

## Of Mice and Men

### Reading Notes: Chapter One (pgs. 1–16)

**Introduction** While reading *Of Mice and Men*, we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to these questions on a separate sheet of paper *as you read*. It's fine to type your responses if you prefer. Responses to each question should be thorough, not just a few words or single sentence.

1. Generate a list of *five* words that describe Lenny. After making the list, choose the *one* word you think *best* describes him, then explain why, using examples from the text to support and illustrate your idea.
2. Generate a list of *five* words that describe George. After making the list, choose the *one* word you think *best* describes him, then explain why, using examples from the text to support and illustrate your idea.
3. Complete the following sentence: *The relationship between George and Lenny is like . . .* After you complete the sentence, explain why their relationship is like *x*, then provide examples to support and illustrate your idea. Explain how these examples relate to the main idea.
4. Speculate about what happened in Weed that caused them to have to leave; and predict what you think will happen in this story based on what happened before. What details do you base your prediction on?
5. Develop two test questions based on the first chapter:
  - a. **Right There (Literal) Question:** This is a factual question that you can answer by pointing “right there” on the page to find the answer. An example from *The Odyssey* would be, “What test did Odysseus pass that the suitors could not?” (Answer: Stringing his bow and shooting the arrow through a row of ax handles.)
  - b. **Between the Lines (Inferential) Question:** This question is more complex. The answer cannot be pointed to on the page but must be *inferred* from other details in the story. An example from *The Odyssey* would be, “How would you characterize the relationship between Odysseus and his men?”

## Of Mice and Men

### Reading Notes: Chapter Two (pgs. 17–27)

**Introduction** While reading *Of Mice and Men* we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to these questions on a separate sheet of paper *as you read*. It's fine to type your responses if you prefer. Responses to each question should be thorough, not just a few words or single sentence.

1. List *three* qualities of a good friend. Write down the three adjectives. A good friend is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. Provide examples of each of these qualities from pages 17–27. Include the page number.
3. What animal would you say Curley is most like? (Focus on pages 24–27.) Explain by including examples and quotations from the text to support and illustrate your point.
4. Define the word *foreshadow* or *foreshadowing*. What event is *foreshadowed* on pages 26–27? What specific words support your prediction?
5. Based on the details Steinbeck uses to describe the bunkhouse (17–19), how would you characterize the lives of the men who work on the ranch? Use specific words and explain why those are the right words to describe them.
6. Develop two test questions based on the second chapter:
  - a. **Right There (Literal) Question:** This is a factual question that you can answer by pointing “right there” on the page to find the answer. An example from *The Odyssey* would be, “What test did Odysseus pass that the suitors could not?” (Answer: Stringing his bow and shooting the arrow through a row of ax handles.)
  - b. **Between the Lines (Inferential) Question:** This question is more complex. The answer cannot be pointed to on the page but must be *inferred* from other details in the story. An example from *The Odyssey* would be, “How would you characterize the relationship between Odysseus and his men?”

## Of Mice and Men

### *Reading Notes: Chapter Two (pgs. 27–37)*

**Introduction** While reading *Of Mice and Men* we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to these questions on a separate sheet of paper *as you read*. It's fine to type your responses if you prefer. Responses to each question should be thorough, not just a few words or single sentence.

1. *Characterize*: Describe Curley's wife by focusing on her relationship with Curley and the men.
2. *Predict*: Based on what you know so far about Curley, his wife, and the men, what do you think will be the main conflict in the story?
3. *Connect*: What connections can you make between this story, your own life, the world in general, or other texts you have read? Explain them in detail.
4. *Connect*: How might you compare the relationship between Lennie and George and Candy and his old dog? (See page 36.)
5. *Infer*: On pages 27–37, the mood of the story changes. Generate several words to describe the mood in the story in the beginning and at the end of Chapter Two. What *causes* the change?
6. Develop two test questions based on the second chapter:
  - a. **Right There (Literal) Question**: This is a factual question that you can answer by pointing "right there" on the page to find the answer. An example from *The Odyssey* would be, "What test did Odysseus pass that the suitors could not?" (Answer: Stringing his bow and shooting the arrow through a row of ax handles.)
  - b. **Between the Lines (Inferential) Question**: This question is more complex. The answer cannot be pointed to on the page but must be *inferred* from other details in the story. An example from *The Odyssey* would be, "How would you characterize the relationship between Odysseus and his men?"

## Of Mice and Men

### Reading Notes: Chapter Three (pgs. 38–50)

**Introduction** While reading *Of Mice and Men* we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to these questions on a separate sheet of paper *as you read*. It's fine to type your responses if you prefer. Responses to each question should be thorough, not just a few words or single sentence.

1. **Exposition:** List five *key details* that provide background to the characters and the plot up to this point. Explain why each detail is so important to the story.
2. **Rising Action:** List and describe the events in Chapter Three that increase the tension in the story and will lead to the climax. In a short paragraph, identify the events and explain *how* they affect the plot.
3. **Connect/Characterize:** Everyone respects Slim, especially Candy (p. 45) for whom “Slim’s opinions were law.” Write down a few reasons why people respect someone. Who is someone *you* respect, someone whose opinions are law? Explain *why* everyone respects Slim and how Slim is similar to or different from this person you respect so much.
4. **Infer:** Steinbeck includes a lot of animals in the story, including mice, rabbits, and dogs. Think about these animals and their relationship to the humans. What do you think Steinbeck is trying to say by using these animals? Why do you think that? Provide evidence to support your argument.
5. **Mood:** On pages 48–49, Steinbeck refers to “silence” repeatedly. What is the cause and meaning of the *silence*? Note that he personifies silence. Find some examples in which he personifies silence and explain how this technique affects the mood.
6. Develop two test questions based on the third chapter:
  - a. **Right There (Literal) Question:** This is a factual question that you can answer by pointing “right there” on the page to find the answer. An example from *The Odyssey* would be, “What test did Odysseus pass that the suitors could not?” (Answer: Stringing his bow and shooting the arrow through a row of ax handles.) Answer the question and explain its importance.
  - b. **Between the Lines (Inferential) Question:** This question is more complex. The answer cannot be pointed to on the page but must be *inferred* from other details in the story. An example from *The Odyssey* would be, “How would you characterize the relationship between Odysseus and his men?” Answer the question and explain its importance.

## Of Mice and Men

### *Reading Notes: Chapter Three (pgs. 50–65)*

**Introduction** While reading *Of Mice and Men* we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to these questions on a separate sheet of paper *as you read*. It's fine to type your responses if you prefer. Responses to each question should be thorough, not just a few words or single sentence.

1. **Climax:** Which event in Chapter Three seems like it will be the climax of the story? Explain why you think that.
2. **Theme:** On pages 56–59, Lennie speaks eagerly and repeatedly about “live on the fatta the lan” (which means “live on the fat of the land”) when he thinks about the farm he and George will own one day. What does this place represent for George and Lennie? Explain why you think this, using examples and quotations to support your thinking.
3. **Connect:** Describe a place you already know or wish you had where you could escape all the troubles of the world. Be very specific in your details. *Paint* this place with words!
4. **Respond:** John Steinbeck said, “In every bit of honest writing in the world there is a base theme: Try to understand men; if you understand each other you will be kind to each other. Knowing a man well never leads to hate and nearly always leads to love.” Explain what you think this quotation means and how it relates to the novel and your own experience.
5. **Predict:** You are roughly halfway through the novel. Based on what you know at this point, what do you think will happen in the remainder of the story? What do you base your prediction on?
6. Develop two test questions based on the third chapter:
  - a. **Right There (Literal) Question:** This is a factual question that you can answer by pointing “right there” on the page to find the answer. An example from *The Odyssey* would be, “What test did Odysseus pass that the suitors could not?” (Answer: Stringing his bow and shooting the arrow through a row of ax handles.)
  - b. **Between the Lines (Inferential) Question:** This question is more complex. The answer cannot be pointed to on the page but must be *inferred* from other details in the story. An example from *The Odyssey* would be, “How would you characterize the relationship between Odysseus and his men?”

Please answer all questions on a separate page.

## Of Mice and Men

*Reading Notes: Chapter Four (pgs. 66–83)*

**Introduction** While reading *Of Mice and Men* we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to these questions on a separate sheet of paper *as you read*. It's fine to type your responses if you prefer. Responses to each question should be thorough, not just a few words or single sentence.

1. **Theme:** Throughout the book Steinbeck explores human weakness, showing how one person or group dominates those who are weaker. Create a chart like the one below in your notebook and fill it in:

Strong	Verb	Weak	Reason
Person X	belittles	person Y	to prove to Z that he . . .
1.			
2.			
3.			
4.			

2. **Analyze:** Steinbeck suggests that many of the characters have some problem—suffer from something that sets them apart from others. Create a table like the one below in your notebook and use the same sentence structure as you make your analytical statements about four characters.

Person	Problem	Cause	Effect
Person X	feels Y	because of Z	which makes them do/feel A
1.			
2.			
3.			
4.			

3. Develop two test questions based on the fourth chapter:
  - a. **Right There (Literal) Question:** This is a factual question that you can answer by pointing “right there” on the page to find the answer. An example from *The Odyssey* would be, “What test did Odysseus pass that the suitors could not?” (Answer: Stringing his bow and shooting the arrow through a row of ax handles.)
  - b. **Between the Lines (Inferential) Question:** This question is more complex. The answer cannot be pointed to on the page but must be *inferred* from other details in the story. An example from *The Odyssey* would be, “How would you characterize the relationship between Odysseus and his men?”

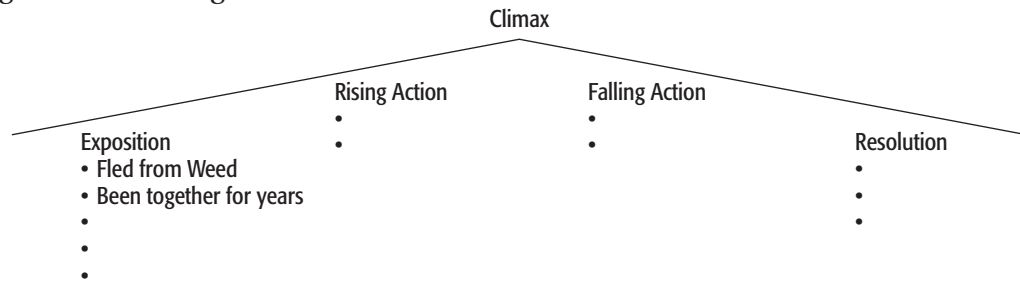
Please answer all questions on a separate page.

## Of Mice and Men

*Reading Notes: Chapters Five and Six (pgs. 84–108)*

**Introduction** While reading *Of Mice and Men*, we will pause to make some observations. These observations are intended to improve your ability to see and interpret key ideas and events in the story. Write your responses to the questions on this sheet in the Notes section of your Reader's Notebook *as you read*.

1. **Plot:** Draw and label a plot diagram with details from throughout the story that go with each stage.



2. **Character:** Curley's wife is never given a name. Speculate about why Steinbeck refers to her as "Curley's wife." Also, generate a list of three words that describe her as a person, then choose *one* and explain why that word best characterizes her. Provide examples to support.
3. **Represent:** Think of one word that describes all the characters in the book—one word that somehow captures what they all have in common. Then write a paragraph in which you apply it to the characters and include examples that show what you mean. Here's a sample:

All the characters, including Curley's wife, are *x*. Curley, for example, shows he is *x* by . . . And Carlson is no different. While different from Curley, Carlson . . . Several others, Candy and Crooks, . . . Finally, Lennie and George, despite their differences, are both . . . For example, . . .
4. **Reflect and Respond:** Throughout the reading of this novel, our Big Question has been, "Am I my brother's keeper?" Now that you have finished the novel, reflect on what you think this means in general, and as it applies to the novel in particular. Include examples from the story and your experience to support your thinking.
5. **Reflect and Relate:** At the end of the story, George kills Lennie. Reflect on what he did and why he did it. In what way is killing Lennie being "his brother's keeper"? Of course, if you think this was *not* the sort of thing a "brother's keeper" does, discuss why and defend your argument with examples and details from the text and/or your experience.