

## *Of Mice & Men* Chapter Questions

**DIRECTIONS:** Answer the following questions in COMPLETE sentences. Use support from the novel when necessary (page #s are fine).

### Chapter 4

1) What does Crook's room and the things in it tell you about his character?

- Small
- Separate from the other men
- Spends a lot of time in the room
- Reads books (literate which was unusual for this time period)
- Straw bed—shows that he is treated differently than the other men
- Poor condition
- Collects items that he feels are of value

He has a lot of books shows that he is lonely and that he is literate. Not normal for black man. Bed is made out of hay shows that he is treated poorly. He is very protective of his items. He has medicine for his bad back.

2) What does Crooks say to Lennie about loneliness?

- Can make you crazy or sick
- When people come into the barn (work); horseshoes

Says that loneliness will make you go crazy and make you sick. **Loneliness can happen at any time.**

3) Why would Crooks react so negatively to Lennie, then let him in anyway?

Crooks reacts negatively because he is mad that Lennie can just walk into his room. He lets him because he is lonely and he knows Lennie will not judge him.

4) Why does Crooks torture and taunt Lennie about George?

Wants Lennie to feel bad about himself. He wants Lennie to know how it feels to be lonely. He is jealous of George and Lennie.

5) Why is Crooks called "Crooks"? How does this reflect his personality?

He has a broken back. He has a very messed up view on life. **HAS A CROOKED VIEW ON LIFE!!!!**

# Of Mice And Men Chapter Questions

**AN Whitehead**



## **Of Mice And Men Chapter Questions:**

*Of Mice and Men Leveled Comprehension Questions* Kristen Kemp,2015-06-26 These leveled discussion questions about Of Mice and Men require students to read closely make connections and share their analyses Included are leveled

comprehension questions and suggested answers **Of Mice and Men Close Reading and Text-Dependent Questions**

Kristen Kemp,2015-06-26 Students analyze Of Mice and Men using key skills for college and career readiness Close reading of the text is required to answer text dependent questions Included are student pages with the text dependent questions as well as suggested answers *CliffsNotes on Steinbeck's Of Mice and Men* Susan Van Kirk,2011-05-18 The original

CliffsNotes study guides offer expert commentary on major themes plots characters literary devices and historical background The latest generation of titles in the series also feature glossaries and visual elements that complement the classic familiar format In CliffsNotes on Of Mice and Men you ll meet drifters Lennie and George and recount their peculiar difficulties and unusual bond The CliffsNotes commentaries summaries and character analysis will show you why this sweet sad and moving American story is considered to be one of Steinbeck s greatest works You ll also find Life and background of the author John Steinbeck A short introduction to the novel A character map that graphically illustrates the relationships among the characters Critical essays A review section that tests your knowledge A Resource Center with books Web sites films and magazine articles for further study Classic literature or modern day treasure you ll understand it all with expert information and insight from CliffsNotes study guides Of Mice and Men - 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 quiz 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 and Men** ,2011-03 **Creating High-quality Classroom**

**Assignments** Lindsay Clare Matsumura,2005 Research indicates that the quality of classroom assignments makes a

difference in student learning Moreover assignment quality varies between teachers even within the same school and there is room for improvement in many of the assignments that teachers provide to students Assignment quality as described in this book puts into practice powerful research based concepts for teaching To support teachers in developing reflecting on and fine tuning the assignments they create this book presents a series of dimensions or rubrics with benchmark examples from elementary middle and high school classrooms The purpose of these rubrics is to serve as diagnostic tools to assess the strengths and weaknesses of an assignment as well as to guide the creation of new assignments for students Questions also are included at the end of every chapter to guide reflection on a specific dimension of assignment quality Topics cover Choosing the right text Setting clear and rigorous learning goals Developing an assignment activity that gives students a chance to apply complex thinking skills Developing clear and rigorous grading criteria Communicating the expectations for high quality work to students Writing high quality assignment directions Providing comments that support student revision Aligning the learning goals with the assignment activity and the grading criteria Will be useful to teachers for self assessment purposes collaborative professional development settings or as a basic text in teacher education courses

*Of Mice, Models, and Men* Andrew N. Rowan, 1984-06-30 Too much emotion and insufficient fact This paradox has long characterized the controversy surrounding animal research *Of Mice Models and Men* is the first exhaustive treatment of all areas empirical and conceptual relevant to the use of animals in research It is also the first study to combine regard for the welfare of laboratory animals with a knowledgeable acceptance of the continuing need for research involving animals The book has another rare quality It is virtually devoid of any of the emotional and exaggerated attacks that have characterized many of the other publications in this area Instead it presents in a manner accessible to both sides all the relevant historical social and scientific information required to form an opinion on the subject The book thus achieves a most difficult goal that of bridging the gap between researchers using animals and animal welfare advocates while pointing out the need for a more active program to promote laboratory animal welfare

*Of Mice & Men* Henry Holt & Company, LLC, 1989-01-01

**Blended Learning in Grades 4-12** Catlin R. Tucker, 2012-06-13 This book comes at the right time with answers for teachers principals and schools who want to be on the cutting edge of the effective use of technology the internet and teacher pedagogy

**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 question 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 relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for 6 12 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning

**A Practical Guide to Teaching English in the Secondary School** Annabel Watson,Ruth G Newman,2021-11-29 A Practical Guide to Teaching English in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Well being through writing Literature and language post 16 Including tools to support critical reflection A Practical Guide to Teaching English in the Secondary School is an essential companion for all training and newly qualified English teachers

**Teaching Students with Moderate and Severe Disabilities** Diane M. Browder,Fred Spooner,Ginevra R. Courtade,and Contributors,2020-03-04 For years the text of choice for developing excellence as a teacher of K 12 students with moderate and severe disabilities this clearly written work has now been revised and updated Chapters provide step by step procedures for designing standards based individualized education plans and evaluating and enhancing student progress Methods and materials for teaching literacy mathematics science and social studies are described in depth The book also describes effective ways to build functional daily living skills

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**Teachable Moments** James V. Colubiale, 2023-10-12 While preparing his classroom for his first day as a teacher Jason discovered his deceased predecessor's 180 day digital lesson plan journal on a computer file entitled A Classroom Compendium to Whimsy and Delirium and the 5 Other Dwarfs Out of sheer curiosity he began to read from the log and quickly realized that he was learning more about teaching from this journal than from any college education class he ever took

**English as an Additional Language** Constant Leung, Angela Creese, 2010-02-17 Do you have EAL students in your class Would you like guidance on teaching your subject to EAL students With linguistic diversity on the increase teachers from all subject areas and levels of school education are working with students for whom English is an additional language helping them to develop their English for learning purposes This book provides an invaluable and accessible resource for working with EAL students It brings together the international experiences and expertise of a team of distinguished language educators who explore a range of teaching approaches and provide professionally grounded practical advice The chapters cover themes references and pedagogic concerns common to teachers across the globe This book will be of use to individual teachers who want to extend their knowledge and practice and also as a set text for professional development programmes Professor Constant Leung is Deputy Head of Department of Education and Professional Studies at King's College London Angela Creese is Professor of Educational Linguistics in the School of Education at the University of Birmingham

**Literature and Ethics in High School English Classes** Ross Collin, 2024-10-17 This book offers a defence of ethical reading in secondary school English classes at a time when reformers and policy makers are trying to reorganize English language arts around technical skills or politics Ross Collin shows how students and teachers use literature as a venue for exploring their own and others ethical ideas and practices and argues that moral inquiry in English class is a distinctly social endeavour The book draws ideas from English education and moral philosophy From English education Collin explores social reading or what Louise Rosenblatt named transaction looking at texts commonly taught in secondary school English including Shakespeare's Romeo and Juliet and Jacqueline Woodson's Brown Girl Dreaming From philosophy he draws on arguments about moral vision and literature developed by Iris Murdoch Martha Nussbaum and Nora H. M. Lin and develops ideas tacit in English education about reading with moral vision He concludes by proposing a new theory of

moral vision in transactional reading      *Middle School English Teacher's Guide to Active Learning* Marc Moeller, Victor Moeller, 2013-10-30 This book shows 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 dull sessions. This volume features 20 student-centered lesson plans and includes answer keys for teachers. Each lesson plan engages students in active learning.

*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](http://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.

**Of Mice, Men, and Microbes** David R. Harper, Andrea S. Meyer, 1999-06-28 In May 1993, a cluster of cases of a lethal disease among healthy young people brought the attention of the world to the southwestern deserts. A previously unknown disease was killing up to 80% of the people it infected. The reaction in the area and across the nation mixed fear, lack of information, and the struggles of doctors to save the victims of an unknown killer with hard science and the age-old rhythms of the desert. What came out was the story of a virus that had been killing since man arrived in the American continent, Hantavirus, with deadly relatives across the Americas and across the world. This book explains why and

how the virus kills and why it is still killing today Why all of the science aimed at a virus identified back in 1993 has not brought a vaccine or a cure is part of the story as is how that killer virus fits into the story of new diseases across the world The story of hantavirus disease what has happened since that first outbreak and what the real risks are is laid out by an experienced scientist and an award winning journalist living and working in the area of the 1993 outbreak Covers the full story of the recent hantavirus outbreak Includes interviews with survivors and local reaction Presents the science in lay terms Places the event in the broader context of emerging diseases worldwide The only account which takes the reader beyond the initial outbreak in 1993 1994 bringing them up to late 1998 Discusses hantavirus disease in the U S Argentina and Canada      *Foundations in Microbiology' 2007 Ed.(sixth Edition)2007 Edition ,      **Addressing Community Priorities in Autism Research** Amy Pearson,Sheena Kristine Au-Yeung,Catherine J. Crompton,Felicity Sedgewick,Andrew David Ridley Surtees,Dhanya Pillai,Craig Goodall,2022-11-09*



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