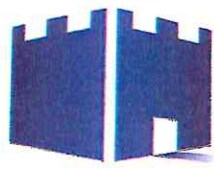


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OUT OF LESSON WORK
TERM 1
ENGLISH
YEAR 8



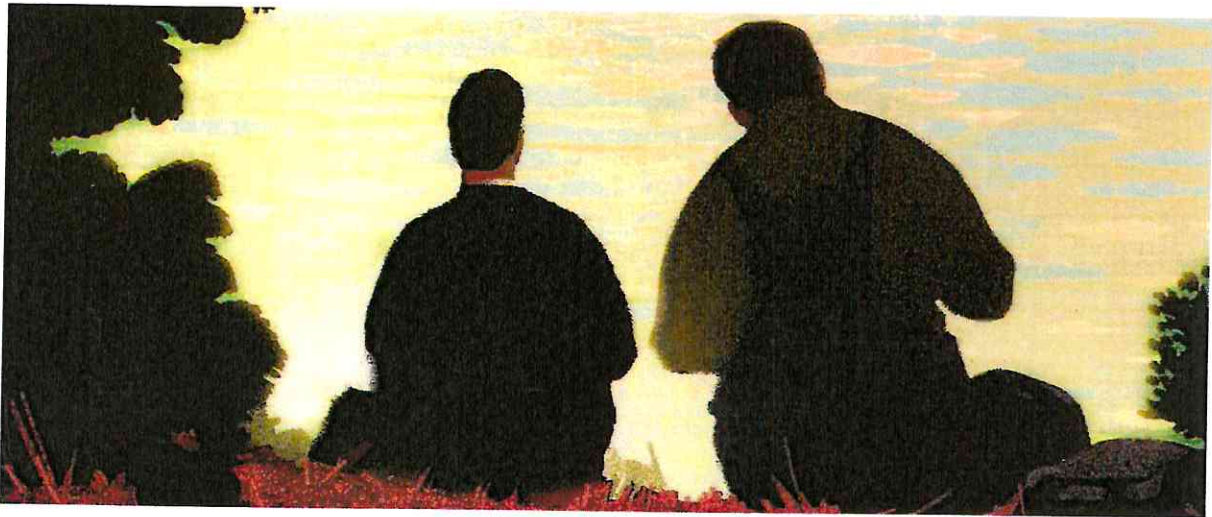
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ENGLISH: YEAR 8
Of Mice and Men
Term 1 8 weeks



Aims and objectives of Week 1:

Explore the contemporary influences that Steinbeck was writing under.

Engage with a variety of social, historical, political and cultural contexts: specifically the American Dream, Racism, The Great Depression, The role of women and migrant workers.

Familiarise with the central themes which occur in OMAM.

Understand what is meant by the purpose, audience and tone of a text and how we can create this in our own writing.

Week 1 vocabulary to learn using a dictionary:

Allegory



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American Dream
Great Depression
Dustbowl
Migrant
Bindle
Marginalisation
Idealism
Realism
Violence
Novel
Idyllic
Symbolism
Metaphor

What is "structure"?

What connotations does a "mouse" have?

What connotations does a "man" have – how are they different to ideas from Q2?

List 3 things you know about Pre-WW2 America.

What do we mean by context?



Watch the video on **John Steinbeck** and write down 5 facts that you learn about him on your MWB.

<https://www.youtube.com/watch?v=3irviknt-fg>

The Roaring 20s		Racism
<u>Of Mice and Men Context</u>		
Role of Women	Economy and the Wall Street Crash	Migrant workers and farming

Contextual research task:

You will receive one of these context sheets and ONE topic area, which you will become the expert on.
Your task is to write down the most important points from each topic into the correct box and then find other people in the class to share their expertise with you.

“Guys like us...got nothing to look ahead to.”

Look at the quotation above from ‘Of Mice and Men’.

George says this to Lennie in the opening chapter of the book.

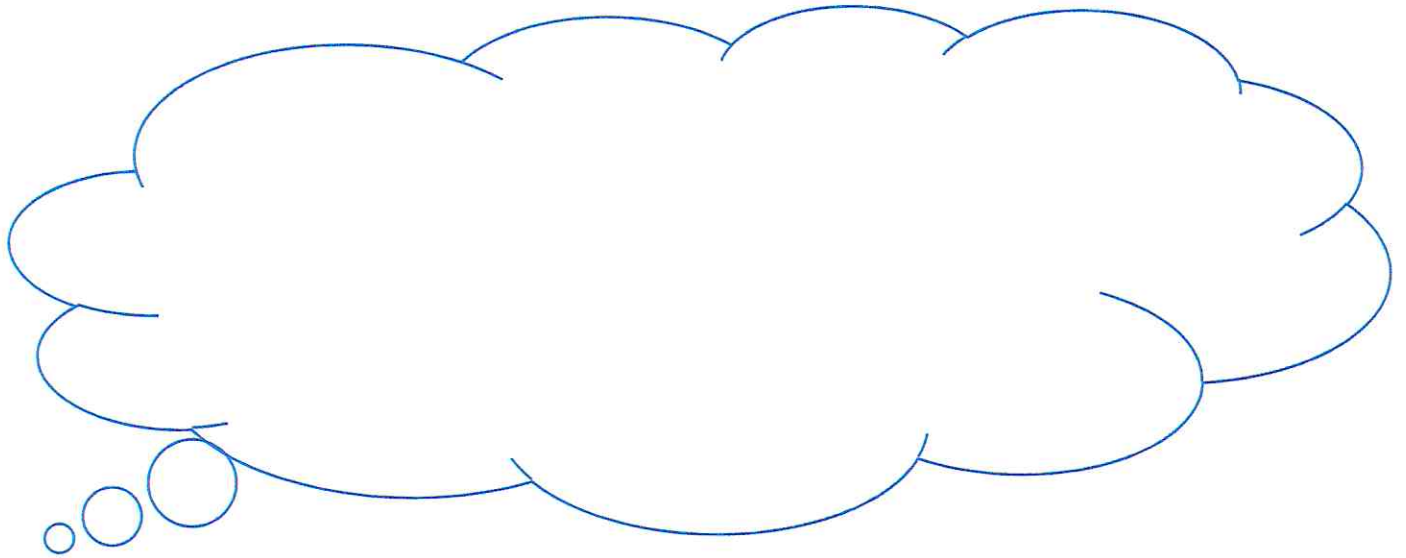
Thinking of the contextual factors we have looked at today, what can we tell about the characters and the story itself?



What do you think the phrase “American Dream” means? Use the images below to help you.

Read the following definition of the American Dream, from James Truslow Adams’ book, *The Epic of America*, which was written in 1931. He was the one to first use the term.

“The American Dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is not a dream of motor cars and high wages, but a dream of social order in which each man and each woman shall be able to **achieve the fullest stature of which they are capable of**, and be recognized by others for what they are, regardless of the circumstances of birth or position.”



Just one year after the economic decline of the Wall Street Crash, the “Dust Bowl” struck, plunging much of the economy into a further downward spiral.

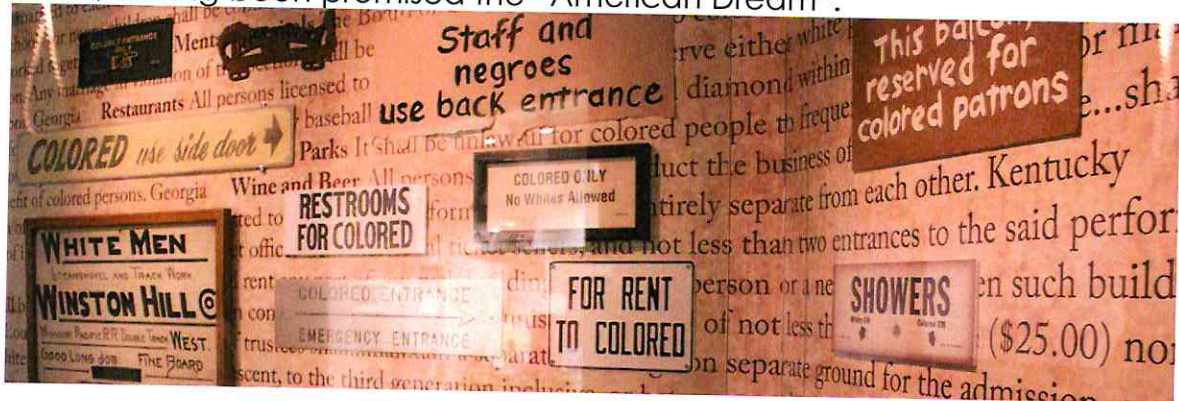
Answer the questions at the bottom of your worksheet.

Write on a post-it note **one** thing you want to know about the effects of the Dust Bowl.



1. What did the KKK do?
2. What was the “American Dream” – sum it up in a sentence.
3. What event happened to affect migrant farmers?

4. What is “abundance”?
5. Write down 3 emotions you might feel if you entered America in the early 1930s, having been promised the “American Dream”.



TASK: What may contribute towards people holding racist and prejudice viewpoints?

This article contains information about how black people were treated in 1930's America, after the Wall Street Crash and the loss of jobs/economic decline that followed.

Write in your book 3 facts that you have found out about racism in 1930s America.

Write on a post-it note **one** thing you want to know about racism in 1930s America.



JIM CROW LAWS

History

Many people anticipated the end of the Civil War would greatly improve the lives of enslaved people in the South. President Lincoln gave them freedom from slavery and declared slaves citizens of the United States. Citizenship guaranteed certain rights by the Constitution, so life should have been much better, but it was not.

Black Codes

Several southern states created laws called Black Codes. The harsh rules sought to maintain a status similar to slavery in the South, even after the Civil War. Black Codes were ended by the Civil Rights Act of 1866 and the Fourteenth Amendment, stating "No state shall deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."



Jim Crow Laws

The Jim Crow laws were created in the southern United States. These laws enforced segregation between white and black people in public facilities like schools, transportation, restrooms, and restaurants. They also made it difficult for black people to vote.

Character

The name "Jim Crow" came from an African American character featured in an 1832 song. He was a clown character found in minstrel shows where a white actor often blackened his face and performed like a fool. The term "Jim Crow" was often used to refer to African Americans after the song came out and segregation laws became known as "Jim Crow" laws. The phrase "separate but equal" was used to justify segregation. This meant facilities could be separate, as long as they were equal.



Examples

Jim Crow laws were designed to keep black and white people separate. For example, all passenger stations in Alabama were required to have separate waiting rooms and ticket windows for white and colored races. In Florida, separate schools were required for black and white children. The rules went as far as separating blacks and whites in graveyards in Georgia. Prison wardens in Mississippi had to be sure blacks and whites were separated while eating and sleeping. Even the United States Army was segregated until 1954 until President Harry Truman ordered the armed services be desegregated.

Voting

There were many laws that tried to prevent black people from voting, even though the Fifteenth Amendment had been passed by Congress, giving black men the right to vote. One of the laws that restricted blacks from voting was a poll tax, a fee required to vote. Many blacks did not have extra money, so voting was

© Teaching with a Mountain View

TASK: From the article, pick out the **three** most important things that happened in 1930's America for racism and write them into your books.

Week 2 aims:

Revisit the historical context in light of the first chapter.

Explore how different sentence structures have different effects and how you can vary these effectively.

Explore how sentence structures can influence purpose, audience and tone

Combine work from sentence structure and purpose, audience and tone:
how does Steinbeck do this in OMAM and how can we do it in our own writing?

Use writing workshop to address SPAG issues and improve vocabulary

Key vocabulary to learn in Week 2 using a dictionary:

Allusion
Hierarchy
Symbolism
Motif
Foreshadowing
Authority
Significant
Morose
Pantomime
Contemplate
Reluctant
Dejected
Mimicking
Anguish
Gestured

1. The setting was ugly and scary in the opening few pages – True or False?
2. Who has more power in the “Lennie-George” friendship?
3. Where are they travelling to?
4. How does Steinbeck use Pathetic Fallacy in the opening chapter to generate ideas of hope?
5. Why does Steinbeck use animalistic language to describe Lennie?

Reading task:

Let's read from p.8 to the end of p.14.

How does George treat Lennie?
How do we feel about both of these characters?
How does the **power dynamic** shift during this section?

George and Lennie clearly have a long-standing friendship, which is rooted in their desire to achieve the American Dream. There is a clear hierarchy within the friendship, with the naïve Lennie being subservient to the sensible and realistic George. George's tone of voice becomes deeper and the fact that he "repeated the words rhythmically" to Lennie indicates that this speech is well-rehearsed and has been necessary to repeat several times. The two share this mutual "dream" to get through the troubling times that being a migrant worker has for them.

What is interesting about this model answer?

"I got you to look after me, and you got me to look after you."

Look at the quotation above from 'Of Mice and Men'.

Do you think this quote is true – is their friendship equal and mutually beneficial?

1. What is an allusion?
2. What allusions does OMAM draw upon?
3. Describe the relationship between George and Lennie.
4. What is the significance of *Paradise Lost* in relation to the story? What parallels are there?
5. What do you include in a diary entry?

GEORGE

How is he feeling?

Why is he feeling this way?

Blank writing area for the first question.

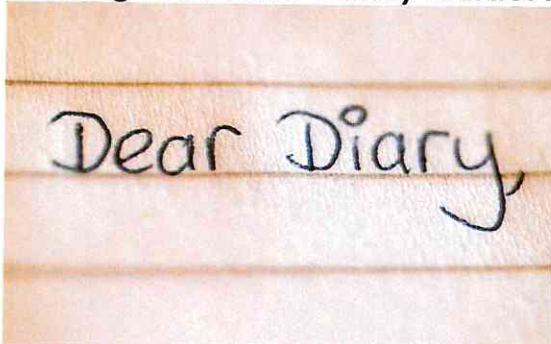
Blank writing area for the second question.

LENNIE

How is he
feeling?

Why is he feeling this
way?

Writing task: Write a diary extract from the perspective of Lennie or George.



Consider:

Why do people write diaries?

How are you going to convey your feelings in this piece of writing?



Are there any things from the novella so far that might provide some inspiration for discussions in your diary?

Varying your sentence structures to keep it interesting

To A Mouse

Little, cunning, cowering, timorous beast, Oh, what a panic is in your breast!
You need not start away so hasty
With bickering prattle! I would be loath to run and chase you, With murdering
paddle!

I'm truly sorry man's dominion, Has broken Nature's social union, And justifies
that ill opinion. Which makes you startle at me, your poor, earth-born
companion

And fellow mortal!

I doubt not, sometimes, that you may steal; What then? Poor beast, you must
live! An odd ear in twenty-four sheaves is a small request; I will get a blessing
with what is left, and never miss it.

Your small house, too, in ruin! Its feeble walls the winds are scattering! And
nothing now, to build a new one,
Of coarse green foliage! And bleak December's winds ensuing, both bitter
and piercing!

You saw the fields laid bare and empty, and weary winter coming fast, and
cozy here, beneath the blast you thought to dwell, 'till crash! The cruel
plough passed out through your cell.

That small heap of leaves and stubble, has cost you many a weary nibble!
Now you are turned out, for all your trouble,
Without house or holding, To endure the winter's sleety dribble, And hoar-frost
cold.

But Mouse, you are not alone, on proving foresight may be vain: **The best-laid**

schemes of mice and men
Go often askew, And leave us nothing but grief and pain,
For promised joy!

Still you are blessed, compared with me! The present only touches you: But
oh! I backward cast my eye,
On prospects dreary! And forward, though I cannot see,
I guess and fear!¹

Week 3 aims:

Understand the form, audience and purpose for writing an article.

Be able to use a variety of writing techniques in creating a non-fiction text.

Explore the setting of the bunkhouse being representative of the lives of migrant farmers and the conditions they inhabit.

Build on our knowledge of sentence structures to create effective non-fiction texts.

Use writing workshop to address SPAG issues and improve vocabulary.

Use writing workshops to hone the skill of crafting an effective piece of non-fiction writing.

Vocabulary to learn for Week 3 using a dictionary:

Skeptical
Ominous
Derogatory
Plaintively
Contorted
Apprehensive
Profound
Complacent
Precede
Jailbait
Purty
Tart
Pugnacious

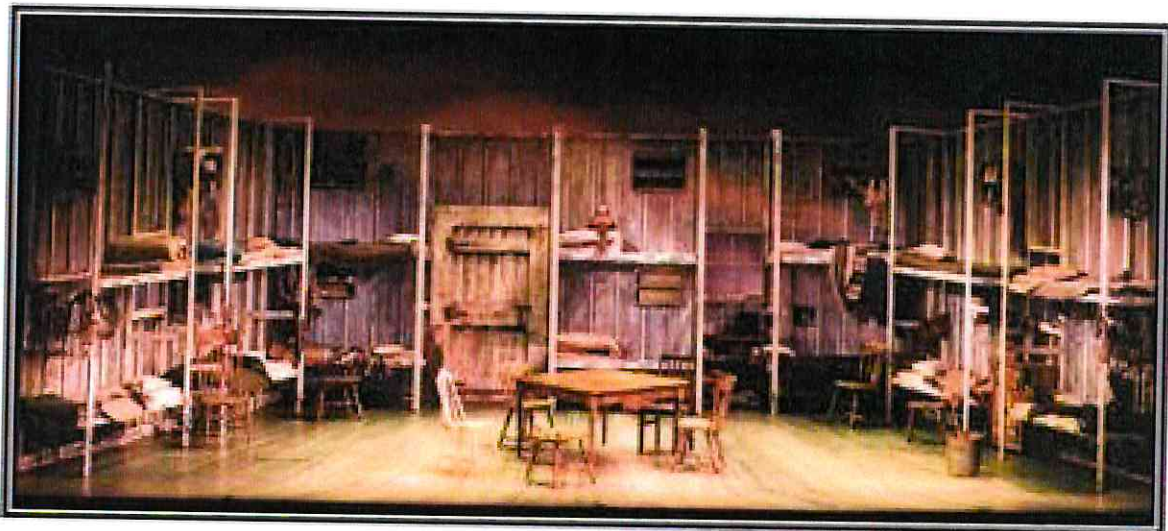
1. What are the three types of sentences?
2. What was Robert Burns' poem called?
3. Which line from his poem prompted inspiration for Steinbeck's novella?
4. What is a "hierarchy"? Do you think there was a hierarchy in society when Steinbeck wrote this?
5. What are the connotations of "power"?

Reading task:

We're going to read the opening of Chapter Two, from "The bunk house was..." (p.19) to "behind George, Lennie" (p.20)

What items and furniture is listed in the bunk house setting?

For each item, draw an image to **symbolise** the item and then **annotate** the atmosphere it creates or what it might suggest about those who work or live there?



- ***Of Mice and Men*** has been banned in many schools in America since its publication, this has happened as recently as 2006 for its "racial slurs", for being accused of being "derogatory towards

"African Americans" and for its "objectionable and profane language".

- The racist language in 'Of Mice and Men' is not appropriate for us to use **EVER**. It is in the book because it is a true reflection of the social historical context of the novel. It helps us understand the characters.
- As we read this next section, we need to be aware that these words are no longer acceptable.
- Any words we consider inappropriate should **only** be read as part of the text and **never** outside of this context.
- We will not write these words down in quotations – we don't need to.



Add to your character tables for George and Lennie with any quotes or descriptions from the section we have read today

**Is Lennie helped by George, or hindered by him?
What conflicts have we seen in the novella so far? How do you expect them to continue?**

Curley extract for analysis:

Read the following extract carefully:

Curley Extract

At that moment a young man came into the bunkhouse; a thin young man with a brown face, with brown eyes and a head of tightly curled hair. He wore a work glove on his left hand, and, like the boss, he wore high-heeled boots. "Seen my old man?" he asked.

The swamper said, "He was here jus' a minute ago, Curley. Went over to the cook house, I think."

"I'll try to catch him," said Curley. His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie. His arms gradually bent at the elbows and his hands closed into fists. He stiffened

and went into a slight crouch. His glance was at once calculating and pugnacious. Lennie squirmed under the look and shifted his feet nervously. Curley stepped gingerly close to him. "You the new guys the old man was waitin' for?"

"We just come in," said George.

"Let the big guy talk."

Lennie twisted with embarrassment. George said, "S'pose he don't want to talk?" Curley lashed his body around. "By Christ, he's gotta talk when he's spoke to. What the hell are you gettin' into it for?"

"We travel together," said George coldly.

"Oh, so it's that way."

George was tense, and motionless. "Yeah, it's that way."

Lennie was looking helplessly to George for instruction.

"An' you won't let the big guy talk, is that it?"

"He can talk if he wants to tell you anything." He nodded slightly to Lennie.

"We jus' come in," said Lennie softly.

Curley stared levelly at him. "Well, nex' time you answer when you're spoke to." He turned toward the door and walked out, and his elbows were still bent out a little.

- 1. What does "derogatory" mean?**
- 2. What atmosphere does the bunk house have and how do we know this?**
- 3. To what extent is this a "masculine" novella so far? Does the context it was written in influence this?**
- 4. Who are you most sympathetic to at this stage of the novella? Why do you feel this way?**

How is the ranch a
microcosm of America, in the
novella so far?

Thinking task:

CURLEY



1. What are your first impressions of Curley?
2. Is the description like anything we have read before?
3. Do you like or dislike Curley? Why?
4. Is the reader puzzled or intrigued by him?
5. If you had one question about Curley, what would it be?

In your books:

1. Glue in the extract.
2. Read the extract through again fully.
3. Look back at your first impressions – which words/phrases gave you these impressions?
4. Identify and label the extract with the following:



Introduction to Curley:

Section 2:

At that moment a young man came into the bunkhouse; a thin young man with a brown face, with brown eyes and a head of tightly curled hair. He wore a work glove on his left hand, and, like the boss, he wore high-heeled boots. "Seen my old man?" he asked.

The swamper said, "He was here jus' a minute ago, Curley. Went over to the cook house, I think."

"I'll try to catch him," said Curley. His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie. His arms gradually bent at the elbows and his hands closed into fists. He stiffened and went into a slight crouch. His glance was at once calculating and pugnacious. Lennie squirmed under the look and shifted his feet nervously. Curley stepped gingerly close to him. "You the new guys the old man was waitin' for?"

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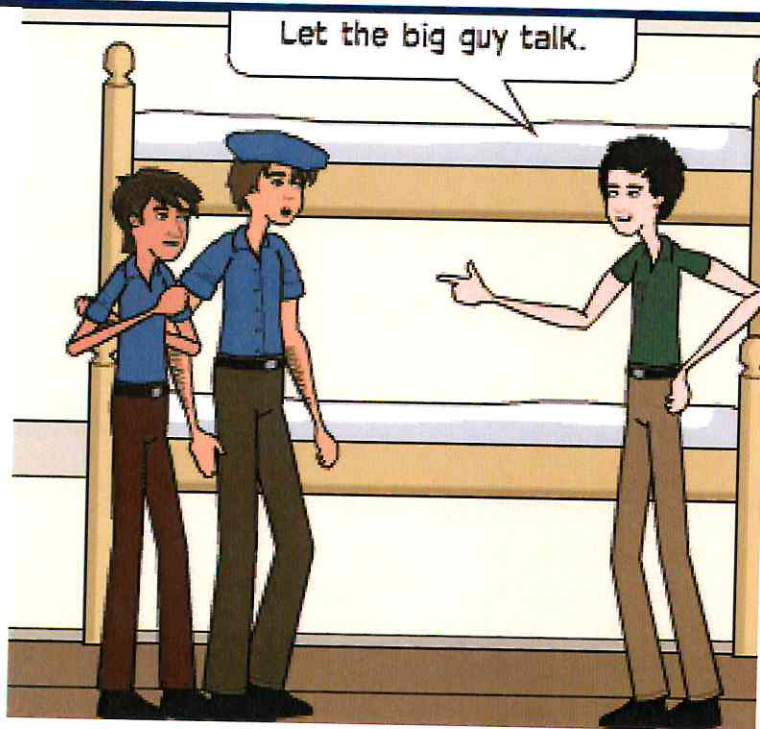
"An' you won't let the big guy talk, is that it?"

"He can talk if he wants to tell you anything." He nodded slightly to Lennie.

"We jus' come in," said Lennie softly.

Curley stared levelly at him. "Well, nex' time you answer when you're spoke to." He turned toward the door and walked out, and his elbows were still bent out a little.

What does Steinbeck suggest about Curley?



How does Steinbeck introduce the character of Curley?

<https://www.bbc.co.uk/programmes/p00x771p>

"S'pose Curley jumps a big guy an' licks him. Ever'body says what a game guy Curley is. And s'pose he does the same thing and gets licked. Then ever'body says the big guy oughtta pick on somebody his own size, and maybe they gang up on the big guy. Never did seem right to me."

Look at the quotation above from 'Of Mice and Men'. Candy (the swamper) says this to Lennie and George in this chapter.

Consider how this could be an **allusion** to the society of the time: how does this small speech show that the ranch is a **microcosm** of America? Which parts of society do the different member of the ranch represent?

Let's read the rest of Chapter Two – and meet Curley's wife!

Curley's Wife extract

Both men glanced up, for the rectangle of sunshine in the doorway was cut off. A girl was standing there looking in. She had full, rouged lips and wide-spaced eyes, heavily made up. Her fingernails were red. Her hair hung in little rolled clusters, like sausages. She wore a cotton house dress and red mules, on the instep of which were little bouquets of red ostrich feathers, 'I'm lookin' for Curley,' she said. Her voice had a nasal, brittle quality.

George looked away from her and then back. 'He was in here a minute ago, but he went.'

'Oh!' She put her hands behind her back and leaned against the door frame so that her body was thrown forward. 'You're the new fellas that just come in ain't ya?'

'Yeah.'

Lennie's eyes moved down over her body, and though she did not seem to be looking at Lennie, she bridled a little. She looked at her fingernails. 'Sometimes Curley's in here,' she explained.

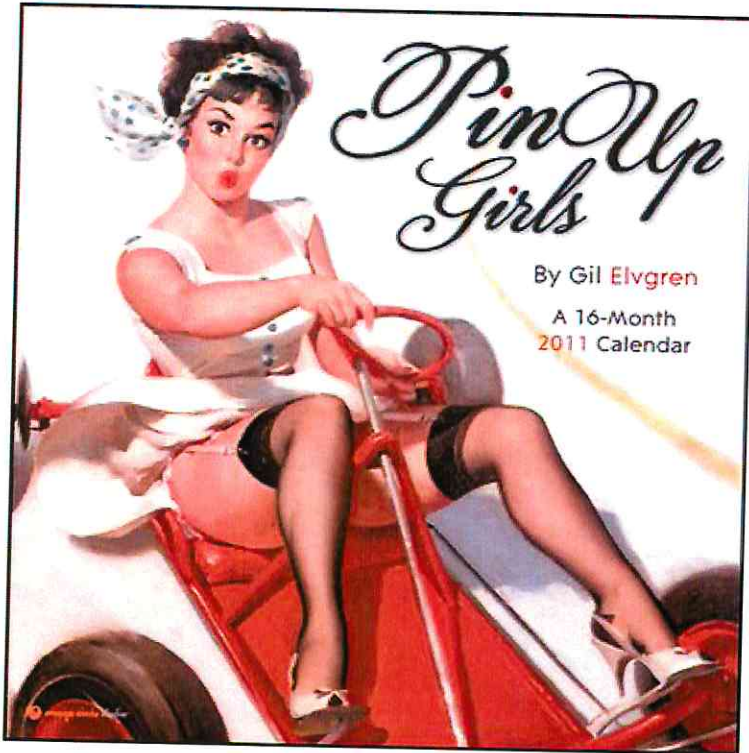
George said brusquely, 'Well, he ain't now.'

'If he ain't, I guess I better look some place else,' she said playfully.

Lennie watched her, fascinated.

George said 'If I see him, I'll pass the word you was looking for him.'





Using your contextual knowledge from Week 1 and the posters above, suggest how women were portrayed.



1. Which women appear or are referred to in the novella so far?
2. According to the males on the ranch and their views, what limited roles and functions can women provide?
3. Why is Curley's wife never given a name?
4. Do you think the portrayal of Curley's wife is an accurate representation of women and their roles in American society at the time?

Aims of Week 4:

Explore the themes being developed over the course of the novel

Be able to use a variety of writing techniques in creative writing.

Address key class misconceptions in creative writing.

Explore the crafting of creative writing to be more effective and purposeful.

Key vocabulary to learn in Week 4 using a dictionary:

Narrative
Structure
Perspective
Figurative
Setting
Persona
Openers
Characterisation

Aims of Week 5:

Explore how Steinbeck creates sympathy for Candy

Explore how foreshadowing is used in this section.

Explore how the theme of loneliness links with the idea of the American Dream.

Explore the symbolism behind the killing of Candy's dog.

Explore the presentation of George and Lennie's relationship in this section. How does it relate to the theme of fraternity and friendship?



Key vocabulary in Week 5 using a dictionary:

Rheumatism

Derision

Reprehensible

Receptive

Subdued

Bemused

Hoosegow

Reverently

Euchre

Loneliness

American Dream

Loneliness

Context



Carlson said thoughtfully, "Well, looka here, Slim. I been thinkin'. That dog of Candy's is so God damn old he can't hardly walk. Stinks like hell, too. Ever' time he comes into the bunk house I can smell him for two, three days. Why'n't you get Candy to shoot his old dog and give him one of the pups to raise up? I can smell that dog a mile away. Got no teeth, damn near blind, can't eat. Candy feeds him milk. He can't chew nothing else."



The old man squirmed uncomfortably. “Well—hell! I had him so long. Had him since he was a pup. I herded sheep with him.” He said proudly, “You wouldn’t think it to look at him now, but he was the best damn sheep dog I ever seen.”

He scratched the white stubble whiskers on his cheek nervously. “I’m so used to him,” he said softly. “I had him from a pup.”

“Candy looked helplessly at him, for Slim’s opinions were law. “Maybe it’d hurt him,” he suggested. “I don’t mind takin’ care of him.””

Candy rolled to the edge of his bunk. He reached over and patted the ancient dog, and he apologized, “I been around him so much I never notice how he stinks.”

Thinking task:

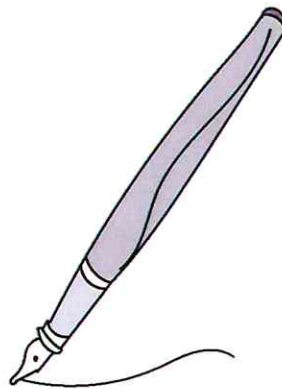
How can you relate the relationship between Candy & his dog to the relationship between George and Lennie?

You are going to spend the next 15 – 20 minutes writing a diary entry.

You must place yourself in the mind set of one of the characters that was in the room when Candy's dog was shot. These characters are:

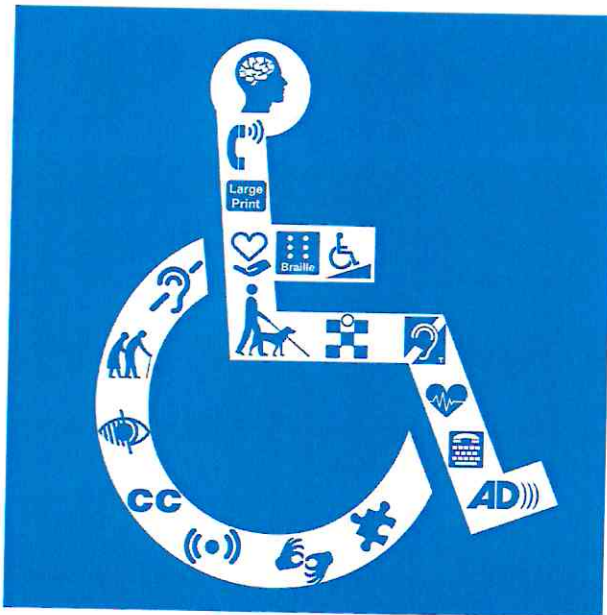
- George
- Slim
- Whit
- Candy
- Carlson

You must use the 5 words that you have picked out from the text and reuse them in your own work. Try also to use some of the narrative techniques we have just discussed...



You must use the 5 words that you have picked out from the text and reuse them in your own work. Try also to use some of the narrative techniques we have just discussed...

1. What is meant by discrimination?
2. Name three ways a person may be discriminated against.
3. Name three adjectives to describe Candy so far.
4. What does a dog offer an owner?
5. Who is in charge on the ranch? How do you know this?



To the left is an image of John Steinbeck, the author of *Of Mice and Men*.

What was the problem in 1930's society that Steinbeck was writing about through this character of Candy in *Of Mice and Men*; what was he trying to challenge/teach us?

Use the words below to support your answer.



Aims of Week 6:

Explore racial prejudice in the 1930's.

Explore sexism in the 1930's.

Explore the setting of Crook's room and the symbolism behind it.

Explore character behaviours and motivations behind them, whilst showing empathy.

Key vocabulary to learn in this unit using a dictionary:

Loneliness
Segregation
Isolation

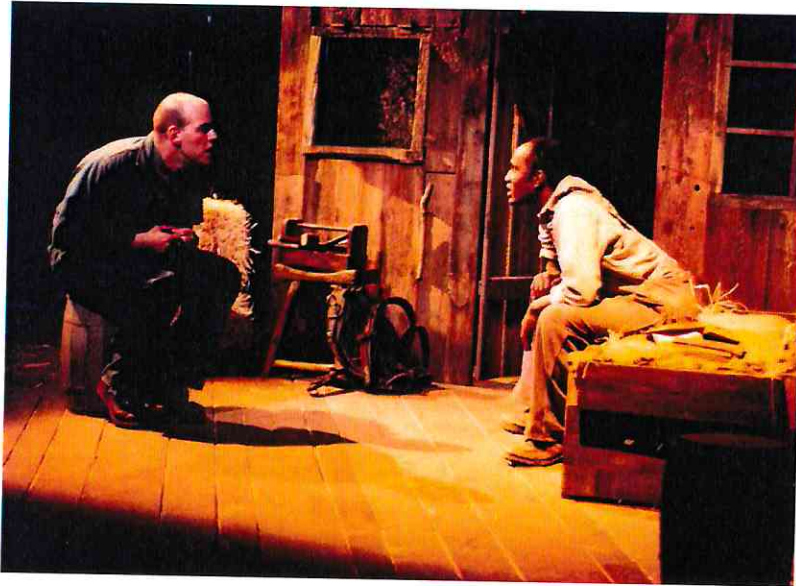
Prejudice
Sexism
Racism
Aloof
Mauled



Read the first half of Section 4 (page 66-76: until Curley's Wife enters...)

Low Stakes Testing Questions:

- What do we learn about Crooks in this section?
- What about his living conditions?
- Why does he have a room of his own in the barn?
- What is his most treasured possession and why?
- What is his relationship with other men on the ranch like?



How does Steinbeck use Crooks in Section 4 to embody the theme of loneliness?

What is it that makes Crooks lonely?
How does he feel about his loneliness?

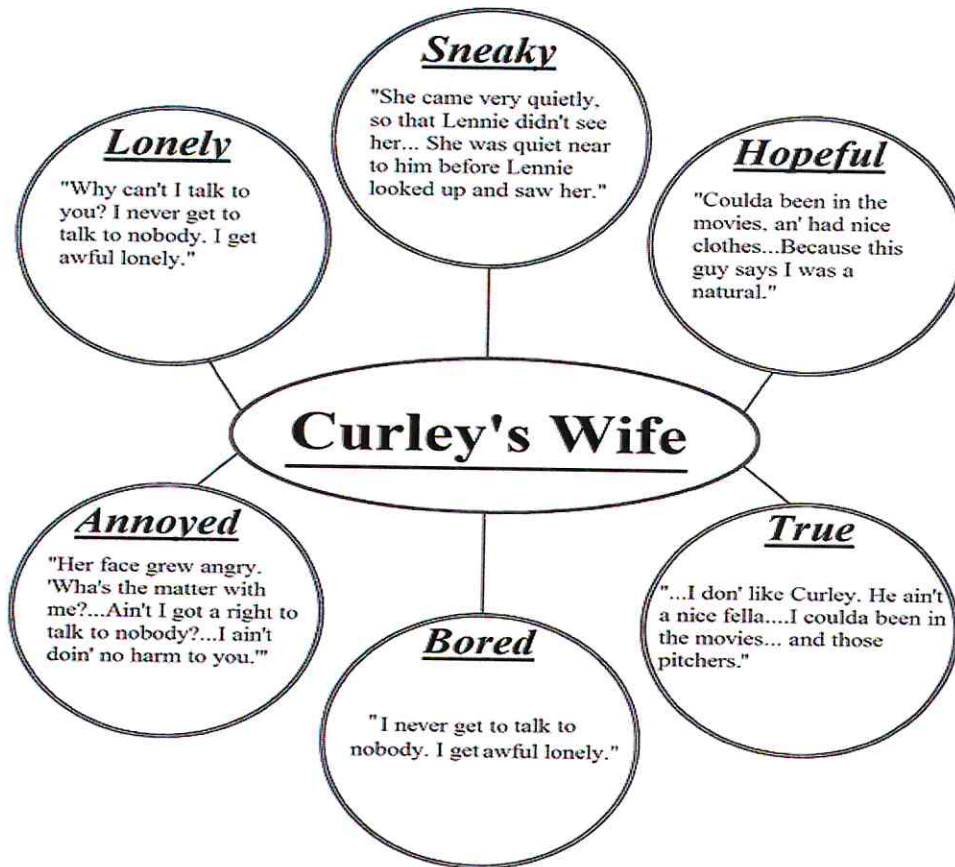
- 1) What do we already know about Curley's Wife?
- 2) Name three adjectives to describe her appearance
- 3) Why do you think we never get to know Curley's Wife's name?
- 4) What do Curley's Wife and Crooks have in common?
- 5) How should women have stereotypically acted in the 1930s?

Read the rest of Section Four of the novel, this time paying particular attention to how Curley's Wife is presented.

- How do the men react to her presence?
- What do we learn about her past?
- How does the theme of loneliness apply to her character?



Tramp
Good Lookin
Bitch
Jail Bait
Rat Trap
Show off
Tart
Purty



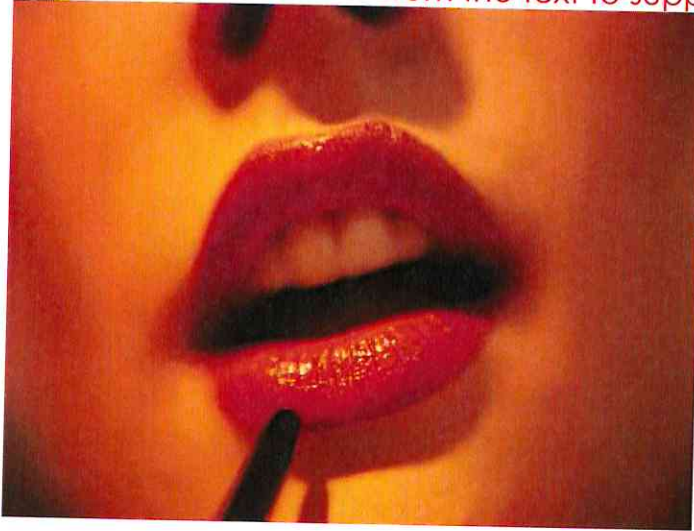
Curley's Wife is a complex character.
Write a list of adjectives to describe her character and find a quotation to support...



Promiscuous?
Seductive?
Lonely?
Isolated?

**Poisonous?
Dangerous?**

Which words are most fitting for Curley's Wife? Find evidence from the text to support ideas.



Key Piece assessment planning:

Today is your Key Piece and you will be concentrating on the character of Crooks, as presented particularly in Section 4 of the story. Consider everything we have said about this character so far – key quotations, attitudes, and context and consider using our key vocabulary. Answer all questions in detail.

Crooks character study

SOME QUESTIONS ON... → CROOKS

"Crooks' bunk was a long box filled with straw" - what does this tell us about his life and status?

What can we infer from the fact that Crooks keeps his medicine bottles mixed in with the horses' medicine?

What is the effect of having Crooks rubbing liniment onto his back at both the chapter's beginning and end?

Some things are hung carefully: "a broken harness - a split collar with the horsehair stuffing out, a broken hame, and a trace chain" with its leather covering split" - yet "scattered about the floor were a number of his personal possessions: what does this tell us about his life and status?

Crooks owns a "tattered dictionary and a maulled copy of the California civil code" and a "pair of large gold-rimmed spectacles". What do the items (and their condition or quality) tell us about his dreams and priorities?

Why do you think Crooks is so hostile to Lennie at first?

Why do you think Crooks specifies that the chickens he kept as a child were white?

Why do you think Crooks ever refers to himself as a "nigger"?

"...his eyes lay deep in his head, and because of their depth seemed to glitter with intensity. His lean face was lined with deep black wrinkles, and he had thin pain-tightened lips which were lighter than his face." What can we deduce about Crooks' life and personality through the description of his face?

"Crooks' face lighted with pleasure in his torture": why do you think he enjoys scaring Lennie?


Why do you think Crooks eventually speaks so openly? Do you think he would have spoken so openly in front of anyone but Lennie?

"I don't know if I was asleep. If some guy was with me, he could tell me I was asleep, an' then it would be alright!" What can we deduce about Crooks' lifestyle and his hopes from this quote?

When Curley's wife threatens Crooks, he "reduced himself to nothing. There was no personality, no ego - nothing to arouse either like or dislike... and his voice was toneless." What can we infer about Crooks' life and the way he has been treated from this quick change?

Why do you think Crooks claims he was "Jus' foolin'" and that he "wouldn't want to go to no place like that"? What can we deduce about his attitude towards hopes, dreams and opportunities?

Think of five questions about Crooks based on quotes or details from chapter 4. They should be open questions, which require inference skills to answer.

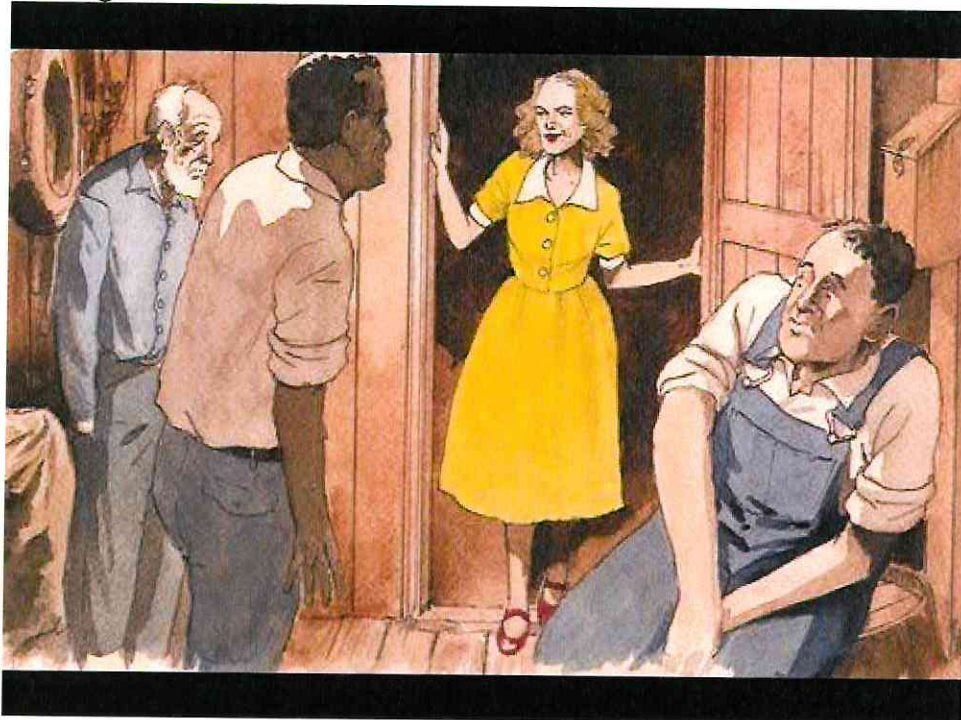


1. On page 70, recall the scene in Crooks's quarters once Curley's wife arrives (pages 76-83), focusing on what happens after the passage quoted above. What is Curley's wife threatening to do to Crooks? How did Crooks react? Why did he react this way? What do you think about his reaction? Should he have reacted differently?
2. How did Candy react? What do you think about his reaction? Should he have reacted differently?
3. How would you have reacted if you were Crooks? If you were Candy?
4. Explain what Crooks and Curley's wife might have in common.

“If I catch any one man, and he’s alone, I get along fine with him. But just let two of the guys get together an’ you won’t talk”

How is Curley's Wife represented through these quotations? How does she feel about her life on the ranch? Is it what she expected? Why does she threaten Crooks?

Writing task:



Create a description of Curley's Wife following her conversation with the men in Crook's room. How does she feel about her life? What does she long for?



Week 8 Aims:

Explore how foreshadowing is used which anticipates the death of Lennie and also anticipates George’s decision to shoot Lennie.

Explore the circular structure of the novella suggesting that the characters’ fates are inevitable. Students need to focus on the fact that the story is fatalistic.

The predatory nature of human existence. Nearly all characters admit at one time or another to having a profound sense of loneliness or isolation.

Vocabulary to learn by the end of the week using a dictionary:

Sentimental

Moralistic

Fatalistic

Betrayal

Companionship

Loneliness

Illusion

Demise

Realism

1. Can you remember the setting at the beginning of the text?
2. What does “moral duty” mean?
3. Does George have a moral duty to Lennie? Why?
4. What is a circular narrative?

Read Chapter 6 of OMAM:

As you listen, make notes on the following:

Which characters are involved?

Where is it set?

What are the main events?

Which quotes can you use to prove what you think?



What are the main events?

- ❖ Lennie finds himself alone by the pool near the river.
- ❖ Lennie conjures out of the dark corners of his dull mind his dead Aunt Clara – she accuses him of never thinking of George.
- ❖ George finds Lennie. This is because Lennie went to the place where George has told him to go if he ever found himself in trouble. Did George foresee the future?
- ❖ Lennie asks George to tell him about their future – George tell Lennie about the land and the rabbits.
- ❖ George shoot and kills Lennie.

The pool represents safety for Lennie.

In the first chapter, George tells Lennie to come back and 'hide in the bush' by the pool if anything bad happened at the ranch. It represents a safe

place where he won't be found. It's ironic that this is where George shoots Lennie at the end of the novel – he's killed in his sanctuary. How does this make you feel, as a reader?

“A water snake glided smoothly up the pool”



Of Mice and Men' ends where it begins, with George and Lennie alone by the pool. What is your response to the ending of the novel?

Talk about:

- Your feelings about George's decision to shoot Lennie
- Ways in which Steinbeck prepares us for this ending
- Why the writer chooses to end the story in this way
- Whether the ending suggests that the friendship of George and Lennie was pointless.

The structure of the novel shows ...

This is evident when it says...

This could suggest ...

This could also suggest ...

This may make the reader feel ...

