Of Mice and Men Study Guide

CHAPTER 1 Vocabulary

Bindle – a pack
Brusquely – gruffly
Contemplated – thought about
Debris – leftovers, garbage
Dejectedly – sadly
Imperiously – like a dictator, arrogantly
Junctures –joints

Lumbered – moved heavily
Morosely – glumly, gloomily
Mottled – spotted
Quivered – shook, trembled
Recumbent – reclining, drooping
Resignedly – in a surrendering manner
Skittering – moving rapidly; skipping

1. The beginning of the novel begins with a rich description of the physical setting. Cite examples of three uses of descriptive language. Explain the effect on the mood of the novel by beginning the narrative with this description. What is Steinbeck trying to suggest about the area by the Salinas River?

Answers will vary. Examples:

"The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool." (Pg. 1)

"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." (Pg. 1)

"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." (Pags. 1-2)

2. The imagery at the beginning of the book suggests that the area is a place of peace and rest. The specific colors, foliage, and animals that are mentioned create a respite, even for those boys and men who beat paths to find solace under the giant sycamores. The idea that men and boys seek this place for comfort suggests that the Salinas River is a sanctuary.

"Jungle-up" is an idiom used in the following sentence:"... and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water." (Pg.2) Example the meaning of the idiom.

3. Of Mice and Men is set during the Great Depression; During the this era, hobos traveled across the United States, and in the evening, the hobos would settle in camps that were referred to as "Hobo Jungles." To "jungle-up" is to camp in an area that other men had used or are using for the evening. Compare and contrast the two men who come into the clearing by the river. Why do you think Steinbeck introduces the men by describing their physical features, highlighting the fact that one is small and one is huge? What can the reader infer about the two men based on their descriptions?

The two men who come into the clearing are similar in the way in which they are dressed and what they carry with them. For example, the two men are "dressed in denim trousers and in denim coats with brass buttons." (Pg 2) They also both carry blanket rolls with them. Physically, the men are very different. One man is "small and quick, dark of face, with restless eyes and sharp, strong features." (Pg.2) The other man is huge and fair-skinned.

Answers will vary. By using the descriptions provided in the chapter, the reader is able to infer who the leader is between the two men and who is the follower. Steinbeck begins the description by stating that the men are dressed the same, going in the same direction, and yet, they are two very different men. The smaller man is the leader. Because he is described as "small and quick" with

Of Mice And Men Chapter Reading Study Guide Answers

Richard Bailey

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Of Mice and Men ,2011-03 Philip Allan Literature Guide for GCSE: Of Mice and Men Steve Eddy, 2010-03-26 Philip Allan Literature Guides for GCSE provide exam focused analysis of popular set texts to give students the very best chance of achieving the highest grades possible This full colour text provides a thorough commentary outlining the plot and structure and exploring the themes style characters and context of the text exemplar A and C grade answers to exam style questions the assessment objectives for each exam board highlighting the specific skills that students need to develop Grade booster boxes with tips on how to move between grades and Key quotations to memorise and use in the exams - Literature Kit Gr. 9-12 Chad Ibbotson, 2016-10-20 Learn about life during the Great Depression while learning about friendship survival and prejudice Our versatile resource allows large group interaction or independent work as an assessment Become familiar with tricky words from the novel prior to reading by using them in a sentence We include examples from the text that show characters exploiting the weaknesses of others Draw a picture of George's ideal piece of land as he describes it to Lennie and Candy Imagine the story taking place today and rewrite the beginning to reflect this change List the essential themes of the novel on a bindle organizer Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension guiz and answer key are also included About the Novel Of Mice and Men is the controversial novella by John Steinbeck that follows two migrant workers as they look for work during the Great Depression Located in California ranch workers George Milton and Lennie Small move on to look for work George is lean and intelligent while Lennie is large and strong The pair share a dream of one day owning their own land Lennie's part of the dream is to be able to touch soft rabbits as he likes to touch soft things George and Lennie find themselves on a ranch with Candy an old aged ranch hand and Slim Candy offers to give 350 for George and Lennie to buy their land if Candy can live with them Unfortunate events at the ranch make sure that dream never takes place Of Mice & Men Henry Holt & Company, LLC, 1989-01-01 A New Study Guide to Steinbeck's Major Works, with Critical Explications Tetsumaro Middle School English Teacher's Guide to Active Learning Marc Moeller, Victor Moeller, 2013-10-30 Hayashi,1993 This book show you how you can foster reflective independent thinking in your class boost the number of students who actively participate and prevent the discussions from falling flat or degenerating into bull sessions This volume features 20 student centered lesson plans and includes answer keys for teachers Each lesson plan engages students in active learning Research Methods for Classroom Discourse Jenni Ingram, Victoria Education for Educators Kai Kafferly,

Education for Educators Kai Kafferly, Research Methods for Classroom Discourse Jenni Ingram, Victoria Elliott, 2019-10-17 Language both spoken and written is key to understanding learning processes in the classroom Research Methods for Classroom Discourse is for those who want to investigate spoken interaction or other discourse in the classroom It lays out clearly the different approaches which are possible identifying the key principles of each It addresses the differences between them and the consequences these differences might have for teachers and researchers Each approach is

outlined in terms of practical methods advice reasons for use and case studies in which the approach has been used in classroom discourse Common approaches such as conversation analysis positioning theory and critical discourse analysis are included alongside more specialised approaches such as discursive psychology and corpus linguistics. The context of classroom research is used to frame all discussions with connections to other uses and applications where it can enhance the research being undertaken The authors demonstrate the relationship between these different theoretical approaches through considering particular applications to common topics within classroom research such as multilingual learners knowledge knowing and identity The authors assume no prior knowledge of technical terms and a glossary of key term terms is included Practical issues such as ethics data collection and transcription are an integral part of the discussion throughout providing students with all the knowledge needed to embark upon a successful research project in this area Promote Reading Comprehension Donna E. Alvermann, Deborah R. Dillon, David G. O'Brien, 1987 Drawing from observations of discussion in 24 different classrooms this book will provide preservice and inservice teachers at the middle and school levels with the motivation and knowledge to use discussion to foster student comprehension of content area text assignments The first chapter examines the distinctions between discussion and recitation and redefines major issues related to content area discussion in light of recent research and school reform reports The second chapter establishes a basis for the premise that discussion is important to the development of reading comprehension illustrating those skills that enrich or refine students understanding of text The third chapter uses portions of transcripts from videotaped content class discussions to illustrate how classroom context influences discussion practices Alternatives to teacher dominated discussions are described and guidelines are provided for establishing the rights and responsibilities of critical readers. The fourth chapter demonstrates how to plan for classroom discussion of assigned material describing five aspects of the planning process The fifth chapter presents discussion strategies that help students master the content examine more than one side of the issue and evaluate alternative solutions to a text based problem while the sixth chapter analyzes one content area teacher s implementation of a preplanned discussion Finally the seventh chapter describes two procedures for informally evaluating classroom discussion used to promote reading comprehension References follow each chapter HTH Teaching English Through ELA, Mathematics, Science, and Social Studies Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates

how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at Routledge com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development Steinbeck: Of Mice and Men Graham Handley, 1992-01-30 This is a Bloomsbury Academic title For our full Academic Catalogue please visit https www bloomsbury com uk academic Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre, 2017-04-12 It could happen at 10 10 a m in the midst of analyzing a text at 2 00 when listening to a students debate or even after class when planning a lesson The guestion arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller Visible Learning for Literacy Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools that have high impact on learning and insights on which stage of learning they have that high impact With their expert lessons video clips and online resources you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy Mobilizing Visible Learning Use lesson design strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing listening speaking and thinking by using strategic questioning and other teacher led discussion techniques to help learners to clarify thinking discuss debate and goal set Student Led Dialogic Learning Promote intellectual social and creative growth with peer mediated learning experiences that transfer to other subject areas including history science math and the visual and performing arts Independent Learning Ensure that students deepen learning by designing

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Blended Learning in Action Catlin R. Tucker, Tiffany Wycoff, Jason T. Green, 2016-09-03 Shift to blended learning to transform education Blended learning has the power to reinvent education but transitioning to a blended model is challenging Blended learning requires a fundamentally new approach to learning as well as a new skillset for both teachers and school leaders Loaded with research examples and resources Blended Learning in Action demonstrates the advantages a blended model has over traditional instruction when technology is used to engage students both inside the classroom and online Readers will find Breakdowns of the most effective classroom setups for blended learning Guidelines to build a blended learning toolbox of tech and resources Tips for leaders Ideas for personalizing and differentiating instruction using technology Strategies for managing devices in classrooms and schools Study questions to facilitate professional development and deeper learning Written with system wide transformation in mind this is the resource teachers and leaders need to help them shift to a blended learning model and transform education for today s learning environment The time for blended learning is now and the place is ALL classrooms throughout the country This book provides educators with essential information and practices that will prepare students for the 21st Century Kim Weber 4th Grade Teacher Mandell School New York NY This book is different It is deeper and more serious about creating the change students deserve than most others

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