

A Common Core Approach To Teaching OF MICE AND MEN



Literature Lesson Plans

Written To The Common Core Standards



Teacher's Pet Publications

COPYRIGHT INFORMATION

This is copyrighted material.
It may not be copied or distributed in any way
without written permission from Teacher's Pet Publications.

*The purchaser may copy the student materials
for his or her classroom use only.*

No other portion may be copied or distributed in any way.

No portion may be posted on the Internet
without written permission from Teacher's Pet Publications.

Copyright violations are prosecuted to the fullest extent of the law
and are subject to a minimum of a \$500.00 fine,
imposed by Teacher's Pet Publications,
in addition to any other legal judgments obtained.

Copyright questions?

Contact Teacher's Pet Publications
www.tpet.com
1-800-255-8935

ISBN
978-1-60249-504-3
Copyright 2014

Teacher's Pet Publications
11504 Hammock Point Road
Berlin, Maryland 21811
www.tpet.com

Table Of Contents

Chapter 1

- Reading Activity 1: True or False 7
- Reading Activity 2: Analyzing Passages 14
- Reading Activity 3: Characters, Lexicon, & Diction 21
- Reading Activity 4: Action, Character, Decision 26
- Reading Activity 5: Figurative Language 29
- Reading Activity 6: Elements of Fiction & Literary Devices 32
- Reading Activity 7: Meaning And Inferences 38
- Writing Activity 1: What Is Friendship 45
- Suggested Writing Assignments 49
- Quick-Write Assignments 51

Chapter 2

- Reading Activity 1: True or False 55
- Reading Activity 2: Analyzing Passages 61
- Reading Activity 3: Physical Attributes & Characterization 68
- Reading Activity 4: Action, Character, Decision 72
- Reading Activity 5: Figurative Language 75
- Reading Activity 6: Elements of Fiction & Literary Devices 78
- Reading Activity 7: Meaning And Inferences 83
- Writing Activity 1: What Is Masculinity? 90
- Suggested Writing Assignments 95
- Quick-Write Assignments 97

Chapter 3

- Reading Activity 1: True or False 101
- Reading Activity 2: Analyzing Passages 108
- Reading Activity 3: Foil Character Study 113
- Reading Activity 4: Action, Character, Decision 116
- Reading Activity 5: Figurative Language 119
- Reading Activity 6: Elements of Fiction & Literary Devices 122
- Reading Activity 7: Meaning And Inferences 127
- Writing Activity 1: How Is Weakness Or Strength Determined? 135
- Suggested Writing Assignments 140
- Quick-Write Assignments 142

Chapter 4

- Reading Activity 1: True or False 145
- Reading Activity 2: Analyzing Passages 152
- Reading Activity 3: Direct vs. Indirect Characterization 158
- Reading Activity 4: Action, Character, Decision 161
- Reading Activity 5: Figurative Language 164
- Reading Activity 6: Elements of Fiction & Literary Devices 167
- Reading Activity 7: Meaning And Inferences 172
- Writing Activity 1: What Are The Effects Of Isolation? 179
- Suggested Writing Assignments 183
- Quick-Write Assignments 185

Table Of Contents, Continued

Chapter 5

- Reading Activity 1: True or False 189
- Reading Activity 2: Analyzing Passages 196
- Reading Activity 3: Round Characters or Stereotypes? 202
- Reading Activity 4: Action, Character, Decision 206
- Reading Activity 5: Figurative Language 209
- Reading Activity 6: Elements of Fiction & Literary Devices 212
- Reading Activity 7: Meaning And Inferences 217
- Writing Activity 1: What Does Curley's Wife Symbolize? 222
- Suggested Writing Assignments 226
- Quick-Write Assignments 228

Chapter 6

- Reading Activity 1: True or False 231
- Reading Activity 2: Analyzing Passages 238
- Reading Activity 3: A Closer Look At Lennie 244
- Reading Activity 4: Action, Character, Decision 247
- Reading Activity 5: Figurative Language 250
- Reading Activity 6: Elements of Fiction & Literary Devices 253
- Reading Activity 7: Meaning And Inferences 258
- Writing Activity 1: Is Murder An Act of Friendship? 265
- Suggested Writing Assignments 269
- Quick-Write Assignments 271

Overview

- Reading Activity 1: True or False 275
- Reading Activity 2: Analyzing Passages 282
- Reading Activity 3: Characters, Motivation, & Dreams 288
- Reading Activity 4: Action, Character, Decision 292
- Reading Activity 5: Figurative Language 295
- Reading Activity 6: Elements of Fiction & Literary Devices 298
- Reading Activity 7: Meaning And Inferences 301
- Writing Activity 1: Sharing A Common Dream 308
- Suggested Writing Assignments 312
- Quick-Write Assignments 314

MATERIALS: CHAPTER 1 OF MICE AND MEN

Reading Activity 1: True or False?

Reading Activity 2: Analyzing Passages

Reading Activity 3: Characters, Lexicon, and Diction

Reading Activity 4: Action, Character, Decision

Reading Activity 5: Figurative Language

Reading Activity 6: Elements of Fiction & Literary Devices

Reading Activity 7: Meaning and Inferences

Writing Activity 1: What Is Friendship?

Suggested Writing Assignments

Quick-Write Assignments



NOTES
OF MICE AND MEN

Of Mice And Men Chapter 1

Reading Activity 1: True or False?

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
CCRA.SL.1	SL.8.1	SL.9-10.1
CCRA.SL.4	SL.8.4	SL.9-10.4

Objectives

- Students will be able to cite the parts of the text that support their analysis of what the text says or infers.
- Students will consider statements about the text, determine whether those statements are true or false, and will give textual evidence supporting their choices.
- Students will work together in small groups to discuss, analyze, and evaluate the statements made.
- Students will evaluate the analytical work of their peers.

Directions

Prior to reading chapter 1: Give students (or post) the following list of statements about the chapters, and explain to students that they should read Chapter 1 to find out if these statements are true or false:

Lennie is not capable of traveling by himself.
Lennie lies, but he does not do it maliciously.
Lennie was believed to have attacked a woman in Weed.
Lennie believes that his dream is attainable.
George believes that Lennie's behavior will not cause another crisis.
George is more impatient with Lennie than he is patient and understanding.

After reading chapter 1: The worksheets on the following pages can be done by students individually, in small groups, or as a whole class. Below are directions to use the questions as a group activity to fulfill more state standards:

- Cut the worksheet apart, making each question and answer box a slip.
- Divide your class into six groups and give one question and a True/False evaluation form to each group. Tell students they are to discuss the statement and determine if the statement is true or false, supporting their decision with evidence from the text. Tell them their answers will be evaluated on the criteria given on the evaluation form.
- Give students ample time to discuss the statements and record their answers.
- Have the groups swap True or False question slips so that each group can evaluate another group's answer. The group should fill in the number of the question they are evaluating, decide how well the answer fulfills the criteria listed, and fill out the form accordingly.
- Repeat the previous step until all the groups have evaluated each others' answers.
- Collect the evaluations and answer slips.

Follow-Up/Assessment/Extension:

- You could average and record the grades each group received for its answers.
- Students could write in their journals or notebooks one thing they learned from this activity.
- You could hold a whole-class discussion about each or any of the statements, either solely orally or using a blank True or False Worksheet on your whiteboard, filling it in as the discussion unfolds.
- At the beginning of the next class, you could hold a brief discussion reviewing the facts addressed by the True/False Worksheet, to see what students have retained and to reinforce the information.
- You could have students make up (and fill in) their own True/False Worksheets for other information located within this chapter.

Of Mice And Men Chapter 1: True or False?

Write *True* or *False* in the blank next to each statement. Below the statement, explain why you chose true or false, referencing the text to support your choices.

_____ 1. Lennie is not capable of traveling by himself.

_____ 2. Lennie lies, but he does not do it maliciously.

_____ 3. Lennie was believed to have attacked a woman in Weed.

_____ 4. Lennie believes that his dream is attainable.

_____ 5. George believes that Lennie's behavior will not cause another crisis.

_____ 6. George is more impatient with Lennie than he is patient and understanding.

Of Mice And Men Chapter 1 True or False? Evaluation

List Your Group's Members:

Your Group's Question # _____

1 = No, Not At All 2 = A Little 3 = Some 4 = Yes 5 = Yes, Very Well

Evaluation of Question # _____

Does the explanation support the answer of true or false?

1 2 3 4 5

Is there good textual evidence to support the answer?

1 2 3 4 5

Is the answer clearly stated?

1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # _____

Does the explanation support the answer of true or false?

1 2 3 4 5

Is there good textual evidence to support the answer?

1 2 3 4 5

Is the answer clearly stated?

1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # _____

Does the explanation support the answer of true or false?

1 2 3 4 5

Is there good textual evidence to support the answer?

1 2 3 4 5

Is the answer clearly stated?

1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # _____

Does the explanation support the answer of true or false?

1 2 3 4 5

Is there good textual evidence to support the answer?

1 2 3 4 5

Is the answer clearly stated?

1 2 3 4 5

Total Score _____ of a possible 15 points

Evaluation of Question # _____

Does the explanation support the answer of true or false?

1 2 3 4 5

Is there good textual evidence to support the answer?

1 2 3 4 5

Is the answer clearly stated?

1 2 3 4 5

Total Score _____ of a possible 15 points

Of Mice And Men Chapter 1: True or False? Suggested Answers

Write *True* or *False* in the blank next to each statement. Below the statement, explain why you chose true or false, referencing the text to support your choices.

_____ 1. Lennie is not capable of traveling by himself.

It is clear from very early on that ANSWER DELETED FOR SAMPLE

_____ 2. Lennie lies, but he does not do it maliciously.

ANSWER DELETED FOR SAMPLE et, he asks Lennie what he has and Lennie says "I ain't got nothin', George. Honest." However, we learn that this lie does not have any malicious intent behind it when he tells George "It's on'y a mouse [...] [to] pet with my thumb while we walked along." Lennie only ANSWER DELETED FOR SAMPLE

_____ 3. Lennie was believed to have attacked a woman in Weed.

After George tells Lennie not to talk to the ranch boss, he says "An' you ain't ANSWER DELETED FOR SAMPLE

_____ 4. Lennie believes that his dream is attainable.

Lennie's dream is to own a small farm filled with rabbits with George. Lennie is so set on this dream that he has even memorized George's speech about it. When he starts reciting the speech with George, George says "ANSWER DELETED FOR SAMPLE

_____ 5. George believes that Lennie's behavior will not cause another crisis.

George ANSWER DELETED FOR SAMPLE aith that Lennie will stay out of trouble.

_____ 6. George is more impatient with Lennie than he is patient and understanding.

GeorgeANSWER DELETED FOR SAMPLE s. Lennie reacts to this by saying, "If you don't want me I can go off in the hills an' find a cave. I can go away any time." George quickly reacts to Lennie's statement and saysANSWER DELETED FOR SAMPLE

Of Mice And Men Chapter 1

Reading Activity 2: Analyzing Passages

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.6	RL.8.1 RL.8.3 RL.8.4 RL.8.6	RL.9-10.1 RL.9-10.4
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

- Students will analyze what the text says explicitly as well as inferences drawn from the text.
- Students will analyze how different points of view of the characters and the audience (or reader) creates suspense or humor.
- Students will analyze the impact of specific word choices on meaning and tone.

Directions

On the pages that follow, there are 8 passages to analyze, each with a question or questions to guide the process. There are many ways to use these questions:

- You could use them as a worksheet for all students to complete individually.
- You could use the worksheet as your guide in a whole-class discussion. Have students turn to the first passage in the book, read it, then ask the question(s) orally. Repeat through all 8 questions.
- You could assign one passage to each of 8 different groups of students, for the students to discuss and come up with responses to the question(s). Then hold a whole-class discussion.
- You could read the passage and then see which student can find the passage first (to practice skimming skills). Then follow up with the questions(s) and discussion.
- You could have students choose one or two questions to respond to in writing in their notebooks or journals.

Follow-Up/Assessment/Extension

- Ask students to write about the dynamic between George and Lennie. Does George feel indignation or obligation? Does Lennie feel guilt or shame?
- Have students pick out other passages in this chapter that show interesting word usage, descriptions, or lack of clarity.
- As an introduction to this activity and this chapter, ask students to write about the responsibilities that friends have toward one another.

Of Mice And Men Chapter 1 Analyzing Passages

Answer the questions following the quotations completely.

1. "...[Lennie] walked heavily, dragging his feet a little, way a bear drags his paws. His arms did not swing at his sides, but hung loosely....Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool on the other side and came back again."

How is Lennie described physically? Why is it significant?

2. "What you want of a dead mouse, anyways?"
"I could pet it with my thumb while we walked along," said Lennie.

Why does Lennie want the mouse? How does he benefit from having it? What does this reveal about his judgment?

3. "[Lennie] said gently, "George... I ain't got mine. I musta lost it." He looked down at the ground in despair.

"You never had none, you crazy bastard. I got both of 'em here. Think I'd let you carry your own work card?"

Lennie grinned with relief.

How does this interchange characterize their relationship? How does "crazy bastard" contrast with George's care for Lennie?

4. "That ranch we're goin' to is right down there about a quarter mile. We're gonna go in an' see the boss. Now, look—I'll give him the work tickets, but you ain't gonna say a word. You jus' stand there and don't say nothing. If he finds out what a crazy bastard you are, we won't get no job, but if he sees ya work before he hears ya talk, we're set."

What does this suggest about Lennie's ability to work? How does that contrast with his ability to think?

5. "Lennie looked sadly up at him. "They was so little," he said apologetically. "I'd pet 'em, and pretty soon they bit my fingers and I pinched their heads a little and then they was dead—because they was so little. I wish't we'd get the rabbits pretty soon, George. They ain't so little."

Why is the repetition of the word "little" significant?

6. "Guys like us, that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place. They come to a ranch an' work up a stake and then they go inta town and blow their stake, and the first thing you know they're poundin' their tail on some other ranch. They ain't got nothing to look ahead to."

Is George lonely? Does he contradict himself?

7. "[George] heard Lennie's whimpering cry and wheeled about. "Blubberin' like a baby! Jesus Christ! A big guy like you!" Lennie's lip quivered and tears started in his eyes. "Aw, Lennie!" George put his hand on Lennie's shoulder. "I ain't takin' it away jus' for meanness. That mouse ain't fresh, Lennie; and besides, you've broke it pettin' it. You get another mouse that's fresh and I'll let you keep it a little while."

Consider the word "big." How is it ironic?

8. "I wish I could put you in a cage with about a million mice an' let you have fun." His anger left him suddenly. He looked across the fire at Lennie's anguished face, and then he looked ashamedly at the flames."

What does this suggest about George's attitude toward Lennie?

Of Mice And Men Chapter 1 Analyzing Passages Suggested Answers

Answer the questions following the quotations completely.

1. "...[Lennie] walked heavily, dragging his feet a little, way a bear drags his paws. His arms did not swing at his sides, but hung loosely....Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool on the other side and came back again."

How is Lennie described physically? Why is it significant?

Lennie's physical features are described as ANSWER DELETED FOR SAMPLE connected to the natural world, which is central to the setting in the Eden-like farmland of California.

2. "What you want of a dead mouse, anyways?"
"I could pet it with my thumb while we walked along," said Lennie.

Why does Lennie want the mouse? How does he benefit from having it? What does this reveal about his judgment?

Lennie wants the mouse because ANSWER DELETED FOR SAMPLE ignorance of these two facts shows that he does not have good judgment at all, and that his desire for tactile things is stronger than common sense (to dispose of a rotting animal corpse).

3. "[Lennie] said gently, "George... I ain't got mine. I musta lost it." He looked down at the ground in despair.
"You never had none, you crazy bastard. I got both of 'em here. Think I'd let you carry your own work card?"
Lennie grinned with relief.

How does this interchange characterize their relationship? How does "crazy bastard" appear to contrast with George's care for Lennie?

This quote solidifies George's role in relation to ANSWER DELETED FOR SAMPLE when he is frustrated by Lennie.

4. "That ranch we're goin' to is right down there about a quarter mile. We're gonna go in an' see the boss. Now, look—I'll give him the work tickets, but you ain't gonna say a word. You jus' stand there and don't say nothing. If he finds out what a crazy bastard you are, we won't get no job, but if he sees ya work before he hears ya talk, we're set."

What does this suggest about Lennie's ability to work? How does that contrast with his ability to think?

George's implication that Lennie should let his work speak for himself suggests that ANSWER DELETED FOR SAMPLE Lennie's physical strength and his mental strength.

5. "Lennie looked sadly up at him. "They was so little," he said apologetically. "I'd pet 'em, and pretty soon they bit my fingers and I pinched their heads a little and then they was dead—because they was so little. I wish't we'd get the rabbits pretty soon, George. They ain't so little."

Why is the repetition of the word "little" significant?

Lennie's repetition of the word "little" is significant for a few reasons. ANSWER DELETED FOR SAMPLE

6. "Guys like us, that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place. They come to a ranch an' work up a stake and then they go into town and blow their stake, and the first thing you know they're poundin' their tail on some other ranch. They ain't got nothing to look ahead to."

Is George lonely? Does he contradict himself?

George describes the life of a raANSWER DELETED FOR SAMPLE

7. "[George] heard Lennie's whimpering cry and wheeled about. "Blubberin' like a baby! Jesus Christ! A big guy like you!" Lennie's lip quivered and tears started in his eyes. "Aw, Lennie!" George put his hand on Lennie's shoulder. "I ain't takin' it away jus' for meanness. That mouse ain't fresh, Lennie; and besides, you've broke it pettin' it. You get another mouse that's fresh and I'll let you keep it a little while."

Consider the word "big." How is it ironic?

The word "big" is ironic because while Lennie has been described as ANSWER DELETED FOR SAMPLE

8. "I wish I could put you in a cage with about a million mice an' let you have fun." His anger left him suddenly. He looked across the fire at Lennie's anguished face, and then he looked ashamedly at the flames."

What does this suggest about George's attitude toward Lennie?

George's sham ANSWER DELETED FOR SAMPLE

Of Mice And Men Chapter 1

Reading Activity 3: Characters, Lexicon and Diction

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

Using textual evidence, students will explore how characterization is created through the use of different levels of lexicon and diction.

Directions

The characters, lexicon and diction worksheet on the following page could be used in many ways, completed by small groups of students, individual students, or as a whole class activity.

Students will be able to identify how different levels of lexicon and diction create characterization. Students can use their current observations about the characters' lexicon and diction to understand characteristics and qualities associated with the main two characters.

Students may (and should) use their books to skim through the chapter to refresh their memories or gather more information about the characters.

After students complete the worksheets discuss students' answers as a whole class. Collect the worksheets for grading, if you choose, or have students put them in their notebooks for further study.

Follow-Up/Assessment/Extension

Revisit this assignment later in the unit and discuss the how differences (social class and race for example) are conveyed through diction and lexicon.

Of Mice And Men Chapter 1

Reading Activity 3: Characters, Lexicon and Diction

Authors have many tools for creating characterization. Among those tools are lexicon, the words characters speak, and diction, the way characters use words to express themselves. These authorial choices affect the way readers perceive and understand characters and their motivations.

Complete the chart below, focusing on the lexicon and diction of Lennie and George. Go back and skim the text if you need to, to refresh your memory about these characters.

Speaker & Quote	Comment on the character's lexicon. (Does it convey ignorance, intelligence? Is it grammatical? Be specific.)	Comment on the character's diction. (Is it direct? Is it confident? Hesitant? Evasive? Be specific.)	What do your observations about lexicon and diction suggest about the speaker?
<p>George: "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty."</p>			
<p>George: "Aw, Lennie!" George put his hand on Lennie's shoulder. "I ain't takin' it away jus' for meanness. That mouse ain't fresh, Lennie; and besides, you've broke it pettin' it. You get another mouse that's fresh and I'll let you keep it a little while."</p>			

Speaker & Quote	Comment on the character's lexicon. (Does it convey ignorance, intelligence? Is it grammatical? Be specific.)	Comment on the character's diction. (Is it direct? Is it confident? Hesitant? Evasive? Be specific.)	What do your observations about lexicon and diction suggest about the speaker?
<p>Lennie: "I was only foolin', George. I don't want no ketchup. I wouldn't eat no ketchup if it was right here beside me."</p>			
<p>Lennie: "An' live off the fatta the lan'," Lennie shouted. "An' have rabbits. Go on, George! Tell about what we're gonna have in the garden and about the rabbits in the cages and about the rain in the winter and the stove, and how thick the cream is on the milk like you can hardly cut it. Tell about that, George."</p>			

Of Mice And Men Chapter 1

Reading Activity 3: Characters, Lexicon and Diction Suggested Answers

Authors have many tools for creating characterization. Among those tools are lexicon, the words characters speak, and diction, the way characters use words to express themselves. These authorial choices affect the way readers perceive and understand characters and their motivations.

Complete the chart below, focusing on the lexicon and diction of Lennie and George. Go back and skim the text if you need to, to refresh your memory about these characters.

Speaker & Quote	Comment on the character's lexicon. (Does it convey ignorance, intelligence? Is it grammatical? Be specific.)	Comment on the character's diction. (Is it direct? Is it confident? Hesitant? Evasive? Be specific.)	What do your observations about lexicon and diction suggest about the speaker?
<p>George: "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty."</p>	<p>George has a very informal andANSWER DELETED FOR SAMPLE</p>	<p>George'ANSWER DELETED FOR SAMPLE</p>	<p>These observations suggest thANSWER DELETED FOR SAMPLE</p>
<p>George: "Aw, Lennie!" George put his hand on Lennie's shoulder. "I ain't takin' it away jus' for meanness. That mouse ain't fresh, Lennie; and besides, you've broke it pettin' it. You get another mouse that's fresh and I'll let you keep it a little while."</p>	<p>In this quote, George speaks aANSWER DELETED FOR SAMPLE</p>	<p>George's diction is cANSWER DELETED FOR SAMPLE</p>	<p>This quote reaffirms George's role ANSWER DELETED FOR SAMPLE</p>

Speaker & Quote	Comment on the character's lexicon. (Does it convey ignorance, intelligence? Is it grammatical? Be specific.)	Comment on the character's diction. (Is it direct? Is it confident? Hesitant? Evasive? Be specific.)	What do your observations about lexicon and diction suggest about the speaker?
<p>Lennie: "I was only foolin', George. I don't want no ketchup. I wouldn't eat no ketchup if it was right here beside me."</p>	<p>Lennie speaks with very iANSWER DELETED FOR SAMPLE</p>	<p>In this quote, Lennie's diction is ANSWER DELETED FOR SAMPLE</p>	<p>Lennie's lexicon and diction in this quote suggest that ANSWER DELETED FOR SAMPLE</p>
<p>Lennie: "An' live off the fatta the lan'," Lennie shouted. "An' have rabbits. Go on, George! Tell about what we're gonna have in the garden and about the rabbits in the cages and about the rain in the winter and the stove, and how thick the cream is on the milk like you can hardly cut it. Tell about that, George."</p>	<p>Lennie continues to use iANSWER DELETED FOR SAMPLE</p>	<p>Lennie's diction is ANSWER DELETED FOR SAMPLE</p>	<p>Lennie's run-on sentences ANSWER DELETED FOR SAMPLE</p>

Of Mice And Men Chapter 1

Reading Activity 4: Action, Character, Decision

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.3	
CCRA.SL.1	SL.8.1	SL.9-10.1

Objective

Students will identify whether particular lines of dialogue or incidents in the story propel the action, reveal aspects of a character, or provoke a decision

Directions

The following page contains passages from Chapter 1 of Of Mice and Men. Students should determine whether the passages advance the action, reveal aspects of a character, or provoke a decision.

This can be done as a whole-class activity, individually, or in small groups.

Follow-Up/Assessment/Extension

Have students skim Chapter 1 to find one example of a passage that propels the action, one that reveals aspects of a character, and one that provokes a decision. Again, this could be done individually or as a group.

Of Mice And Men Chapter 1: Action, Character, Decision

Write **A** (for Action) **C** (for Character) or **D** (for Decision) in the blank next to each to identify whether the passage/statement advances the action, tells us more about a character, or provokes a decision. On the lines under each question, provide a short explanation of your choice.

___ 1. Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

___ 2. "Ain't a thing in my pocket," Lennie said cleverly.

___ 3. "God, you're a lot of trouble," said George. "I could get along so easy and so nice if I didn't have you on my tail. I could live so easy and maybe have a girl."

___ 4. George's hand remained outstretched imperiously. Slowly, like a terrier who doesn't want to bring a ball to its master, Lennie approached, drew back, approached again. George snapped his fingers sharply, and at the sound Lennie laid the mouse in his hand.

___ 5. "Tell you what I'll do, Lennie. First chance I get I'll give you a pup. Maybe you wouldn't kill it. That'd be better than mice. And you could pet it harder."

Of Mice And Men Chapter 1: Action, Character, Decision Suggested Answers

Write **A** (for Action) **C** (for Character) or **D** (for Decision) in the blank next to each to identify whether the passage/statement advances the action, tells us more about a character, or provokes a decision. On the lines under each question, provide a short explanation of your choice.

1. Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

This passage reveals Lennie's ANSWER DELETED FOR SAMPLE

A 2. "Ain't a thing in my pocket," Lennie said cleverly.

The lie that Lennie tells about carrying the dead mouse sparks conflict between ANSWER DELETED FOR SAMPLE

A 3. "God, you're a lot of trouble," said George. "I could get along so easy and so nice if I didn't have you on my tail. I could live so easy and maybe have a girl."

This statement is ANSWER DELETED FOR SAMPLE

D 4. George's hand remained outstretched imperiously. Slowly, like a terrier who doesn't want to bring a ball to its master, Lennie approached, drew back, approached again. George snapped his fingers sharply, and at the sound Lennie laid the mouse in his hand.

Lennie resists George's ANSWER DELETED FOR SAMPLE

D 5. "Tell you what I'll do, Lennie. First chance I get I'll give you a pup. Maybe you wouldn't kill it. That'd be better than mice. And you could pet it harder."

George makes a deANSWER DELETED FOR SAMPLE

Of Mice And Men Chapter 1

Reading Activity 5: Figurative Language

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.4	RL.8.4	RL.9-10.4
CCRA.SL.1	SL.8.1	SL.9-10.1

Objectives

- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Students will determine how figurative language contributes to meaning.

Directions

The following page has a passage from the text which includes examples of figurative language. This work-sheet can be done individually, as a whole-class activity, or in small groups. Discuss the answers as a whole class. Collect the worksheets and record the grades if you choose to do so.

Follow-Up/Assessment/Extension

Ask students to begin tracking instances of a particular type of figurative language (personification, metaphor, hyperbole, etc.) in the text. Ask students to make a list to track their observations. Assign students a paper that uses these examples to make an argument about how the language creates meaning.

Of Mice And Men Chapter 1: Figurative Language

Read the following passages and determine if the passage contains a metaphor (M), simile (S) or no figurative language (NF). On the lines below, explain how the similes or metaphors create meaning in the passage.

____ 1. On the sand banks the rabbits sat as quietly as little gray sculptured stones.

____ 2. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

____ 3. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse.

____ 4. Lennie hesitated, backed away, looked wildly at the brush line as though he contemplated running for his freedom.

____ 5. "Blubberin' like a baby! Jesus Christ! A big guy like you."

Of Mice And Men Chapter 1: Figurative Language Suggested Answers

Read the following passages and determine if the passage contains a metaphor (M), simile (S) or no figurative language (NF). On the lines below, explain how the similes or metaphors create meaning in the passage.

1. On the sand banks the rabbits sat as quietly as little gray sculptured stones.

This quote is a **ANSWER DELETED FOR SAMPLE**

2. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely. This quote is a **ANSWER DELETED FOR SAMPLE**

3. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. This quote is a **ANSWER DELETED FOR SAMPLE**

4. Lennie hesitated, backed away, looked wildly at the brush line as though he contemplated running for his freedom.

ANSWER DELETED FOR SAMPLE

5. "Blubberin' like a baby! Jesus Christ! A big guy like you."

This quote is **ANSWER DELETED FOR SAMPLE**

Of Mice And Men Chapter 1

Reading Activity 6: Elements of Fiction & Literary Devices

Anchor Standard	8th Grade	9th-10th Grade
CCRA.R.1	RL.8.1	RL.9-10.1
	RL.8.2	RL.9-10.2
	RL.8.3	RL.9-10.4
	RL.8.4	RL.9-10.5
	RL.8.6	
CCRA.SL.1	SL.8.1	SL.9-10.1

Objective

Students will study and discuss passages from the text to examine symbol, motif and theme and explore how these create meaning in the text.

Directions

Use the following discussion questions as a guide to discussing symbol, motif and theme, in these chapters.

You can give students the questions ahead of time and have them formulate answers prior to the class discussion or you can jump right in with a whole class discussion without student preparation if your students will handle that well.

As you hold the class discussion, be sure to include conversations defining symbol, motif and theme and explaining how these work together to advance meaning in the text.

Follow-Up/Assessment/Extension

After your discussion, ask students to look for recurrences of these symbols, motifs and themes in future chapters.

Of Mice And Men Chapter 1: Elements of Fiction & Literary Devices

One of the primary motifs in the novel is rabbits. Consider the following passages and what meaning the references to rabbits creates in the novel.

1. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover.

Compare the movement of the rabbits to actions of George and Lennie.

2. “But you ain’t gonna get in no trouble, because if you do, I won’t let you tend the rabbits.” How does George use the rabbits to manipulate Lennie?

3. “O.K—O.K. I’ll tell ya again. I ain’t got nothing to do. Might jus’ as well spen’ all my time tellin’ you things and then you forget ‘em, and I tell you again.”

“Tried and tried,” said Lennie, “but it didn’t do no good. I remember about the rabbits, George.”

“The hell with the rabbits. That’s all you ever can remember is them rabbits. O.K.! Now you listen and this time you got to remember so we don’t get in no trouble. You remember settin’ in that gutter on Howard Street and watchin’ that blackboard?”

Why is it significant that rabbits are “all [Lennie] can ever remember”? What does this suggest about Lennie?

4. “Jus’ wanted to feel that girl’s dress—jus’ wanted to pet it like it was a mouse—Well, how the hell did she know you jus’ wanted to feel her dress? She jerks back and you hold on like it was a mouse. She yells and we got to hide in a irrigation ditch all day with guys lookin’ for us, and we got to sneak out in the dark and get outa the country. All the time somethin’ like that—all the time. I wisht I could put you in a cage with about a million mice an’ let you have fun.”

The chapter also includes a mention of keeping caged rabbits in a hutch. What is the connection between mice and rabbits? Between the girl’s dress and rabbits? Why are they appealing to Lennie?

5. “An’ live off the fatta the lan’,” Lennie shouted. “An’ have rabbits. Go on, George! Tell about what we’re gonna have in the garden and about the rabbits in the cages and about the rain in the winter and the stove, and how thick the cream is on the milk like you can hardly cut it. Tell about that, George.”

“Why’n’t you do it yourself? You know all of it.” “No . . . you tell it. It ain’t the same if I tell it. Go on . . . George. How I get to tend the rabbits.”

“Well,” said George, “we’ll have a big vegetable patch and a rabbit hutch and chickens. And when it rains in the winter, we’ll just say the hell with goin’ to work, and we’ll build up a fire in the stove and set around it an’ listen to the rain comin’ down on the roof—Nuts!” He took out his pocket knife. “I ain’t got time for no more.” He drove his knife through the top of one of the bean cans, sawed out the top and passed the can to Lennie. Then he opened a second can. From his side pocket he brought out two spoons and passed one of them to Lennie.

How are the rabbits emblematic of this dream? What does the dream represent to Lennie and George?

6. "Let's have different color rabbits, George."

"Sure we will," George said sleepily. "Red and blue and green rabbits, Lennie. Millions of 'em."

"Furry ones, George, like I seen in the fair in Sacramento." "Sure, furry ones."

What does George's exaggeration about the rabbits suggest about his actual view of the "fatta the lan" dream?

Of Mice And Men Chapter 1: Elements of Fiction & Literary Devices Suggested Answers

One of the primary motifs in the novel is rabbits. Consider the following passages and what meaning the references to rabbits creates in the novel.

1. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover.

Compare the movement of the rabbits to that of George and Lennie.

George and Lennie have never been able ANSWER DELETED FOR SAMPLE

2. “But you ain’t gonna get in no trouble, because if you do, I won’t let you tend the rabbits.”
How does George use the rabbits to manipulate Lennie?

Lennie’s biggest dream in life is ANSWER DELETED FOR SAMPLE

3. “O.K—O.K. I’ll tell ya again. I ain’t got nothing to do. Might jus’ as well spen’ all my time tellin’ you things and then you forget ‘em, and I tell you again.”

“Tried and tried,” said Lennie, “but it didn’t do no good. I remember about the rabbits, George.”

“The hell with the rabbits. That’s all you ever can remember is them rabbits. O.K.! Now you listen and this time you got to remember so we don’t get in no trouble. You remember settin’ in that gutter on Howard Street and watchin’ that blackboard?”

Why is it significant that rabbits are “all [Lennie] can ever remember”? What does this suggest about Lennie?

To Lennie, it is not important ANSWER DELETED FOR SAMPLE

4. “Jus’ wanted to feel that girl’s dress—jus’ wanted to pet it like it was a mouse—Well, how the hell did she know you jus’ wanted to feel her dress? She jerks back and you hold on like it was a mouse. She yells and we got to hide in a irrigation ditch all day with guys lookin’ for us, and we got to sneak out in the dark and get outa the country. All the time somethin’ like that—all the time. I wisht I could put you in a cage with about a million mice an’ let you have fun.”

The chapter also includes a mention of keeping caged rabbits in a hutch. What is the connection between mice and rabbits? Between the girl’s dress and rabbits? Why are they appealing to Lennie?

Mice and rabbits are two things that bring ANSWER DELETED FOR SAMPLE

5. “An’ live off the fatta the lan’,” Lennie shouted. “An’ have rabbits. Go on, George! Tell about what we’re gonna have in the garden and about the rabbits in the cages and about the rain in the winter and the stove, and how thick the cream is on the milk like you can hardly cut it. Tell about that, George.”

“Why’n’t you do it yourself? You know all of it.” “No you tell it. It ain’t the same if I tell it. Go on George. How I get to tend the rabbits.”

“Well,” said George, “we’ll have a big vegetable patch and a rabbit hutch and chickens. And when it rains in the winter, we’ll just say the hell with goin’ to work, and we’ll build up a fire in the stove and set around it an’ listen to the rain comin’ down on the roof—Nuts!” He took out his pocket knife. “I ain’t got time for no more.” He drove his knife through the top of one of the bean cans, sawed out the top and passed the can to Lennie. Then he opened a second can. From his side pocket he brought out two spoons and passed one of them to Lennie.

How are the rabbits emblematic of this dream? What does the dream represent to Lennie and George?

To Lennie and George, this dream represents ANSWER DELETED FOR SAMPLE

6. “Let’s have different color rabbits, George.”

“Sure we will,” George said sleepily. “Red and blue and green rabbits, Lennie. Millions of ‘em.” “Furry ones, George, like I seen in the fair in Sacramento.” “Sure, furry ones.”

What does George’s exaggeration about the rabbits suggest about his actual view of the “fatta the lan” dream?

George’s exaggeration about the rabbits suggests that ANSWER DELETED FOR SAMPLE

Of Mice And Men Chapter 1

Reading Activity 7: Meaning and Inferences

Anchor Standard

CCRA.R.1

CCRA.SL.1

8th Grade

RL.8.1

SL.8.1

9th-10th Grade

RL.9-10.1

SL.9-10.1

Objective

Students will answer questions about selected passages from the text which require them to extract meaning or inferences from the text.

Directions

The following pages contain passages from Chapter 1 of Of Mice and Men and questions related to the passages that require close reading to answer. Students should answer the questions related to the passages.

This can be done as a whole-class activity, individually, or in small groups. If it is done individually or in small groups, come together as a class to discuss the answers to the questions.

Follow-Up/Assessment/Extension

Collect the worksheets for review and/or grading.

Of Mice And Men Chapter 1: Meaning & Inferences 1

Read the passages and answer the related questions.

1. *“Then he replaced his hat, pushed himself back from the river, drew up his knees and embraced them. Lennie, who had been watching, imitated George exactly. He pushed himself back, drew up his knees, embraced them, looked over to George to see whether he had it just right. He pulled his hat down a little more over his eyes, the way George’s hat was.”*

Why does Lennie imitate George’s mannerisms multiple times in the chapter? Why is this a regular occurrence for him?

2. *“Lennie looked timidly over to him. “George?”*

“Yeah, what ya want?”

“Where we goin’, George?”

The little man jerked down the brim of his hat and scowled over at Lennie. “So you forgot that awready, did you? I gotta tell you again, do I? Jesus Christ, you’re a crazy bastard!”

“I forgot,” Lennie said softly. “I tried not to forget. Honest to God I did, George.”

“O.K—O.K. I’ll tell ya again. I ain’t got nothing to do. Might jus’ as well spen’ all my time tellin’ you things and then you forget ‘em, and I tell you again.”

“Tried and tried,” said Lennie, “but it didn’t do no good. I remember about the rabbits, George.”

Why does Lennie forget?

3. *“O.K.,” said George. “An’ you ain’t gonna do no bad things like you done in Weed, neither.” Lennie looked puzzled. “Like I done in Weed?” “Oh, so ya forgot that too, did ya? Well, I ain’t gonna remind ya, fear ya do it again.” A light of understanding broke on Lennie’s face. “They run us outa Weed,” he exploded triumphantly. “Run us out, hell,” said George disgustedly. “We run. They was lookin’ for us, but they didn’t catch us.”*

What happened in Weed? What can a reader infer that Lennie was accused of doing?

4. *George put his hand on Lennie's shoulder. "I ain't takin' it away jus' for meanness. That mouse ain't fresh, Lennie; and besides, you've broke it pettin' it. You get another mouse that's fresh and I'll let you keep it a little while."*

What doesn't Lennie understand about keeping the mouse? Why does he want it, yet a fake mouse is not acceptable to him?

5. *Lennie sat down on the ground and hung his head dejectedly. "I don't know where there is no other mouse. I remember a lady used to give 'em to me—ever' one she got. But that lady ain't here." George scoffed. "Lady, huh? Don't even remember who that lady was. That was your own Aunt Clara. An' she stopped givin' 'em to ya. You always killed 'em."*

Who is Aunt Clara? Where is she?

Of Mice And Men Chapter 1: Meaning & Inferences 1 Suggested Answers

Read the passages and answer the related questions.

1. *“Then he replaced his hat, pushed himself back from the river, drew up his knees and embraced them. Lennie, who had been watching, imitated George exactly. He pushed himself back, drew up his knees, embraced them, looked over to George to see whether he had it just right. He pulled his hat down a little more over his eyes, the way George’s hat was.”*

Why does Lennie imitate George’s mannerisms multiple times in the chapter? Why is this a regular occurrence for him?

Lennie imitates George because ANSWER DELETED FOR SAMPLE

2. *“Lennie looked timidly over to him. “George?”*

“Yeah, what ya want?”

“Where we goin’, George?”

The little man jerked down the brim of his hat and scowled over at Lennie. “So you forgot that awready, did you? I gotta tell you again, do I? Jesus Christ, you’re a crazy bastard!”

“I forgot,” Lennie said softly. “I tried not to forget. Honest to God I did, George.”

“O.K—O.K. I’ll tell ya again. I ain’t got nothing to do. Might jus’ as well spen’ all my time tellin’ you things and then you forget ‘em, and I tell you again.”

“Tried and tried,” said Lennie, “but it didn’t do no good. I remember about the rabbits, George.”

Why does Lennie forget?

Lennie forgets where he and George are going because ANSWER DELETED FOR SAMPLE

3. *“O.K.,” said George. “An’ you ain’t gonna do no bad things like you done in Weed, neither.” Lennie looked puzzled. “Like I done in Weed?” “Oh, so ya forgot that too, did ya? Well, I ain’t gonna remind ya, fear ya do it again.” A light of understanding broke on Lennie’s face. “They run us outa Weed,” he exploded triumphantly. “Run us out, hell,” said George disgustedly. “We run. They was lookin’ for us, but they didn’t catch us.”*

What happened in Weed? What can a reader infer that Lennie was accused of doing?

ANSWER DELETED FOR SAMPLE

4. *George put his hand on Lennie's shoulder. "I ain't takin' it away jus' for meanness. That mouse ain't fresh, Lennie; and besides, you've broke it pettin' it. You get another mouse that's fresh and I'll let you keep it a little while."*

What doesn't Lennie understand about keeping the mouse? Why does he want it, yet a fake mouse is not acceptable to him?

Lennie does not understand the ANSWER DELETED FOR SAMPLE

5. *Lennie sat down on the ground and hung his head dejectedly. "I don't know where there is no other mouse. I remember a lady used to give 'em to me—ever' one she got. But that lady ain't here." George scoffed. "Lady, huh? Don't even remember who that lady was. That was your own Aunt Clara. An' she stopped givin' 'em to ya. You always killed 'em."*

Who is Aunt Clara? Where is she?

Aunt Clara is ANSWER DELETED FOR SAMPLE

Of Mice And Men Chapter 1: Meaning & Inferences 2

Read the passage and answer the related questions.

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees— willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of 'coons, and with the spreadpads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

There is a path through the willows and among the sycamores, a path beaten hard by boys coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water. In front of the low horizontal limb of a giant sycamore there is an ash pile made by many fires; the limb is worn smooth by men who have sat on it.

Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

1. Is the landscape Steinbeck describes pastoral? Is it hospitable or inhospitable?

2. What evidence is there of human encroachment on nature? Why is it significant?

3. Enumerate mentions of cyclical occurrences in the passage. What are these references suggesting about time?

Of Mice And Men Chapter 1: Meaning & Inferences 2 Suggested Answers

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees— willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of 'coons, and with the spreadpads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

There is a path through the willows and among the sycamores, a path beaten hard by boys coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water. In front of the low horizontal limb of a giant sycamore there is an ash pile made by many fires; the limb is worn smooth by men who have sat on it.

Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

1. Is the landscape Steinbeck describes pastoral? Is it hospitable or inhospitable?

The landscape that Steinbeck describes does ANSWER DELETED FOR SAMPLE

2. What evidence is there of human encroachment on nature? Why is it significant?

The pieces of evidence of human encroachment on nature are ANSWER DELETED FOR SAMPLE

3. Enumerate mentions of cyclical occurrences in the passage. What are these references suggesting about time?

The debris from winter's flooding, ANSWER DELETED FOR SAMPLE

Of Mice And Men Chapter 1

Writing Activity 1: What is Friendship?

Anchor Standard	8th Grade	9th-10th Grade
CCRA.SL.1	SL.8.1, 1a-1d	SL.9-10.1, 1a-1d
CCRA.SL.3	SL.8.4	SL.9-10.4
CCRA.W.1	W.8.2	W.9-10.2
CCRA.W.2	W.8.4	W.9-10.4
CCRA.W.4	W.8.5	W.9-10.5
CCRA.W.5		W.9-10.7 W.9-10.9, 9b

Objectives

- Students will evaluate and analyze textual evidence to define the concept of friendship within the parameters of the novel.
- Students will evaluate passages that reveal characterization, motive and conflict.
- Students will examine language for ways in which characterization, motive and conflict illuminate the main theme of friendship in the novel.
- Students will write a composition in which they consider their analysis of relevant passages to answer the question, "What is friendship?"

Directions

The following series of worksheets and information organizers can be used by students individually, in small groups, or done partly as a whole-class activity. They are intended to guide students through the process of reading and thinking critically about information by ultimately answering the single question, "What is friendship?"

Preview the following pages. Determine the best way to have your particular class handle this assignment (individually, pairs, groups, whole-class, or some combination). A combination of group work (to do the analyzing of the text on the chart page) followed by individual work (to do the second and third pages of the assignment) would most likely be best to fulfill the standards listed for this assignment.

Follow-Up/Assessment/Extension

- The written assignment will be a good basis for assessment of the students' success with this assignment. Create a rubric explaining the criteria on which their written assignments will be evaluated.
- Tell students to continue observing examples of when characters demonstrate friendship to one another, especially as more characters are introduced.
- Have some students read/present their writing assignments to the class to practice more speaking/listening skills and to expose all students to each others' ideas.
- Use this assignment to introduce the idea of the responsibilities that being part of a friendship entails.

Of Mice And Men Chapter 1: What Is Friendship?

Chapter 1 introduces traveling companions and friends George and Lennie. Their interaction shows that they are interdependent on one another in different ways. Their friendship, however, is not without conflicts. Through characterization, motive and conflict, a larger theme of friendship emerges in the novel. Close reading of detail can uncover layers of meaning important to understanding a novel's themes. This writing assignment will explore the nature of friendship as depicted in the novel.

Using textual evidence from chapter 1, look for important but perhaps seemingly insignificant details to answer to the question "What is friendship?"

To explore the concept of friendship:

1. Identify passages and quotes which offer details about or insights into the characters' friendship. Look particularly for moments of conflict.
2. Examine the context of your quotes.
3. Consider the connotation and denotation of key phrases in your quotes.
 - a. Is there conflict? How does it get resolved?
 - b. Does the language suggest that the characters are equals or not equals?
 - c. How do characters address one another?
 - d. What qualities of friendship (loyalty, honesty) are present in the passage?
 - e. Is their friendship threatened? If so, by what?

Of Mice And Men Chapter 1: What Is Friendship?

Use Your Own Knowledge

1. What does friendship mean to you?
2. What are the qualities of a good friend?
3. What are the responsibilities of a good friend?

Review the chapter and compare George and Lennie on the criteria in the middle column. List examples from the text to back up your claims.

George	Point of Comparison	Lennie
	Is he kind?	
	Is he helpful?	
	Is he loyal?	
	Is he truthful?	

Of Mice And Men Chapter 1: What Is Friendship?

Complete as many of these charts as you need to analyze all the information about friendship between George and Lennie. Find quotes from the text where conflict occurs between the characters.

Quote (and page number)	Paraphrase Quote	What is revealed about the speaker of the quote?	How does the speaker's attitude affect their friendship?

Of Mice And Men Chapter 1

Suggested Writing Assignments

Anchor Standard	8th Grade	9th-10th Grade
CCRA.W.1	W.8.1, 1a-1d	W.9-10.1, 1a-1e
CCRA.W.2	W.8.2, 2a-2f	W.9-10.2, 2a-2f
CCRA.W.3	W.8.3, 3a-3e	W.9-10.3, 3a-3e
CCRA.W.4	W.8.4	W.9-10.4
CCRA.W.5	W.8.5	W.9-10.5

Objective

Students will be assigned or will choose one of a selection of writing assignments pertaining to Chapter 1 of *Of Mice and Men* to fulfill one or more of the standards listed above.

Directions

To provide you with maximum flexibility for differentiated instruction, the following page has a list of suggested writing assignments, all related to Chapter 1 of *Of Mice and Men*. Either assign individual students particular assignments to do or allow students to choose their own assignments.

A second page of "Quick Write" topics is also included.

Follow-Up/Assessment/Extension

- Have dramatic readings of students' narratives or poems.
- Create a "reading room" space in your classroom where students can donate their writing assignments for others in the class to read.
- Allow students to do more than one assignment if they want to.
- Use the "left-over" assignments (not chosen for this activity) as topics for journal entries.

Of Mice And Men Chapter 1: Creative Analytical Writing Assignments

1. Write a flashback scene about the time that Aunt Clara gave Lennie a rubber mouse.
2. Write a scene in dialogue of a conversation between Lennie and George as they are being pursued as they flee Weed.
3. Write a paragraph that explains how George became a traveling laborer.
4. What is George's real dream, finding a nice girl? Describe it in a paragraph.
5. Define what responsibilities are inherent in friendship.
6. Imagine that you are Lennie. Describe the way you see the world.
7. Describe the relationship between George and Lennie.
8. Write a paragraph that speculates why George feels so much anger.
9. Write a campfire story that George might tell Lennie.
10. George and Lennie are essentially homeless migrant workers. Write a paragraph about ways in which they might struggle.

Of Mice And Men Chapter 1: Quick-Write Writing Assignments

1. Why is the natural setting of the landscape emphasized?
2. What is the relationship between man and nature in this chapter?
3. Is George's frustration with Lennie justified? Why?
4. What does it mean to live off "the fatta the lan"?
5. Why is their dream to have a permanent home? What does this suggest about their lives as migrant workers?
6. Contrast the two men physically. Why is the contrast significant?
7. How are the men compared to animals? Why is the comparison significant?
8. Consider George asking Lennie to remember their camping location as a future hiding place. What do you suspect might happen?
9. Comment on Lennie's dishonesty.
10. Comment on Lennie's remorse and willingness to live in a cave.