

Student Packet

Grades 9–12

Of Mice and Men

John Steinbeck

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use or duplicate these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of the Teacher Guide is strictly prohibited. Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Materials may be transmitted or projected via digital device within a single classroom setting only; any other electronic transmission or projection of materials is strictly prohibited. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

ecslearningsystems.com

OF MICE AND MEN

by
John Steinbeck

Student Packet

Written by
James H Duncan

Contains masters for:

- 2 Prereading Activities
- 3 Vocabulary Activities
- 1 Study Guide
- 3 Character Analysis Activities
- 3 Literary Analysis Activities
- 2 Comprehension Activities
- 1 Critical Thinking Activity
- 3 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

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

Note

The 1993 Penguin Books paperback edition of the novel, © 1937 by John Steinbeck and renewed 1965, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-14-017739-8

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-1-60878-284-0

Copyright infringement is a violation of Federal Law.

© 2013 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of this publication is limited to the terms of the Single-Classroom User License for a maximum of 30 copies. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Reproduction of any part of the Teacher Guide is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information

For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslarningsystems.com

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)

Vocabulary Comprehension

recumbent	bundle	brusquely	elaborate
pantomime	imperiously	anguished	morosely
mollified	pugnacious	derogatory	disengage
profound			

Directions: Choose the word or phrase closest in meaning to the vocabulary word as it is used in the novel.

- ___ 1. **recumbent** (a) leaning (b) lengthy (c) level (d) lush
- ___ 2. **bundle** (a) pack (b) plunder (c) possessions (d) plans
- ___ 3. **brusquely** (a) haggardly (b) parsimoniously (c) honestly (d) hopefully
- ___ 4. **elaborate** (a) deadpan (b) deceptive (c) detailed (d) dubious
- ___ 5. **pantomime** (a) performance (b) plan (c) practice (d) proposal
- ___ 6. **imperiously** (a) abruptly (b) absently (c) accommodatingly (d) authoritatively
- ___ 7. **anguished** (a) menacing (b) petrified (c) unid (d) tormented
- ___ 8. **morosely** (a) secretively (b) serenely (c) soothingly (d) sullenly
- ___ 9. **mollified** (a) pacified (b) perturbed (c) petrified (d) preoccupied
- ___ 10. **pugnacious** (a) intelligent (b) beneficial (c) benevolent (d) bewildered
- ___ 11. **derogatory** (a) incorrigible (b) ineffective (c) insistent (d) insulting
- ___ 12. **disengage** (a) denounce (b) detach (c) disappear (d) distract
- ___ 13. **profound** (a) indispensable (b) influential (c) insightful (d) intolerable

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?

Student
Worksheets

Name _____

Feelings

Directions: Choose a character from the novel, and complete the chart below.

Describe the character in the beginning.

Summarize important events in the boxes below. Describe how the character feels after each one.

Event #1:	The character feels...
Event #2:	The character feels...
Event #3:	The character feels...
Event #4:	The character feels...
Event #5:	The character feels...
Event #6:	The character feels...

Describe _____ at the end.

Name _____

(Summarize Major Ideas)

A. Short Answer: Briefly respond to each of the following.

1. Why does Candy wish to join Lennie and George on their dream farm?

2. What deal does Slim make with Curley, and why?

3. Why does Carlson think Candy should kill his dog?

4. How did George previously treat Lennie, and why did he change?

5. What does Slim tell George to do, and how does George respond?

(Main Idea and Details)

B. True/False: Mark each with a *T* for true or an *F* for false.

- ___ 6. Slim claims it is his intelligence to be a good person.
- ___ 7. Lennie was accused of rape after touching a girl's dress in Weed.
- ___ 8. Curley's wife likes to come into the bunkhouse to play cards with the ranch workers.
- ___ 9. George says Lennie can remember anything as long as it relates to food.
- ___ 10. Candy is glad that Carlson shot his dog so he didn't have to.

