throughout *Grapes*?
- 2.) Write a **page-long proposal** of your research in which you
 - a. explain your research topic
 - b. explain the argument that you've seen that Steinbeck makes in his text
 - c. provide the questions / areas for which you know that you need research
 - d. provide a list of **five CRAAP-worthy resources** (see page five for help on CRAAP-iness) related to your topic, presented in [MLA Works Cited entry format](#) (link)
- 3.) Along with the proposal, you'll submit two **double-entry (DE) or dialectical journals**. Choose two particularly relevant quotes from the text that demonstrate ideas that connect with your idea for your essay; at least one should be taken from an intercalary chapter. See a sample for one of these two-sided analytical journal entries that is on page three.

Proposal / DE Journal / Resource List Due Dates

- a. A2: September 8
 - b. B2: September 9
- 4.) **Write ten to fifteen-pages** of analysis of your selected chapter and research connected to it, demonstrating how Steinbeck's text works to present an argument dealing with the area you selected to study. Besides citing examples from your chapter and the rest of the text, you'll be expected to include in your research
 - A.) at least five outside sources dealing with your area of focus—sociohistorical, psychological, scientific religious, and/or literary elements of your reading of the text (see page four for help)
 - B.) correct attribution and citation of quotes, paraphrases, summaries (see page six for help)
 - C.) an MLA Works Cited page
 - D.) at least one Depression / Dust Bowl Photo, with analysis of how it fits with your discussion of your chapter (see page seven for help)
 - 5.) Print your first draft of your research essay for **peer review and revision**, when we'll review them in class and plan for revision.
 - a. A2: September 22
 - b. B2: September 23
 - 6.) **Your revised, graded copies of your essay will be due on**
 - a. A2: October 2
 - b. B2: October 3
 - 7.) Finally, you'll **present** your essay focus in 4-5 minutes of class at the end of the semester on the following dates
 - a. A2: October 8 / 10
 - b. B2: October 9 / 13

See the following pages for resources for this project.

Idea Development for your Proposal / Essay

Use the chart below as an index or as a way to spur your memory about the intercalary chapters:

	Focus & Date of Presentation		Focus & Date of Presentation
1	Man, Nature, Color: How does Steinbeck use language to create a picture of the Dust Bowl conditions?	15	Route 66 and The Hamburger Stand: What is Steinbeck's opinion of the rich?
3	The Turtle: Focus on symbolism—The turtle, the high way, the cars/trucks—as well as the direction of each	17	The Social Network: What social phenomena takes place among the migrant families en route to California?
5	Tractor, the Bank as Monster: Also, what arguments do the tenants use against repossession of their homes?	19	Company Stores and the Okies: How do company stores function? How do Californians feel about the Okies?
7	Car and Jalopy Sales: Why such hectic prose in this chapter?	21	The Danger of Machines: How does Steinbeck define the danger of machines?
9	Okies Packing and Leaving for the West : What argument is Steinbeck making about the “junk” that is being sold?	23	The Storyteller: What is the significance of the storyteller?
11	Machines versus Humans: What argument is Steinbeck making about machines and people?	25	Workers and the Wealthy: What is the argument of the workers? Of the wealthy?
12	Highway 66: What does Highway 66 represent?	27	Rot and Decay: How is the idea of rot and decay a metaphor?
14	The Western Land, The Spirit of Humanity: What does Steinbeck have to say about capitalists, capitalism?	29	The Torrential Rains and the Flood: What is the significance of the rains and the floods?

As you prepare to write your DE journals and consider Steinbeck's style and voice throughout *Grapes*, use the following questions as a guide:

- **Where in the novel do you see evidenced of your area of focus?**
- **What mode(s) of development does Steinbeck employ?**
Argument, Cause & Effect, Classification, Comparison / Contrast, Description, Extended Definition, Exemplification, Narration: If you'd like review of each, please visit <http://www.tc.umn.edu/~jewel001/CollegeWriting/START/Modes.htm>
- **What schemes and tropes does Steinbeck employ?** (refer to the Schemes / Tropes list in your textbook, pages 78-80) How do they serve a purpose in helping him make a point? Focus particularly on
 - Syntax
 - Diction / Tone (denotation versus connotation)
 - Figurative Language (metaphor, simile, personification, allusions)
 - Symbolism
 - Imagery
- **How does each chapter relate to the Joads? To the Great Depression / The Dust Bowl?** Doing research using credible sources (Figure C) will help you connect the text with the sociohistorical elements of the text.

Struggling to find a topic? Here's a general list of some ideas:

The Preaching of Jim Casy; Biblical Language in *The Grapes of Wrath* (connect the text to books in the Bible); Woody Guthrie, the Okies, and *The Grapes of Wrath*; the significance of the title; the WPA, CCC, and other Depression-era government work programs; connect *Grapes* with other Steinbeck works; show parallels between *Grapes* and current problems surrounding the economy, recession, immigration; *20 Myths* and *Grapes*; philosophical ideas of the Over-Soul and *Grapes*; *Grapes*, Communism, Capitalism; Faith in *Grapes*; contemporary agribusiness and *Grapes*; gender roles and *Grapes*; *Grapes* and censorship; realism and *Grapes*; connect Tom Joad with labor leaders like Cesar Chavez

Dialectical Journal Example

Use the table below as a guide for developing and writing your two DE journal entries. **Be sure to annotate** (my stylus is malfunctioning, so I cannot do so!) **the text**.

Text from the Chapter	Analysis
<p>When the night came again it was black night, for the stars could not pierce the dust to get down, and the window lights could not even spread beyond their own yards. Now the dust was evenly mixed with the air, and emulsion of dust and air. Houses were shut tight, and cloth wedged around doors and windows, but the dust came in so thinly that it could not be seen in the air, and it settled like pollen on the chairs and tables, on the dishes. The people brushed it from their shoulders. Little lines of dust lay at the door sills.</p> <p>In the middle of that night the wind passed on and left the land quiet. The dust-filled air muffled sound more completely than fog does. The people, lying in their beds, heard the wind stop. They awakened when the rushing wind was gone. They lay quietly and listened deep into the stillness. Then the roosters crowed, and their voices were muffled, and the people stirred restlessly in their beds and wanted the morning. They knew it would take a long time for the dust to settle out of the air. In the morning the dust hung like fog, and the sun was as red as ripe new blood. All day the dust sifted down from the sky, and the next day it sifted down. An even blanket covered the earth. It settled on the corn, piled up on the tops of the fence posts, piled up on the wires; it settled on roofs, blanketed the weeds and trees (Steinbeck 5-6).</p>	<p>While the intercalary chapters are primarily exemplifications of real Dust Bowl and Depression-era phenomena, Steinbeck utilizes narration in this selection from Chapter 1 in order to demonstrate the pervasiveness of dust on the Great Plains—an environment full of people whose very livelihoods were infested with the stuff. In describing the effects of windstorms, Steinbeck creates a hopeless scene—a mood of dark despair—with the imagery of “the stars [that] could not pierce the dust to get down, and the window lights [that] could not even spread beyond their own yards.”</p> <p>Whereas Steinbeck describes color earlier in the chapter (“the red country and part of the gray country of Oklahoma,” “under a green cover,” “a line of brown spread along the edge of each green bayonet”), he explicates the blinding colorlessness of the dust storms via equally colorless narration, save the simile describing the sun in the morning as “red as ripe new blood.” This sudden inclusion of color demonstrates the deadliness of the sun that destroys crops and kills the fecundity of the earth—the livelihood of the Dust Bowl families on which the Joads are based.</p> <p>Regardless of this single image of color, the dust still permeates every part of the home and every part of this description. Steinbeck demonstrates this particularly through parallel structure of active past tense verbs with the dust as the subject: Settled, piled, piled, settled, blanketed. This demonstrates the dust’s invasive abundance, as does Steinbeck’s use of asyndeton, which makes the verbs pile on one another like the specks of dust they describe. Essentially, Steinbeck captures the ecological phenomenon that Ken Burns presents in <i>The Dust Bowl</i> that permeated every aspect of peoples’ lives in the region.</p>

You’ll be assessed based on the following criteria:

Close reading and analysis of stylistic elements in the text: Demonstrating not just “what,” but “how” the text (particularly schemes, tropes) function in the text in relation to plot and theme (**take me through Joliffe’s Rhetorical Framework**)

Connection with the rest of the text: How extensively your journals demonstrate connection between the intercalary chapter(s) and the plot.

Connection with one of your research sources about sociohistorical Dust Bowl / Great Depression information

Research Links

These are by no means exhaustive, as the internet is huge. Be sure to engage in the CRAAP Test (Figure D) when assessing websites and texts. Also, keep in mind the novel's themes, as well as your area of focus. Consider using Student Resources in Context on the Chaminade Library website; this is full of resources, too. **Here's how to access it:**

- Login to the Moeller website; go to the "Academics" tab; click on "Chaminade Library"
- You'll find various research databases, like Student Resources in Context and Opposing Viewpoints in Context
- If you access the website remotely (off the Moeller network), the password is "Crusaders"

<i>Times</i> site on resources for teaching <i>Grapes</i> (see below the lesson plans for great sources on the text)	1939 <i>New York Times</i> Review of the novel
http://learning.blogs.nytimes.com/2010/08/19/teaching-the-grapes-of-wrath-with-the-new-york-times/?_php=true&_type=blogs&_php=true&_type=blogs&r=1	http://www.nytimes.com/books/97/07/06/home/history-grapes.html
Natalie Angier on Evolution and Altruism	Homepage for Ken Burns, <i>The Dust Bowl</i>
http://www.nytimes.com/2001/09/18/science/of-altruism-heroism-and-evolution-s-gifts.html?pagewanted=all	http://www.pbs.org/kenburns/dustbowl/
A 1936 NY Times Article about the Dust Bowl	1942 NT Times Article about Okies, Arkies harvesting that year's crops
http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/19360712DustBowl.pdf	http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/19420517MigrantWorkers.pdf
Cesar Chavez's "Wrath of Grapes" Speech	1936 NY Times Article "The Vague, Roaming Dust Bowl"
http://www.emersonkent.com/speeches/wrath_of_grapes_boycott.htm	http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/19360726DustBowl.pdf
1990 NY Times article about Steinbeck speaking about <i>The Grapes of Wrath</i>	2002 NY Times article about Oklahomans saving their California culture
http://www.nytimes.com/1990/08/06/opinion/the-author-on-grapes-of-wrath.html	http://www.nytimes.com/2002/02/05/us/oklahomans-try-to-save-their-california-culture.html
2012 CNN Article comparing 2012 drought to the Dust Bowl	The National Drought Mitigation Center on the economics of the Dust Bowl
http://www.cnn.com/2012/09/15/us/drought-perspective/index.html	http://drought.unl.edu/DroughtBasics/DustBowl/EconomicsoftheDustBowl.aspx
NY Times article about Immokalee, Florida, and the Immokalee Workers' Strike	Webpage for the Steinbeck Center at San Jose State University
http://bittman.blogs.nytimes.com/2011/06/15/everything-you-ever-wanted-to-know-about-immokalee-fla/	http://as.sjsu.edu/steinbeck/works/index.jsp
Editorial on Illegal Immigration, Jobs that Americans Say Immigrants "Steal"	2009 NY Times article about Depression-era folks looking back on making ends meet
http://www.nytimes.com/2010/07/18/opinion/18sun3.html?_r=0	http://www.nytimes.com/2009/04/02/garden/02depression.html
NY Times Editorial comparing the current fiscal situation with the Stock Market Crash of 1929	The Myth of Route 66: NY Times Article
http://www.nytimes.com/2009/10/23/opinion/23chernow.html	http://www.nytimes.com/2009/11/12/us/12sixtysix.html
The Music of Woody Guthrie, the Songster of the Okies and the Great Depression	Search YouTube / any lyrics site for the song "The Ghost of Tom Joad" by Rage Against the Machine
http://www.woodyguthrie.org/Lyrics/Lyrics.htm	Search for information on the Civilian Conservation Corps (CCC), The Works Progress Association (WPA), the Tennessee Valley Authority (TVA), or any other Depression-era government programs
Biblical Allusions in <i>The Grapes of Wrath</i> http://www.usq.edu.au/artsworx/schoolresources/thegrapesofwrath/biblical	
"Why Wasn't It 'Grapes of Glee?' Study of Book Finds Economic Link"	"What the Great Recession has Done to Family Life"
http://www.nytimes.com/2014/01/09/science/study-finds-literary-mood-reflects-previous-decades-economy.html	http://www.nytimes.com/2010/08/08/magazine/08FOB-wwln-t.html?_r=0

Research Links for Visuals Related to *Grapes*

<i>Times</i> article about photographs related to the Depression, “America in Black and White”	PBS’s <i>The Dust Bowl</i> Photograph Database (you’ll want to use this one for finding visuals)
http://www.nytimes.com/slideshow/2008/08/18/arts/television/20080818_PBS_SLIDESHOW_index.html	http://www.pbs.org/kenburns/dustbowl/photos/
“Waiting for Rain”: <i>Times</i> slideshow about the 2011 drought	“Drought in California—In Pictures” UK’s <i>The Guardian</i> account in pictures on the current California drought
http://www.nytimes.com/slideshow/2011/07/11/us/DROUGHT.html	http://www.theguardian.com/environment/gallery/2014/aug/20/drought-in-california-in-pictures

You can also search “Great Depression” in Student Resources in Context on the Moeller website and click on “images”

The CRAAP Test

Below is a mnemonic you can use for evaluating a website / source for research.

Currency: *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

Relevance: *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

Authority: *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author’s credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net

Accuracy: *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

Purpose: *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

While this isn’t an exhaustive evaluation tool, it will help you to assess a source’s usefulness in the research process.

When doing CRAAP analyses, you don’t have to review every single question, but being as thorough as possible will help.

Finally, you may do the CRAAP test and find that a source doesn’t fit your project. **That’s okay!** You can simply cast it aside and start anew.

Attributing / Citing Sources

For any questions you might have that I don't answer below, please consult [Purdue's Online Writing Lab \(OWL\)](#).

You should always integrate text from your source into your paper. Remember that you should select **text of merit and meaning**—quotes that shed light on your theme or topic, not summary or fluff. **Quote attribution** is the way you transition from your own writing into a direct quote. There are three types of attribution:

- **simple attribution**: this is a simple way to introduce the quote with a short phrase and a comma. **Example:** Steinbeck writes, "To the red country and part of the gray country of Oklahoma, the last rains came gently" (1).
- **partial attribution**: using only specific words and phrases from the text and integrating it with your own writing. **Example:** Steinbeck paints a vivid picture in the first line of *The Grapes of Wrath* of a "red...gray country" when "the last rains came gently" (1).
- **formal attribution**: using a complete sentence and a colon to introduce a direct quote. **Example:** Steinbeck uses color early and often in *The Grapes of Wrath* to paint a vivid portrait of Oklahoma: "To the red country and part of the gray country of Oklahoma, the last rains came gently" (1).

You should use a **signal phrase**—a phrase, clause, or even a sentence which leads into a quotation or a statistic. These typically include the speaker/author's name and some ethos-based justification for using the speaker/author as an expert in this context. This may also help establish the context for the quotation.

In signal phrases, you should use clear, concise, strong verbs. Here's a fun list for your convenience:

Acknowledges	Concludes	Explains	Points out	Reveals
Adds	Concurs	Expresses	Posits	States
Admits	Confirms	Extrapolates	Presents	Submits
Advances	Contends	Grants	Proposes	Suggests
Affirms	Contrasts	Highlights	Purports	Supports
Agrees	Creates	Hypothesizes	Reasons	Theorizes
Alludes	Declares	Illustrates	Recounts	Writes
Argues	Emphasizes	Implies	Reflects	Verifies
Asserts	Defines	Indicates	Refutes	
Attests	Delineates	Insists	Reiterates	
Characterizes	Denies	Maintains	Relates	
Chronicles	Discloses	Narrates	Remarks	
Claims	Discounts	Negates	Replies	
Comments	Disputes	Notes	Reports	
Compares	Documents	Observes	Responds	

A note on amount of text: When reading great writing, one might find it easy to copy and paste a huge section of text. However, you should typically try to stay within a one to five line window. For more information on long and short quotations, as well as omitting text, please go to <http://owl.english.purdue.edu/owl/resource/747/03/>.

Citing Sources

When **citing** sources, remember that there are two types of citations:

- 1.) In-text citations: A parenthetical reference to the author/text being used. Purdue's OWL has an extensive, clear list, provided for you here: <http://owl.english.purdue.edu/owl/resource/747/02/>

*A note about parenthetical citations: Please don't just dump them at the end of paragraphs. They should immediately follow the citation you've used.

- 2.) MLA Works Cited entries: For each work cited in your paper, you should include a Works Cited entry. These follow a very basic structure that will be determined by the medium of your source. Here are guidelines for you to follow: <http://owl.english.purdue.edu/owl/resource/747/05/>

Including Photographs / Illustrations in a Research Project

- Locate illustration as near as possible to the relevant area of the text.
- Label illustration Fig., and give it a number, along with a caption or title. Include name of artist if known, last name first.

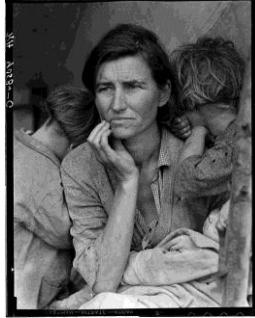


Fig. 1. Lange, Dorothea. "Destitute peapickers in California; a 32 year old mother of seven children. February 1936."

- Place label and caption or title underneath illustration. Use same margins as the rest of the paper.
- For parenthetical references, cite the work using the figure number. Example: (fig. 1).

PHOTOGRAPH, PAINTING OR SCULPTURE FROM A DATABASE AVAILABLE THROUGH THE LIBRARY:

Artist's last name, first name. *Title of Work*. Date or N.d. if no date. Name of institution that

houses the work or name of private collection. City where institution or collection is located if

available. *Name of Database*. Web. Date of access in the form of day month year.

Example:

Caro, Anthony. *Early One Morning*. 1962. Tate Modern (Gallery). *ARTstor*. Web. 4 July 2008.

PHOTOGRAPH, PAINTING, OR SCULPTURE FROM A WEBSITE:

Artist's last name, first name. *Title of Work*. Date or N.d. if no date. Name of institution that

houses the work or name of private collection. City where institution or collection is located if

available. *Title of Website*. Web. Date of access in the form of day month year.

Example:

Galante, Nick. *Pathfinder-Plus Flight in Hawaii*. June 2002. NASA Dryden Flight Research Center. *Photo Collection*. Web. 4 August 2006.