

Of Mice and Men

By John Steinbeck



Name:

Period:

Credit: Yes/No

Voice Lesson

Literary Device: Imagery – Chapter 1

1. Definition of Voice:

2. Definition of Imagery:

What is Steinbeck trying to achieve through his use of imagery in describing the setting?

Step 1: Record any words/phrases that appeal to your senses in this outside box:

Step 2: Use the gathered text to create a visual of the Salina Valley, CA

Writing Lesson

Claim – Evidence – Interpretation

1. **Definition of Claim:**

2. **Definition of Evidence:**

3. **Definition of Interpretation:**

| | |
|--|---|
| Claim: | Through his use of imagery in the description of the setting, Steinbeck |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |

| | |
|--|--|
| Refine: Take the Claim, one piece of evidence, and the matching interpretation and change it into the beginning of a body paragraph. You will need to use TLPC, citations, and strong word choice. | |
|--|--|

Voice Lesson

Literary Device: Characterization – Chapter 1

1. Definition of Characterization:

Lennie

| | |
|---------------------------------|----------------------------------|
| What the character says: | What the character does: |
| What the character looks like: | What the character feels/thinks: |
| What other character say about: | Direct comment by the Author: |

George

| | |
|---------------------------------|----------------------------------|
| What the character says: | What the character does: |
| What the character looks like: | What the character feels/thinks: |
| What other character say about: | Direct comment by the Author: |

Writing Lesson

Claim – Evidence – Interpretation

| | |
|--|---|
| Claim: | Through his use of _____ Steinbeck reveals that _____ is _____. |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Refine: Take the Claim, one piece of evidence, and the matching interpretation and change it into the beginning of a body paragraph. You will need to use TLPC, citations, and strong word choice. | |

Voice Lesson

Literary Device: Symbolism – Chapter 2

Symbol: An important idea or image that shows up over and over in a novel or literary work. A symbol different than a theme because it can be expressed as a single word or phrase, while a theme must be expressed in a complete sentence. **Symbols** are important to identify and track because they provide clues about theme. In chapter two *Of Mice and Men*, Steinbeck uses the **Symbol of light and dark**. Identify six passages where Steinbeck uses the light and dark symbol and then draw a visual representation of the passage.

| | | |
|---------------------------------|---------------------------------|---------------------------------|
| | | |
| “ _____ _____ _____” (). | “ _____ _____ _____” (). | “ _____ _____ _____” (). |

| | | |
|---------------------------------|---------------------------------|---------------------------------|
| | | |
| “ _____ _____ _____” (). | “ _____ _____ _____” (). | “ _____ _____ _____” (). |

Writing Lesson

Claim – Evidence – Interpretation

Consider: What do you think Steinbeck is trying to show the readers through the use of the light/dark symbol in chapter two?

| | |
|---|---|
| Claim: | In chapter two of <i>Of Mice and Men</i> , Steinbeck uses a Symbol of light and darkness to (show, reveal, or foreshadow) |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |

| | |
|--|--|
| Refine: Take the Claim, one piece of evidence, and the matching interpretation and change it into the beginning of a body paragraph. You will need to use TLPC, citations, and strong word choice. | |
|--|--|

Voice Lesson

Literary Device: Symbolism – Chapter 2

Symbol. In chapter two *Of Mice and Men*, Steinbeck uses the **Symbol of Candy & his dog**. Identify six passages where Steinbeck uses the symbol of Candy and his dog, and then draw a visual representation of the passage.

| | | |
|---------------------------------|---------------------------------|---------------------------------|
| | | |
| “ _____ _____ _____” (). | “ _____ _____ _____” (). | “ _____ _____ _____” (). |

| | | |
|---------------------------------|---------------------------------|---------------------------------|
| | | |
| “ _____ _____ _____” (). | “ _____ _____ _____” (). | “ _____ _____ _____” (). |

Writing Lesson

Claim – Evidence – Interpretation

Consider: What do you think Steinbeck is trying to show the readers through the symbol of Candy & his dog in chapter two?

| | |
|---|--|
| Claim: | In chapter two of <i>Of Mice and Men</i> , Steinbeck uses a Symbol of Candy & his dog to (show, reveal, or foreshadow) |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |

| | |
|--|--|
| Refine: Take the Claim, one piece of evidence, and the matching interpretation and change it into the beginning of a body paragraph. You will need to use TLPC, citations, and strong word choice. | |
|--|--|

Extra Credit

Chapters 1-2

Define the following words

Morosely Pugnacious Mimicking Ominously Anguished Sceptically

Elaborate Gingerly Plaintively Brusquely Complacently

Answer the following questions, use quotes or examples from the reading to substantiate your answers.

1. Why did Lennie and George leave Weed?
2. What does Lennie's past experience with mice tell us about his self-control?
3. What do you think George would really do if he didn't have Lennie?
4. What does the contrast between the speech he gives on page twelve and the story he tells on page fifteen say about George's character/personality?
5. George has power of knowledge, but what power does Lennie have over George?
6. What parts of the American dream are typified in Lennie and George?
7. Draw a diagram of the bunkhouse.
8. George blames Lennie for almost causing them to lose the job. Do you believe this is the truth of the situation?
9. What does the old man mean when he says Curley is "handy"? What does he mean when he says Curley's wife has "the eye"?
10. With the introduction of Curley, what does Steinbeck foreshadow?
11. Why are Lennie and George together?

Voice Lesson

Topic & Diction – Chapter 3

Topic: An important subject that shows up over and over in a novel or literary work. A topic is different than a theme because it can be expressed as a single word or phrase . Topics are important to identify and track because they provide clues about theme.

Theme: A topic is a subject; the **theme** is the author’s opinion about that subject. A theme must be expressed in a complete sentence.

Diction: The words an author uses to describe a character, setting or situation. **Diction** is important to interpret because an author’s word choice will give you clues to his opinion.

Once you identify the topic and interpret the diction used to discuss that topic, you will be able to determine the themes of a novel.

Use the Double Entry Journal to track the topics, record Steinbeck’s diction and write your interpretations.

| Topic | Evidence (Passage and Citation) <i>This evidence is Diction because it contains the words Steinbeck used to describe or discuss these topics.</i> | Interpretation (Commentary) <i>What does Steinbeck’s diction reveal about his opinions of these topics. You are discovering themes of the novel.</i> |
|-------------------------|--|---|
| Loneliness & Friendship | | |

| Topic | Evidence (Passage and Citation) <i>This evidence is Diction because it contains the words Steinbeck used to describe or discuss these topics.</i> | Interpretation (Commentary) <i>What does Steinbeck's diction reveal about his opinions of these topics. You are discovering themes of the novel.</i> |
|---------------|--|---|
| Dreams | | |
| Women | | |

| | | |
|--------------------------------|--|---|
| Topic | Evidence (Passage and Citation) <i>This evidence is Diction because it contains the words Steinbeck used to describe or discuss these topics.</i> | Interpretation (Commentary) <i>What does Steinbeck's diction reveal about his opinions of these topics. You are discovering themes of the novel.</i> |
| Strength & Weakness | | |

| | |
|--|--|
| <p>Refine: Write a Theme Statement.</p> <p>Theme Statement = Topic + Author's opinion on that topic.</p> | |
|--|--|

Voice Lesson & Writing Lesson
Symbolism – Chapter 3
CANDY'S DOG



Claim: Through the symbol of Candy and his dog in chapter three Steinbeck (shows/ reveals/ foreshadows)

Evidence:

Interpretation:

Extra Credit

Chapter 3

Define the following words

Receptive raptly subsided entranced reverently bemused

Answer the following questions

1. Based on his description on page 33 and his actions in the beginning of this chapter describe Slim's personality.
2. According to Slim, what happens to men when they live and travel alone?
3. Sum up what Slim says about the relationship between knowledge and kindness. Do you agree or disagree with his view? Explain your answer.
4. List and explain three to four things the men do to bring themselves comfort.
5. In your opinion, why did Candy let Carlson take his dog?
6. Why does Candy want in on George and Lennie's plans?
7. What comparison does Candy make between his dog and himself?
8. Candy says that he should have killed his dog. Do you agree with him? Why or why not?
10. Why did George tell Lennie to fight Curley? What would have happened if George hadn't told him to fight?

Group Assessment Of Mice and Men Topic Poster – Chapter 3

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------|--|---|---|---|
| Title | Title can be read from 6 ft. away and is quite creative. | Title can be read from 6 ft. away and describes content well. | Title can be read from 4 ft. away and describes the content well. | The title is too small and/or does not describe the content of the poster well. |
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Mechanics | Capitalization and punctuation are correct throughout the poster. | There is 1 error in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There are more than 2 errors in capitalization or punctuation. |
| Graphics -Clarity | Graphics are all in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content is easily viewed and identified from 4 ft. away. | Many graphics are not clear or are too small. |
| Required Elements | The poster includes all required elements: Title, Picture, Passage, Theme Statement, Word Cloud as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |

Voice Lesson & Writing Lesson
 Characterization – Chapter 4
 Limitations Chart

| | Lennie | Crooks | Candy | Curley's Wife |
|---|--------|--------|-------|---------------|
| What is/are this character's limitations? | | | | |
| How does Steinbeck Reveal this character's limitations? (Passages) <i>6 ways of characterization:</i> 1. <i>Actions</i> 2. <i>Physical description</i> 3. <i>Words/dialogue</i> 4. <i>Thoughts & feelings</i> 5. <i>What other characters say</i> 6. <i>Direct Author Comment.</i> | | | | |
| How does he/she deals with the limitations? | | | | |
| By including this character with his/her limitations in <i>Of Mice and Men</i> , Steinbeck (demonstrates, reveals, proves) _____ | | | | |

Voice Lesson & Writing Lesson
Symbolism or Characterization or Topic or Imagery
Chapter 4



Claim: Through the use of _____ in chapter four Steinbeck (shows/ reveals/ foreshadows)

Evidence:

Interpretation:

Voice Lesson & Writing Lesson

I Am Poem– Chapter 5

Select one character from chapter five. Use his/her experiences, words, thoughts, and actions from the chapter to create a poem about him/her. Use direct passages as often as possible.

| Format | Your <i>I Am</i> Poem |
|--|-----------------------|
| <p><u>MODEL</u></p> <p><u>FIRST STANZA</u></p> <p>I am (2 special characteristics the character has)</p> <p>I wonder (something of curiosity)</p> <p>I hear (sound imagery)</p> <p>I see (visual imagery)</p> <p>I want (an actual desire)</p> <p>I am (the first line of the poem repeated)</p> <p><u>SECOND STANZA</u></p> <p>I pretend (something the character pretends to do/be)</p> <p>I feel (a physical or emotional feeling)</p> <p>I touch (touch imagery)</p> <p>I worry (something that bothers the character)</p> <p>I cry (something that makes the character sad)</p> <p>I am (the first line of the poem repeated)</p> <p><u>THIRD STANZA</u></p> <p>I understand (something that is true)</p> <p>I say (something the character believes in)</p> <p>I dream (something the character dreams about)</p> <p>I try (something the character really make an effort about)</p> <p>I hope (something the character actually hopes for)</p> <p>I am (the first line of the poem repeated)</p> | |

Extra Credit

Chapters 4-5

1. What do Lennie, Crooks, and Candy have in common?
2. Do you think Crooks enjoyed having company? Why or Why not?
3. Does Crooks believe the men will be able to get their farm?
4. How could Curley's wife get Crooks "strung-up"?
5. Why does Curley's wife have such a desire to talk to Lennie?
6. How did Curley's wife's appearance change after her death? Why is this important to understanding her character?
7. Why is Candy so angry with Curley's wife?
8. Who has the missing gun? What leads you to that conclusion?

Voice Lesson

Literary Device: Imagery – Chapter 6

1. Definition of Voice:

2. Definition of Imagery:

What is Steinbeck trying to achieve through his use of imagery in describing the setting?

Step 1: Record any words/phrases that appeal to your senses in this outside box:

Step 2: Use the gathered text to create a visual of the Salina Valley, CA

Writing Lesson

Claim – Evidence – Interpretation

Consider: Steinbeck begins and ends *Of Mice and Men* in the same setting. This is called a full-circle or circle-plot ending. What are the physical and emotions similarities and differences between the beginning and end of the book? Why would Steinbeck choose to end his novella in this way?

| | |
|--|--|
| Claim: | Through his use of imagery and full-circle ending, Steinbeck |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |
| Evidence: What words or phrases did you read in the text that lead you to your claim? | |
| Interpretation: How does the passage(s) you just used prove your claim? | |

Extra Credit

Chapter 6

1. Steinbeck uses full-circle ending in his story. A full-circle ending is when the author repeats details from the beginning of the story in the conclusion. What details from the beginning of the story does Steinbeck use again in the end?
2. What does Steinbeck accomplish with this type of ending?
3. What type of hallucinations does Lennie have?
4. What do these hallucinations say about Lennie?
5. Why is George so reluctant to get mad at Lennie?
6. Why did George do what he did?
7. What events foreshadowed this concluding action?
8. Answer the question Carlson asks at the very end of the story.

Voice Lesson & Writing Lesson

Poetry Analysis

Burns Original

Standard English Translation

Wee, sleekit, cowrin, tim'rous beastie,
O, what a panic's in thy breastie!
Thou need na start awa sae hasty
Wi bickering brattle!
I wad be laith to rin an' chase thee,
Wi' murdering pattle.

Small, sleek, cowering, timorous beast,
O, what a panic is in your breast!
You need not start away so hasty
With hurrying scamper!
I would be loath to run and chase you,
With murdering plough-staff. _____

I'm truly sorry man's dominion
Has broken Nature's social union,
An' justifies that ill opinion
Which makes thee startle
At me, thy poor, earth born companion
An' fellow mortal!

I'm truly sorry man's dominion
Has broken Nature's social union,
And justifies that ill opinion
Which makes thee startle
At me, thy poor, earth born companion
And fellow mortal! _____

I doubt na, whyles, but thou may thieve;
What then? poor beastie, thou maun live!
A daimen icker in a thrave
'S a sma' request;
I'll get a blessin wi' the lave,
An' never miss't.

I doubt not, sometimes, but you may steal;
What then? Poor beast, you must live!
An odd ear in twenty-four sheaves
Is a small request;
I will get a blessing with what is left,
And never miss it. _____

Thy wee-bit housie, too, in ruin!
It's silly wa's the win's are strewin!
An' naething, now, to big a new ane,
O' foggage green!
An' bleak December's win's ensuin,
Baith snell an' keen!

Your small house, too, in ruin!
It's feeble walls the winds are scattering!
And nothing now, to build a new one,
Of coarse grass green!
And bleak December's winds coming,
Both bitter and keen! _____

Thou saw the fields laid bare an' waste,
An' weary winter comin fast,
An' cozie here, beneath the blast,
Thou thought to dwell,
Till crash! the cruel coulter past
Out thro' thy cell.

You saw the fields laid bare and wasted,
And weary winter coming fast,
And cozy here, beneath the blast,
You thought to dwell,
Till crash! the cruel plough past
Out through your cell. _____

That wee bit heap o' leaves an' stibble,
Has cost thee monie a weary nibble!
Now thou's turned out, for a' thy trouble,
But house or hald,
To thole the winter's sleety dribble,
An' cranreuch cauld.

That small bit heap of leaves and stubble,
Has cost you many a weary nibble!
Now you are turned out, for all your trouble,
Without house or holding,
To endure the winter's sleety dribble,
And hoar-frost cold. _____

But Mousie, thou art no thy lane,
In proving foresight may be vain:
The best laid schemes o' mice an' men
Gang aft agley,
An' lea'e us nought but grief an' pain,
For promis'd joy!

But Mouse, you are not alone,
In proving foresight may be vain:
The best laid schemes of mice and men
Go often askew,
And leaves us nothing but grief and pain,
For promised joy! _____

Still thou are blest, compared wi' me!
The present only toucheth thee:
But och! I backward cast my e'e,
On prospects drear!
An' forward, tho' I canna see,
I guess an' fear!

Still you are blest, compared with me!
The present only touches you:
But oh! I backward cast my eye,
On prospects dreary!
And forward, though I cannot see,
I guess and fear! _____

Voice Lesson & Writing Lesson Poetry Analysis

Robert Burns was a poet, but that was not what earned him his living. As with most artists of his time, he had to have some means of earning his keep. In Burns' case he earned most of his money, sparse though it was, from farming. This is why he is also known as the 'Ploughman Bard.' It was while he was ploughing one of his fields that he disturbed a mouse's nest. It was his thought on what he had done that led to his poem, *To a Mouse*. On the page above, you will find Burns'; original version of the poem in the left-hand column, as well as a version that has been re-written in standard English in the right-hand column.

- 1: Re-read the poem stanza by stanza. After each stanza, write out what it meant in your own words on the line provided.
2. Choose one line or phrase from this poem that stood out to you. Note the stanza and line numbers. Copy it here:
3. Why did you choose the line that you did? Why did it stand out to you? Make a claim about how it relate to *Of Mice and Men*.
4. Who, in the story *Of Mice and Men*, is like a mouse as defined in the poem? Provide evidence from the text:
5. Interpret how is the topic of strength & weakness portrayed in both the novel and poem.
6. What other topics are present in both the novel and the poem?
7. What similar themes do both Burns and Steinbeck develop in their work?

Of Mice and Men

Test Preparation

1. Be ready to provide Claim – Evidence – Interpretation on two of these topics (your choice):
 - a. According to Steinbeck, how do people often respond to the weak members of society? What are the consequences of these actions?
 - b. Is Curley's Wife a victim, villain or both? Explain and support your answer.
 - c. What is the result of being friendless/lonely? Who in OMAM is truly lonely and how does it impact the way they behave? Are they responsible for their own loneliness?
 - d. Is OMAM a racist or sexist book or is Steinbeck trying to show how society really is?
 - e. Many of us have grow up hearing that we can be anything we want to be when we grow up. What does Steinbeck show about this? What things get in the way of characters accomplishing their dreams?
 - f. According to Steinbeck, does having a dream that is possibly out of reach make life more bearable or more painful?
 - g.