Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* You will use my website (sjhoneycutt.weebly.com) to gather background information for *Of Mice and Men*.
* You will see all links for the information you need to complete the work.

**Directions:** On your own paper, create an outline addressing the following questions:

1. John Steinbeck
   1. Note 6 facts about the author (get two facts from each PowerPoint and two from the bibliography)
2. PowerPoint #1
   1. What is a blindlestiff?
   2. What was the first title Steinbeck thought of using rather than *Of Mice and Men*?
   3. What issues from Steinbeck’s life influenced *Of Mice and Men*?
3. Migrant Workers in America
   1. Include THREE facts about how migrant workers were significant
4. The American Dream
   1. List THREE facts relevant to the American Dream
5. Themes
   1. What five themes are present in *Of Mice and Men* (according to PowerPoint #1)?
6. PowerPoint #2
7. Why should I read this book?
   1. List all FIVE reasons and CIRCLE the one you like best. ☺
8. Farm life
   1. What was farm life like before the 1930s?
   2. What role did DUST play?
9. Historical Context:
   1. How does the Great Depression connect to *Of Mice and Men*?
10. Interesting Points
    1. Considering EVERYTHING you have learned about Steinbeck and *Of Mice and Men*, write down THREE points you think are most interesting and/or things you didn’t know before

***Of Mice and Men*: Schedule**

\*Response work for each section is due the same day the reading is due; be prepared for section quizzes

\*Everyone has a schedule, so absences will not excuse due dates (when you are here, the work is due).

\*You will be put into groups. Each group will meet during the allotted discussion time. Part of your class grade will be based on your participation during this time.

\*Each group will be assigned a section to present to the class (meaning you will lead the discussion). Requirements for this include:

* Active participation by each person (each person must contribute and speak)
* Share information from completed section response (pick best from each group member)
* Be prepared to ask and answer questions
* Whoever you call on to ANSWER a question will receive extra credit on that section quiz (for correct answer only)
* Anyone in the class who can stump the group with a question will receive bonus points on that section quiz 😊 (Must be a text-supported question---inferences are okay as long as they can be supported)

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| --- | --- | --- |
| **Date** | **In Class** | **Due**  **(when you walk in the door)** |
| Mon., Jan. 28 | Book distributed and requirements explained | Background information (article from last Friday due) |
| Tues., Jan. 29 | Group discussion and quiz (tentative) | Section 1, pg. 1-16 (response work due) |
| Wed., Jan. 30 | Group discussion and quiz (tentative) | Section 2, pg. 17-37 (response work due) |
| Thurs., Jan. 31 | Group discussion and quiz (tentative) | Section 3, pg. 38-65 (response work due) |
| Fri., Feb. 1 | Voc. #1 Quiz; Poetry extension activity | Due by end of class |
| Mon., Feb. 4 | Group discussion and quizzes (#4 & #5) (tentative) | Section 4, pg. 66-83 AND Section 5, pg. 84-98  *\*Two section responses (one for Sec. #4and one for Sec. #5)* |
| Tues., Feb. 5 | Group discussion and quiz (tentative) | Section 6, pg. 99-107 (response work due) |
| Wed., Feb. 6 | Wrap-up discussion; Creative Response Activity | Tragic Hero Body Banner due |
| Thurs., Feb. 7 | Assessment | Individual Analysis (formal exam); Character List Due |
| Fri., Feb. 8 | Voc. #2 Quiz; Watch movie and complete viewing guide | Be prepared for Voc. #2 Quiz |