



STUDENT PACKET

GRADES 9-12

Of Mice and Men

John Steinbeck



READ, WRITE, THINK, DISCUSS AND CONNECT

Of Mice and Men

John Steinbeck

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-842-4

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Of Mice and Men
Activity #1 • Prereading
Use Before Reading
(Locate Information/Predictions)

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

2. What does the title suggest to you about the novel?

3. When was the novel first copyrighted?

4. How many pages are in the novel?

5. Thumb through the novel. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the novel?

6. What does the cover suggest to you about the novel?

Name _____

Word Map

derision
cultivator
reprehensible

receptive
deliberate
reverently

nuisance
sarcastically
bemused

irrigation
subsided
cowering

Directions: Complete the word map below for six of the vocabulary words above.

Definition

--

Synonym

--

Antonym

Pronunciation

--

Part of Speech

--

Vocabulary
Word

Sentence

Name _____

Pages 66–107

1. Why doesn't Crooks want Lennie in his room?
2. How does Crooks upset Lennie?
3. How does Crooks feel about being alone? What does he think of George and Lennie's plan to buy a farm?
4. How does Curley's wife threaten Crooks, Candy, and Lennie?
5. What does Lennie try to hide from George, and why is he so frightened?
6. What does Curley's wife reveal to Lennie about her past?
7. How does Lennie react after the accident in the barn?
8. What is Slim's response to Curley's call to arms against Lennie?
9. What visions does Lennie have by the river? What do these visions tell him to do?
10. What happens when George finds Lennie at the river?

Name _____

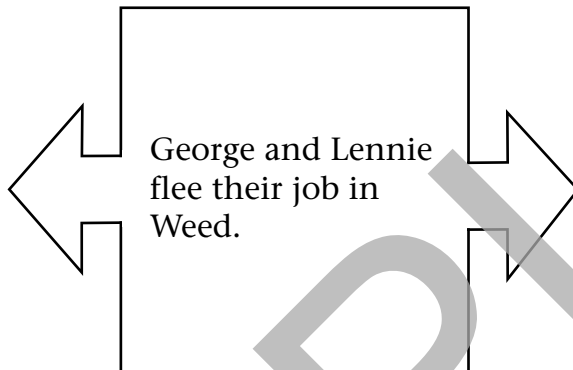
Of Mice and Men
Activity #8 • Critical Thinking
Use During and After Reading
(Conflict/Resolution)

Good and Bad Results

Directions: Write the good results and the bad results of each decision.

Good Results

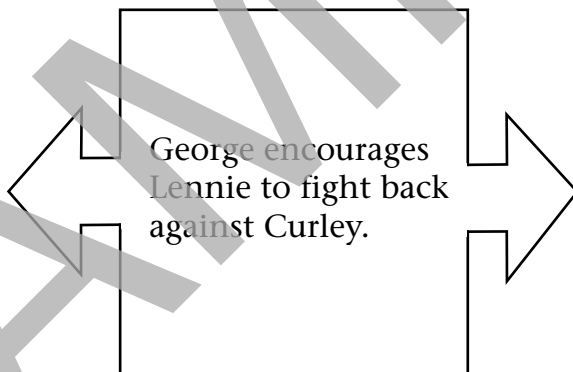
Decision #1



Bad Results

Good Results

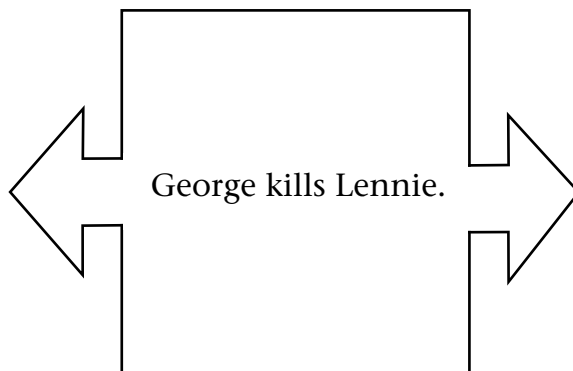
Decision #2



Bad Results

Good Results

Decision #3



Bad Results

Name _____

Story Map

Directions: Complete the story map below.

```
graph TD; S1[Setting #1] -.-> E[Exposition  
(What is the opening situation?)]; C[Characters] -.-> E; E -.-> S2[Setting #2]; E -.-> AC[Additional Characters]; S2 -.-> PC[What is the potential for conflict?]; AC -.-> PC; PC -.-> CD[What conflict develops?]; CD -.-> HR[How is the conflict resolved?];
```

Setting #1

Characters

Exposition
(What is the opening situation?)

Setting #2

Additional Characters

What is the potential for conflict?

What conflict develops?

How is the conflict resolved?