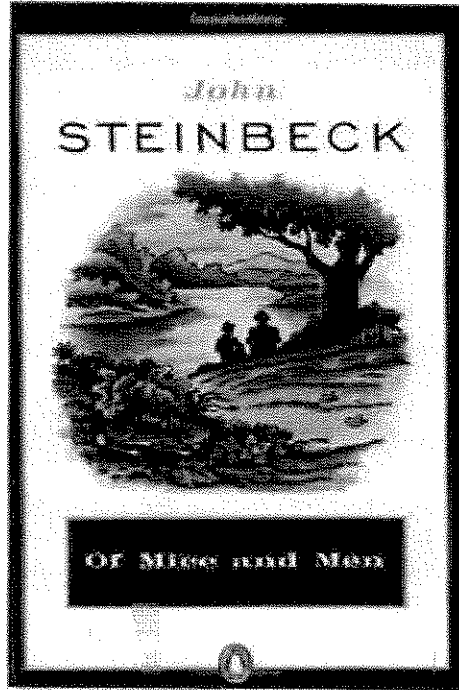


Name _____

Of Mice and Men

John Steinbeck



**English 10
Credit 3**

<u>Teacher Checklist</u>	<u>Student Checklist</u>
<ul style="list-style-type: none"><input type="checkbox"/> Check student answers for understanding and use of quotations<input type="checkbox"/> Graphic Organizer is complete<input type="checkbox"/> Article Response answers all 4 parts of the prompt<input type="checkbox"/> Score project	<ul style="list-style-type: none"><input type="checkbox"/> All questions have thoughtful, complete responses and include quotations when necessary<input type="checkbox"/> Going Further article graphic organizer is complete<input type="checkbox"/> Article response is complete and includes all 4 parts of the prompt<input type="checkbox"/> Complete theme charts with thoughtful examples<input type="checkbox"/> Complete your project and be prepared to defend your choices to your teacher

Date	
Grade	
Supervising Teacher	
NCLB Teacher	
Comment	

Standards

Reading - Literature

- RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

Reading - Informational Text

- RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
- RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

- W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Listening and Speaking

- LS.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LS.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language

- L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Resources

In addition to the novel itself, it may be helpful to use other resources to help you understand this book. Some websites that may be useful include:

- lauds.k12.ca.us/Belmont_HS/mice/
- shmoop.com
- sparksnotes.com/micemen
- pbs.org Great Depression

Building Background and Discovery

Go to www.nobelprize.org and look up John Steinbeck. Use the information you find there to fill in the blanks correctly.

John Steinbeck was born in _____ California in _____ and died in _____. He was educated at _____ University but he dropped out and worked as _____, before being successful as a _____. *Of Mice and Men* was published in _____ and it is a tragic story about two men, _____ and _____. Steinbeck's most widely known work is entitled, _____. Steinbeck's novels can be classified as _____, which deal with _____ problems of _____ labor.

Setting and Location

Of Mice and Men takes place on a small working ranch in the Salinas Valley of northern California, sometime during the 1930s.

The action occurs over a period of three days and in four specific locations: a wooded area next to the Salinas River, a bunkhouse on the ranch, the stable hand's room on the ranch, and the main barn on the ranch. The tight structure of setting, revolving around single locations and continuous timing, make the novella seem almost as if it were set as a play.

On a broader scale, it's important that the action takes place during the Great Depression. Accordingly, the people that populate this novella are mostly all poor and desperate for work. Because of the poverty and general tough times caused by the Depression, the characters have good reason to be suspicious and distrusting of each other, feeling that there isn't enough food, money, and work to go around.

If you wanted to think creatively, this air of distrust and isolation is central to the American Depression and seems to be a set piece in this work. The friendship between Lennie and George seems all the more remarkable set against this backdrop, and the end of the friendship means that distrust and isolation will be certain to crush whatever happiness either of them might have had.

Time

Go to www.pbs.org and search for the Great Depression. Use the information you find there to complete the questions.

Of Mice and Men takes place over three days during the 1930's. The stock market crash triggering

The Great Depression on _____, 19____. It caused _____ to fail and _____ to close. More than _____ people became unemployed. President _____ was blamed for The Great Depression. President _____ tried to rescue the country with a program called the _____.

Chapter 1

Vocabulary

Go to www.lauds.k12.ca.us/Belmont_HS/mice/ to find definitions, pictures, and connections to the vocabulary.

Word	Part of Speech	Definition
bundle		
bucking		
junctions		
mimicking		
mottled		
recumbent		
thrashin' machines		
tramps		

Guided Reading Questions

1. Create a title name for this chapter.

2. At what point in the chapter did you understand that Lennie was mentally challenged? How did you know? _____

3. Do you think George liked his companion Lennie? How can you tell? _____

4. On page two of the novel line 7, find one simile and one metaphor and explain what they mean.

Simile: _____

Explain: _____

Metaphor: _____

Explain: _____

5. Name one incident or example from the chapter that demonstrates the predatory nature of human existence or the impossibility of the American dream and explain why you think it proves that idea. Use complete sentences. _____

Chapter 2

Vocabulary Development

Go to [www.lauds.k12.ca.us/Belmont HS/mice/](http://www.lauds.k12.ca.us/Belmont_HS/mice/) to find definitions, pictures, and connections to the vocabulary.

Word	Part of Speech	Definition
derogatory		
dousing		
graybacks		
mollified		
peered		
pugnacious		
rouged		
slough		

Guided Reading Questions

1. Create a title name for this chapter. _____
2. Lennie says "it's mean here." What events and characters make them want to "get outta here"?

3. Even though both men don't like the place, George urges them to stay. Why? _____

4. Name 3 good and 3 bad events or characters from this chapter.

Good	Bad
_____	_____
_____	_____
_____	_____

6. Name one incident or example from the chapter that demonstrates the predatory nature of human existence or the impossibility of the American dream and explain why you think it proves that idea. Use complete sentences. _____

Chapter 3 Vocabulary

Go to www.lauds.k12.ca.us/Belmont_HS/mice/ to find definitions, pictures, and connections to the vocabulary.

Word	Part of Speech	Definition
bemused		
cowering		
derision		
euchre		
magazine		
receptive		
reprehensible		
rheumatism		

Guided Reading Questions

- Create a title name for this chapter.
- What did Lennie get in this chapter and how did he treat it? _____
- What did Candy lose in this chapter? Why do you think he was powerless to stop this loss? _____
- This book portrays a world where there is no protection from suffering. Tell how each character below suffered in this chapter.

Character	In what way did this character suffer?
Candy	
Lennie	
Curly	

- Name one incident or example from the chapter that demonstrates the predatory nature of human existence or the impossibility of the American dream and explain why you think it proves that idea. Use complete sentences. _____

Chapter 4

Vocabulary Development

Go to [www.lauds.k12.ca.us/Belmont HS/mice/](http://www.lauds.k12.ca.us/Belmont_HS/mice/) to find definitions, pictures, and connections to the vocabulary.

Word	Part of Speech	Definition
aloof		
appraised		
ego		
intensity		
meager		
persuasive		
subsided		
twict		

Guided Reading Questions:

1. Create a title name for this chapter. _____
2. How did Crooks get his name? _____
3. What does Crooks do to torture Lennie? _____

4. How does Candy get Curley's wife to leave the barn? _____

5. Tell how each character demonstrates the predatory nature of human existence or the impossibility of the American dream and explain why you think he/she proves that idea.
Crooks _____

Lennie _____

Curley's Wife _____

Chapters 5 and 6

Vocabulary Development

Go to www.lauds.k12.ca.us/Belmont_HS/mice/ to find definitions, pictures, and connections to the vocabulary.

Word	Part of Speech	Definition
gingham		
hovered		
monotonous		
pulley		
sulkily		
taloned		
wisps		
writhed		

Guided Reading Questions

1. Create a title name for chapter 5: _____
2. Create a title name for chapter 6: _____
3. What dream did Curley's wife have for her life? _____

4. What dream is lost for George and why? _____

5. What painful decision must George now make? _____
6. Why do you think George decided to do what he did? _____

Connections

President Franklin Delano Roosevelt delivered the following speech to Congress on January 6, 1941. It is known as his "Four Freedoms" speech. As you read it, think about how it connects to the situations of George, Lenny, and their friends in *Of Mice and Men*.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression -- everywhere in the world.

The second is freedom of every person to worship God in his own way -- everywhere in the world.

Themes

Authors often use their characters to develop messages about human nature that can be universally understood by their audiences over time and throughout the world. In this novella, Steinbeck's characters experience situations that teach them several lessons that the readers can learn from as well. Two of these are:

1. *The Predatory Nature of Human Existence*

Each character at one time or another admits to being lonely or feeling isolated. Each desires the comfort of a friend. Even as each character feels weak and helpless, they seek to destroy or harm those who are even weaker.

2. *The Impossibility of the American Dream*

The characters at one point or another are dreaming of a different life. The dreamers wish for untarnished happiness, for freedom to follow their own desires, and for As you read, pay attention to situation that could be used to prove either of these ideas. How does Steinbeck make his thoughts about human nature and the American dream clear to the readers throughout the story?

Write the two themes in the area provided. Then, find three examples to illustrate each of these themes.

The graphic organizer consists of two main sections, 'Theme 1' and 'Theme 2', arranged vertically. Each section has a central rectangular box. Above the central box of 'Theme 1' are three smaller rectangular boxes, and below the central box of 'Theme 2' are three smaller rectangular boxes. Lines connect the central boxes to their respective surrounding boxes, indicating that the surrounding boxes are examples of the central theme.

Final Project

To complete the test required for this credit, choose one project from the three choices below. Your work will need to be completed on your own paper and should be typed.

1. **Write a 5-paragraph essay** on one of the following topics:
 - Was George a good friend to Lenny? How does Steinbeck prove it?
 - Watch the movie *Of Mice and Men* and write a compare/contrast essay or create a presentation that compares and contrasts the two.
 - How does Steinbeck develop a theme related to one of the topics below?
 - a) loneliness and isolation
 - b) impossibility of dreams
 - c) strength and weakness
 - A new topic of your choice, pre-approved by your teacher.
2. **Create a character chart** for each character. Each of your **SEVEN** charts should be written and presented neatly and should include textual evidence whenever possible.
(1) George, (2) Lennie, (3) Candy, (4) Curley's Wife, (5) Crooks, Curley, (6) Slim, (7) Carlson
Include in your chart:
 - A physical description
 - Your first impression
 - Personality traits
 - Character traits
 - Weaknesses
 - Strengths
3. **Create an outline for turning this into a play.** Include the following items.
 - Stage setting you will need with descriptions of each set
 - Characters you will include and possible costumes for each
 - Number of acts or scenes and what will be included in each
 - List any changes to the story you will make and explain why you would make these adjustments **OR** tell why you want to keep the story as it is, but what you might have to leave out.

See the rubrics on the following page for guidance.

Project Rubric

	5	4	3	2	1	0
Content	Completely addresses all parts of prompt	Adequately addresses all parts of prompt	Prompt is covered in a thin manner	Parts are missing	Many parts are missing	
Textual Evidence	Students uses ample quotations and references to the text with appropriate background and citations.	Students uses some quotations and references to the text with appropriate background and citations.	Students uses quotations and references to the text but may not include background or citations	Student uses references to the text with some background and citations	Student doesn't use specific references to the text or does not offer any background or citations	
Organization	Information is organized in a logical manner that demonstrates planning and forethought.	Information is organized in a logical manner that demonstrates planning and forethought.	Information is organized in a logical manner.	Information is confused at times, overlaps, or repeats	Information is not separated into paragraphs or is not organized	
Transitions	Topics flow easily and logically because of varied use of transitions.	Student uses varied transitions between paragraphs and some sentences	Student uses transitions between paragraphs	Student uses few transitions	Student uses 1 transition	
Critical Thinking	All work demonstrates thorough and analytical consideration of the topic. Student has spent time on the material and made specific choices accordingly.	The project demonstrates analytical consideration of the topic and specific choices based on understanding of the material.	The project demonstrates some consideration and some critical thinking, but there may be gaps in understanding.	The project demonstrates a superficial understanding of the topic and has some gaps or misunderstandings	The project does not demonstrate critical thinking and seems superficial overall	
Conventions	There are no spelling, grammar, or punctuation errors.	There are 1-3 spelling, grammar, or punctuation errors.	Spelling, grammar, or punctuation errors are more than 3 but do not interfere with understanding	Spelling, grammar, and punctuation errors are numerous and interfere with understanding	Spelling, grammar, and punctuation errors make it very difficult to understand content	
Presentation	Project demonstrates pride in work, attention to detail, and is clean, neat, and well put together	Project is clean, neat, and well put together	Project is mostly put together	Project is not neatly done.	Project seems thrown together without care or pride	
Total				/35	%	

