

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on John Steinbeck	10
• Section Questions	
<i>Section 1 Part 1</i>	11
<i>Section 1 Part 2</i>	14
<i>Section 2 Part 1</i>	17
<i>Section 2 Part 2</i>	20
<i>Section 3 Part 1</i>	23
<i>Section 3 Part 2</i>	26
<i>Section 4 Part 1</i>	29
<i>Section 4 Part 2</i>	32
<i>Section 5</i>	35
<i>Section 6</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



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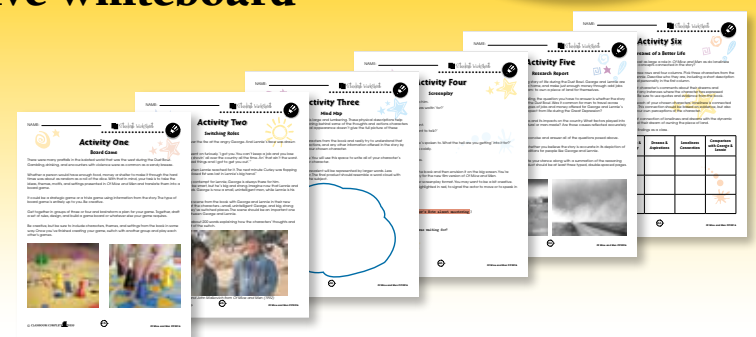
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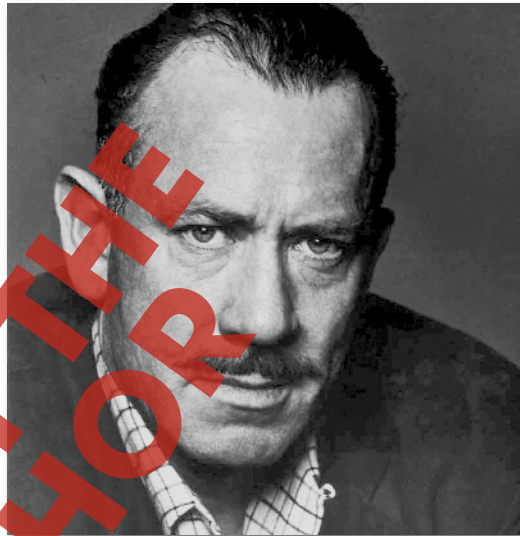


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John Steinbeck

John Ernst Steinbeck, Jr. was born in Salinas California on February 27, 1902. He was the third of four children and the only boy. The town is very close to the Pacific Coast and to the fertile land of the Salinas Valley, which was often the setting of his writing. Steinbeck's father worked various jobs—he managed a flour plant, owned a feed and grain store, and later served as treasurer for California's Monterey County. Steinbeck's mother, Olive Hamilton Steinbeck, was a schoolteacher. Steinbeck had a happy childhood, was shy but smart, and developed a love of the written word early on.



While in high school, Steinbeck professed a goal of becoming a writer and would work in the office of his Salinas home at night on stories and poems. He sent out many stories to magazines with a false name and without a return address, later saying he was scared to receive a rejection letter. Steinbeck enrolled in Stanford University after graduating high school in 1919. At Stanford, Steinbeck attended creative writing courses, studied world history and biology, but left in 1925 without earning a degree.

After spending a period in New York City, where he earned little money as a journalist and laborer, Steinbeck traveled back to Lake Tahoe, California and completed his first novel—*Cup of Gold*—in 1929. Based on the life of Henry Morgan, the book was unsuccessful. During this time, Steinbeck met and married Carol Henning and worked on his next novel, *To a God Unknown*, published in 1933. He followed up with his first success *Tortilla Flat* in 1935. In the coming years, Steinbeck ingrained himself in the history of American literature with *Of Mice and Men* and *The Grapes of Wrath*. The stories helped make him one of the most celebrated American authors of all time. He continued to write up until his death in December 1968.

Did You Know?

• The title *Of Mice and Men* comes from the Robert Burns poem "To a Mouse." The poem originated the saying that "the best laid schemes of mice and men often go awry".

• *Of Mice and Men* was based on author John Steinbeck's own experiences as a migrant worker in the 1920s.

• The novella has been adapted into a movie several times, including a 1992 film starring Gary Sinise and John Malkovich. It has also been adapted for radio and stage productions.



Section Two (Part One)

(From "The bunk house was a long, rectangular building." to "Seen my old man?" he asked.")

Answer the questions in complete sentences.

- At the end of the last Section, Lennie says he remembers not to say a word when the pair go to the ranch. Predict whether he'll really remember not to speak.

- George tells Lennie to come back to the pond if he gets in trouble. Do you believe this could be foreshadowing future events? Why?

Vocabulary

Complete each sentence with a word from the list.

satisfied
stockyrelish
heartylittered
sorewhitewashed
skeptically

- Inside, the walls were _____ and the floor unpainted.
- In the middle of the room stood a big square table _____ with playing cards.
- "He was _____ as hell when you wasn't here to go out this morning."
- "I ain't so sure," George said _____.
- Finally George seemed _____.
- "Drink _____ boys. Christmas comes but once a year."
- He paused in _____ of the memory.
- A little _____ man stood in the open doorway.



Section Three (Part One)

(From "Although there was evening brightness showing..." to "I give him one of them pups.")

1. Put a check mark (✓) next to the answer that is most correct.

- Where were Lennie and George both born?
 - A Chicago
 - B Weed
 - C Auburn
 - D Lubbock, Texas
- Which game do George and Whit play?
 - A 52 pickup
 - B Solitaire
 - C Hide and seek
 - D Euchre
- What game is going on outside the bunk house as George and Slim talk?
 - A Horseshoes
 - B Hide and Seek
 - C Red rover
 - D None of the above
- What is Candy asking for when he says "I gotta gut ache."
 - A A slug in the face.
 - B A splash of liniment oil.
 - C Some pain pills.
 - D A slug of whisky.
- Which river does George tell Slim Lennie almost drowned in?
 - A The Salinas River
 - B The Colorado River
 - C The Sacramento River
 - D The Mississippi River



Section Four (Part One)

(From "Crooks, the negro stable buck..." to "Maybe I better go see.")

Answer each question with a complete sentence.

- Where does Crooks stay on the ranch? Why?

- Why is Crooks described as more "permanent" than the other men?

- Why do you think Crooks doesn't want Lennie in his room initially? Use evidence.

- Why does Crooks eventually relent and tell Lennie to sit down? Use evidence.

- Why do you believe Crooks takes so much delight in "torturing" Lennie with his questions supposing George doesn't come back?

- Crooks mentions that "a guy needs somebody to be near him." How does this relate to the themes of the story? Use evidence to support your answer.



Journaling Prompt

In this Section it is mentioned that Crooks has a copy of the California civil code for 1905. The code is made up of statutes that outline the obligations and rights of people within the state. Research civil rights at the turn of the 20th century and describe what you find in a few paragraphs. Why might Crooks have this book? What importance would it have for him, if any? Discuss your findings with a partner.



Sections 1 to 2 (Part 1)

Sense of Place

One of the most noticeable aspects of Steinbeck's writing is his ability to quickly establish a sense of place with depth—sights, sounds, smells—that pull the reader into the story.

Go back through the book so far and make note of some of the ways the author is able to build that sense of place. Think—as mentioned above—of the sights, sounds and smells of a scene, but also of the way characters speak and react.

Choose 10 different sentences or paragraphs that help to create a realistic world within the story. For each sentence or paragraph, discuss in detail why it's effective in establishing a sense of place and what drew you to it.

Each description should be about 100 words.



Sections 1 to 3 (Part 1)

A Poem

Poetry has been used for centuries to convey emotion and complex concepts. Now it's up to you to try to capture the essence of George and Lennie's relationship through poetry.

Your piece can be any type of poetry you wish—free verse, haiku, limerick, or ballad—as long as you're able to establish a sense of the relationship between the two characters. Length isn't as important as making sure the poem accurately depicts Lennie and George's friendship.

Be sure to establish what type of poem you're writing at the top of your page and stick to the style.

For example, in haiku the story could go like this:

Bound by loneliness }5 syllables
 Seeking a place to call home }7 syllables
 To have our own land }5 syllables



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

anguished	hearty	misery	sore
basins	hoosegow	morosely	thuds
bunk	imitated	obvious	toneless
clangs	jarred	ominously	torque
dignity	jeering	rapily	twinking
ego	lanced	rosy	whimpering
flopped	meager	scoffed	
gradually	mended	slats	

b	v	l	f	s	n	z	j	z	r	u	b	a	w	d	a	g	g	l	y	p	e	a	w	
s	n	i	s	a	b	m	a	r	a	h	m	k	f	a	x	i	d	a	r	x	l	y	h	
i	j	e	y	f	u	r	n	b	k	e	o	e	h	z	m	k	x	n	e	q	p	k	i	
a	n	g	u	i	s	h	e	d	s	a	r	x	n	w	y	g	c	g	j	k	r	m		
t	j	q	r	o	s	y	w	m	l	r	o	r	c	d	i	n	k	e	a	r	l	z	p	
o	b	c	i	a	e	b	t	k	b	t	s	o	q	e	c	e	d	e	z	u	g	e		
r	f	i	d	q	d	d	n	t	q	y	e	a	i	q	j	d	o	h	m	p	g	e	r	
t	p	w	e	c	j	u	v	f	v	c	l	v	f	d	k	m	y	x	i	j	q	h	i	
u	z	d	o	w	b	n	a	u	m	a	y	s	b	x	h	s	a	f	u	l	a	m	n	
r	i	b	s	b	d	r	q	l	g	e	g	h	p	e	d	x	t	g	d	n	s	p	g	
e	q	e	c	h	v	t	u	t	o	p	p	e	d	k	h	p	d	a	u	r	d	y		
w	j	p	o	c	b	i	c	t	w	y	s	g	q	l	w	m	s	l	e	o	t	l	k	
m	o	g	n	v	l	x	o	m	b	n	j	v	c	b	e	a	g	p	z	r	f	k	l	
i	a	p	t	p	j	a	r	u	g	e	d	n	w	b	x	w	n	e	n	j	r	c	o	
s	r	a	d	h	u	z	n	h	s	y	v	g	f	l	h	o	c	c	g	i	y	a	q	
e	h	a	z	y	t	r	g	d	d	i	r	l	o	z	d	a	o	i	m	a	l	j		
r	o	c	p	v	l	g	n	h	s	e	j	v	c	x	e	f	p	w	o	f	k	y	p	
y	o	t	y	t	v	i	r	m	w	t	u	t	r	h	o	h	y	s	y	c	n	s	d	
b	s	o	r	e	l	s	i	q	i	a	e	y	k	n	s	u	o	t	m	p	c	e	u	
s	e	s	u	k	e	y	r	m	p	t	s	l	a	t	s	h	i	r	u	q	f	r	x	
w	g	t	n	q	l	a	w	k	n	i	d	u	r	j	k	n	h	z	l	f	j	v	o	
f	o	i	r	x	t	w	v	z	s	m	u	o	g	e	g	b	x	a	o	y	i	m	n	
z	w	j	e	e	r	i	n	g	w	i	h	x	t	i	h	m	k	c	v	n	s	t	s	
t	y	z	v	s	s	e	l	e	n	o	t	u	d	g	y	l	s	u	o	n	i	m	o	



Comprehension Quiz

Answer each question in a complete sentence.

- Why were George and Lennie run out of the last place they worked?

- Name the important themes or motifs of the story.

- What is the name of the river mentioned early in the story?

- How does George feel about Lennie at the beginning of the story?

- What is the significance of the piece of land George and Lennie talk about?

- Name two characters who abuse the ranch hands in different ways.

- Who first suggests Candy put down his dog? Why?

29

2

3

1

4

2

2

3

SUBTOTAL: /17

Setting and Mood

In this organizer you'll list the various setting descriptions and describe how they establish the mood of the story. Setting plays a significant role in the book. Imagine if, rather than set in the hard times of the Dust Bowl outside of Soledad, California, the novel was set in the jungles of the Congo—it would be much different. Use this organizer to jot down some of the detailed setting descriptions and describe how that setting helps establish the mood of the story.

Time	Place
_____ _____ _____	_____ _____ _____
Mood	Social Conditions
_____ _____ _____	_____ _____ _____

NAME: _____

After You Read 



Section Two (Part One)

(From "The bunk house was a long, rectangular building," to "Seen my old man?" he asked.)

Answer each question with a complete sentence.

1. Why do you think George would lie about why Lennie is how he is?

2. What does the ranch hand's treatment of the stable buck tell you about the time period? Explain your answer.

3. What did the boss bring to the bunk house at Christmas?

4. Do you believe George was justified in saying Lennie speaking almost cost them the job? Explain your answer.

5. What job does George tell the boss Lennie and he had in Weed? Why would he tell the boss this?

6. What does Lennie's response to George's lie tell you about Lennie's character?



Journaling Prompt

Throughout the first few Sections, the author has talked about many of the tools or other things Lennie and George carry with them, such as their bindles. Research such belongings and create an overview or outline of what a typical migrant worker in the time period would have been traveling with.

1.

Answers will vary, but may include: George gives an excuse to why Lennie is the way he is so the boss will give them a chance. Once he sees Lennie work, it won't matter why he's the way that he is.

2.

Answers will vary, but may include: during this time period, people of another color were not as respected as others.

3.

The boss brought a gallon of whisky to the bunk house at Christmas.

4.

Answers will vary, but may include: It could be argued Lennie's talking didn't impact the situation. The boss had already identified the fact that Lennie wasn't speaking and would have wondered why in any case. Therefore George's own plan of having him not talk could have had as big an impact.

5.

George tells the boss they were digging a cesspool. He lied about the job in fear that the boss would find out why they really left Weed.

6.

Lennie's reaction to George's lie illustrates that Lennie doesn't understand why George is lying and furthers his depiction as an unintelligent man.

19

Vocabulary

Across

1. pugnacious
6. plaintively
7. Candy
9. disengage
12. basins
13. derogatory
14. scraps
15. flounced
16. gingerly
17. archly

Down

2. calculating
3. George
4. Lennie
5. contorted
7. crouch
8. Slim
10. gossip
11. brusquely
12. brilliant

20

1.

a) basins

b) crushed
c) Stetson

d) blue

e) jeans
f) denim
g) jacket

h) majesty
i) royalty

j) master
k) craftsmen
l) prince
m) leaders

n) bull
o) whip

p) gravity
q) profound

r) authority

s) Slim

t) ageless

21



1.

The swamper, Candy, says Curley keeps his hand in a glove full of vaseline to keep it soft for his wife.

2.

Answers will vary, but may include: Curley has been noted to be prone to fighting, while his wife could stir up trouble by talking to the ranch hands, thus stoking Curley's jealousy.

3.

Answers will vary.

4.

George is playing solitaire in the bunk house.

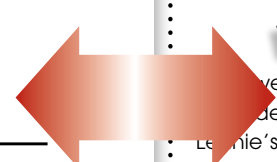
5.

Carlson says Candy's old dog smells and should be put down. He says the pup could replace the old dog.

6.

It's established that Curley often picks fights. His actions suggest Curley is insecure in his small stature.

22



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Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on John Steinbeck	10
• Chapter Questions	
<i>Chapters 1–5</i>	11
<i>Chapters 6–9</i>	14
<i>Chapters 10–13</i>	17
<i>Chapters 14–16</i>	20
<i>Chapters 17–19</i>	23
<i>Chapters 20–21</i>	26
<i>Chapters 22–23</i>	29
<i>Chapters 24–25</i>	32
<i>Chapters 26–27</i>	35
<i>Chapters 28–30</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



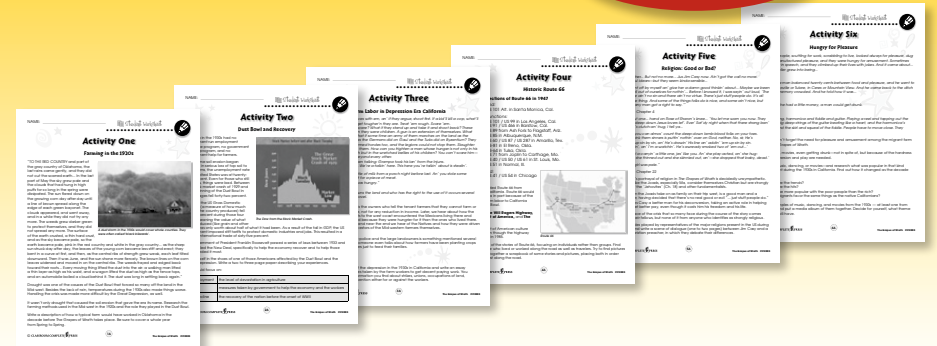
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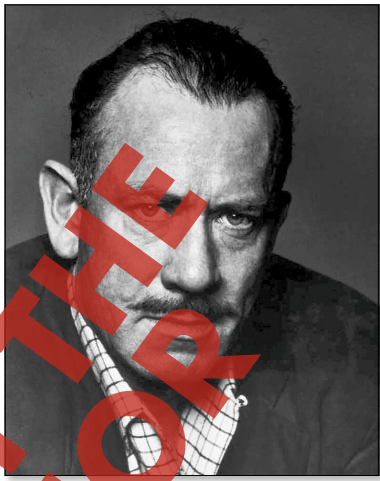
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John Steinbeck

John Steinbeck (1902–1968), was born to a family of modest means in Salinas, California. He attended Stanford University, though he never received a degree. Beginning in 1925, John tried to earn a living as a freelance writer in New York. After failing to do so, he returned to California where he wrote and published his first novels and short stories. It was a collection of comedic short stories about Monterey paisanos, *Tortilla Flat* (1935) that first gained him some degree of recognition.



For the most part, Steinbeck wrote social novels that dealt with rural labor and the economic problems that go along with it. It has been noted that his works also express a reverence for the soil and the people who work it that is sometimes at odds with the sociological bent of his books as a whole. After the coarse humor of his first hit novel, Steinbeck wrote something a good deal more serious. *In Dubious Battle* (1936) was an aggressively critical social novel dealing with migratory fruit pickers on California plantations and their strikes for better conditions and wages. After this, he wrote *Of Mice and Men* (1937), which told the tale of Lennie, a very large man who was an imbecile. Next was *The Long Valley* (1938), a series of excellent short stories. *The Grapes of Wrath*, published in 1939, is widely considered to be his best work. It is the story of

tenant farmers in Oklahoma who, after being forced from their land that is becoming infertile, migrate, along with hundreds of thousands of others to California to get work.

Steinbeck wrote several good novels in his later years, the most outstanding of which are *East of Eden* (1952), *The Winter of Our Discontent* (1961), and *Travels with Charley* (1962). The latter is an account of Steinbeck's travels in a truck through forty U.S. states over a three month period. He died in 1968 in New York City.

Did You Know?

• Steinbeck was the most popular deceased American writer in the mid-1990s; his works sold 750,000 annually.

• American literary critics thought he was undeserving of the Nobel Prize for Literature that he won in 1962.

• For most of his life, Steinbeck would draw a pig with wings after his signature. He named it Pigasus. Pigasus symbolized Steinbeck as "earthbound but aspiring.... A lumbering soul but trying to fly... (with)... not enough wingspread but plenty of intention."



Chapters Fourteen to Sixteen

Answer the questions in complete sentences.

1. With several hundred thousand people streaming into California looking for work, how do you think the people living there, especially the landowners, will react?

2. What do you think the Joads will do if they can't find work in California? What should they do?

Vocabulary

Complete each sentence with a word from the list.

bewildered	streamlined	corrugated	gasket
proprietor	dungarees	contractor	coroner

1. Mike's mom scolded him for wearing his good pants on the playground, telling him he should have worn his old _____ instead.

2. The drainage culverts were made of concrete rather than the _____ iron he had expected.

3. The doctor assured the family that the death was from natural causes and therefore a _____ would not be required.

4. The homeowners did much of the work themselves but had a _____ build the deck.

5. Jim's car probably would get much better gas mileage if it were better _____.

6. The purple top that her mom was wearing while she cooked dinner had Janine completely _____.

7. The puddle of soup in the vegetable crisper indicated to David that the _____ on the Mason jar was missing—again.

8. Jim's complaints got him no satisfaction for, as the mechanic explained, the garage's _____ was out of town on vacation.



Chapters Fourteen to Sixteen

Fill in each blank with the correct word from the chapters.

a) This you may say of man—when theories change and crash, when schools, _____, when narrow dark alleys of thought, national, religious, economic, grow and disintegrate, man reaches, stumbles forward, painfully, mistakenly sometimes.

b) Worried because _____ do not work out; hungry for security and yet sensing its disappearance from the earth.

c) And her plump face was tight against the movement, and her head _____ sharply because her neck muscles were tight.

d) She dropped her weapon on the ground, and Tom, with _____ care, picked it up and put it back in the car.

e) The _____ man rubbed his forehead with a knuckle, and a line of dirt peeled off.

2. Complete each sentence with a word from the list.

spatula	buzzard	flush	piston	clod
---------	---------	-------	--------	------

a) A pie lifter won't do it; you're going to need a proper _____.

b) Jeremy spotted the book his sister had been reading because it was not _____ with the other books on the shelf.

c) The truck's rear wheels spun, throwing up dirt, one _____ of which struck a second floor window.

d) The _____ peeking in at her through her window hinted to Beverly that it might be time to clean out the fridge.

e) The loud banging from the engine seemed to Susan must be a _____ misfiring.



Chapters Fourteen to Sixteen

Answer each question with a complete sentence.

1. Western land owners are fighting the widening government, labor unity and strikes. What's the real problem?

2. After protesting to Al about selling a whole loaf of bread for ten cents, Mae sells two nickel-a-piece candies for a penny. Why do you think she did that?

3. Why did Casy say he had been so quiet?

4. Tom isn't thinking about anything but the task immediately in front of him. Why?

5. Why did Ma want the family to camp where there was shade and water?

6. When Tom was told he'd have to pay another fifty cents to stay at the campground, what did he decide to do?



Journaling Prompt

You are a cook in a diner along Route 66. You know from people returning from California just how bad the job situation is. Write a journal entry in which you try to convince a family heading west, to change their plans and look for work somewhere else.



Chapters 18 to 25

Characterizing the Land

The land in Oklahoma was worked steadily and lovingly by farmers who didn't own it. Despite that, it became less and less fertile, largely because mistakes were made in what was grown and how.

In contrast, the land in California is rich and the crops grown there thrive. There are scientists who make sure that the soil stays rich and that the crops themselves stay healthy and free from parasites. Yet the land is worked by people who do not care for it.

Steinbeck's philosophy concerns the tragedy of the commercialization of farming. The soil, the land in *The Grapes of Wrath* is almost a character in itself.

Write an essay, describing the land as if it were a person. What does it look like, act like? What would it say for itself? How does this change over the course of the story? How would it feel about its treatment by the various groups in the story?



Chapters 26 to 27

A Police Report

The workers striking at the orchard when the Joads show up are angry because they were expected to work for less than what would feed them and their families.

This anger and the determination of the landowners and the police to prevent group action led to the murder of two men: Jim Casy and Casy's killer.

Imagine that you are a police officer who was not present for any of the events, but now has to investigate what happened. Write up a police report about the incident. Provide as much detail about what happened, beginning with the original unrest and ending with the return to the wage that caused the upset in the beginning.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

panoramicly	headband	heifer	splattering
puckering	fistfuls	lusterless	paling
degenerate	drone	anlage	babbitt
bristled	cannery	tannic	shear
exhortation	vagrant	truculent	boxcar

d	j	e	l	g	h	d	s	r	b	i	o	h	b	s	r	a	w	a	v	w	a	
f	f	g	r	b	t	a	s	f	y	s	q	d	w	a	m	c	i	s	b	z	l	
h	v	h	f	f	g	b	e	b	g	d	x	s	r	v	p	f	l	f	p	a	o	
y	o	j	i	w	i	j	l	s	q	v	q	e	t	y	v	r	i	g	i	f	i	
w	i	e	u	h	u	y	r	h	u	g	e	f	s	n	h	q	k	t	k	t	k	
j	j	d	g	y	q	w	e	i	p	l	t	b	h	k	b	b	h	n	h	h	u	
u	h	u	p	p	l	n	t	r	u	c	u	l	e	n	t	v	b	x	j	f	j	
e	r	h	o	a	k	k	s	l	u	a	b	c	a	b	e	a	q	i	t	f	h	
a	r	i	e	l	h	i	u	d	l	a	c	s	f	v	q	m	w	j	g	j	b	
f	e	b	r	i	s	t	l	e	d	b	a	e	i	g	s	i	f	o	q	h	g	
g	y	a	i	n	f	p	d	g	a	h	x	d	o	v	i	f	v	a	e	d	g	
r	h	c	u	g	a	e	a	e	x	h	o	r	t	a	f	i	o	n	z	a	r	
o	a	s	j	a	t	h	r	n	l	t	q	o	a	g	y	s	t	l	h	k	e	
u	b	c	t	g	j	f	n	e	o	f	e	n	n	r	m	t	c	a	e	s	s	
g	t	n	x	k	t	t	l	p	r	r	e	n	a	q	f	a	g	a	a	z		
m	a	b	w	o	g	n	l	a	o	o	a	o	i	n	r	u	n	e	d	x	c	
k	w	c	b	a	b	b	i	t	t	n	g	m	c	t	y	l	n	l	b	b	g	
s	r	o	b	g	a	b	o	k	e	y	f	s	r	i	a	h	s	e	a	a	t	j
t	y	l	y	f	s	l	n	s	c	a	l	p	u	c	k	e	r	i	n	g	m	
w	u	h	r	s	a	t	y	a	s	v	l	s	l	v	a	u	y	v	d	j	l	
r	q	u	d	h	g	g	d	h	d	h	y	c	g	a	a	l	l	n	q	d	o	
v	e	m	g	k	n	s	h	v	g	t	n	b	b	y	t	n	l	i	r	q	i	
e	e	s	u	o	f	e	l	n	m	w	v	h	i	b	p	t	j	y	i	a	u	
s	u	q	j	u	u	v	i	j	k	h	w	u	a	n	u	k	e	l	l	f	h	
d	u	f	u	b	h	n	u	i	g	s	e	k	a	j	n	l	u	r	k	j	y	
u	h	u	e	f	e	h	h	y	a	f	o	g	i	b	e	q	u	i	i	e		
l	r	k	y	k	d	d	g	e	u	v	o	l	r	f	r	a	a	e	q	n	d	
i	d	l	h	n	l	a	r	d	h	m	i	a	e	g	q	p	w	d	a	l	g	



Comprehension Quiz

Answer each question in a complete sentence.

- What was Jim Casy doing when we first met him in the novel? 2
- When the company men are evicting the farmers, what reason do they give? 2
- Why does Jim Casy say he wants to go West with the Joads? 2
- Why do the Joads decide to help the Wilsons with their car? 2
- After Al told Mae to give the man a whole loaf of bread, what did she do? 2
- How did Tom stop the bleeding on his hand when he cut it? 2
- What advice did Tom give to the one-eyed man? 3

SUBTOTAL: /15

Themes

Discuss the themes of the novel — in particular how they are manifested in the story and their applicability to society today.

The love of the soil; something that runs through most of Steinbeck's works.

The cruelty of the treatment of the tenant farmers by the landowners and the subsequent cruelty migrant workers faced during the migration to California and while trying to work in the state.

Strength in unity—of the family, the community, with one's fellow workers.

The importance of adaptability to change in survival.

The virtue of anger as an antidote to the dehumanizing of the poor and indigent.

NAME: _____

After You Read 



Chapters Ten to Thirteen

Answer each question with a complete sentence.

1. What did the family do to save money on food for the first part of their journey?

2. Why did Muley really stop by just before the Joads left for California?

3. Who came to visit the houses of the farmers after they left?

4. What part of the trip was Al most worried about? Why?

5. Why wasn't Tom worried about breaking his parole by crossing state lines?

6. According to Casy, why did Grampa Joad die?

Journaling Prompt

If you were left behind after everyone in your neighborhood left, what would you do to survive? Write a journal entry telling about your first day on your own.

1. The Joad men kill, butcher and salt two pigs.

2. If they should ever meet his folks, Muley wanted the Joads to tell them he was alright.

3. First came boys from the town, and then came cats, then bats, mice, weasels and finally owls.

4. Al is most worried about crossing the mountains because the car was overloaded and the engine might burn out.

5. Tom wasn't worried because no one would know he'd left the state if he didn't commit any crimes.

6. Grampa Joad died because he couldn't leave the land he was born and raised on.

1. Answers will vary.

2. Answers will vary.

Vocabulary

1. dungarees

2. corrugated

3. coroner

4. contractor

5. streamlined

6. bewildered

7. gasket

8. proprietor

1. a) philosophies

b) formulas

c) jiggled

d) elaborate

e) one-eyed

2. a) spatula

b) flush

c) clod

d) buzzard

e) piston



1. The real problem is the hunger of hundreds of thousands of former farmers and their families who no longer have work or homes.

2. Answers will vary.

3. Casy was quiet because he was lusting after flesh and thinking that, if he weren't a preacher any more, he should get married.

4. Answers may vary, but should mention that Tom is worried about what might happen in California, considering how many people are moving west looking for work.

5. Ma wanted to camp where there was water and shade because of Grampa, who has been ranting at Grampa, who died a few days previous.

6. Tom decided that he, Casy and Uncle John would take the car down the road and wait for the others to come by in the morning.

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit ™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Jerry Spinelli.....	10
• Chapter Questions	
<i>Chapter 1, Part 1</i>	11
<i>Chapter 1, Part 2</i>	14
<i>Chapter 1, Part 3</i>	17
<i>Chapter 1, Part 4</i>	20
<i>Chapter 2, Part 1</i>	23
<i>Chapter 2, Part 2</i>	26
<i>Chapter 3, Part 1</i>	29
<i>Chapter 3, Part 2</i>	32
<i>Chapter 4, Part 1</i>	35
<i>Chapter 4, Part 2</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



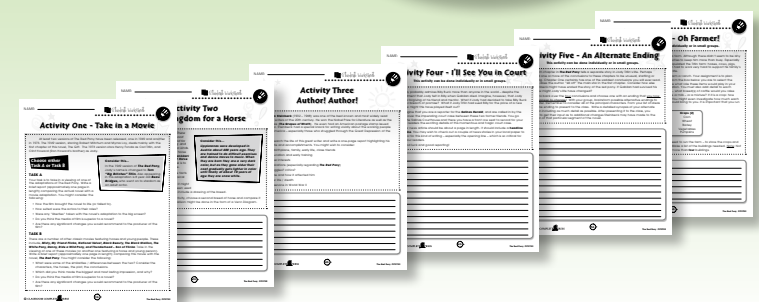
EASY MARKING™ ANSWER KEY 47

GRAPHIC ORGANIZERS 53

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John Steinbeck (1902-1968)

John Steinbeck, one of America's most famous and talented writers, was born in Salinas, California on February 27, 1902.

Growing up, he spent his summers working on nearby ranches and cultivated a love of reading which was encouraged by his mother.

John graduated from Salinas High School in 1919 and attended Stanford University for a time. He moved to New York to pursue his dream of writing, but returned a short time later, unable to get any of his work published. Steinbeck's first novel, *Cup of Gold* was published in 1929, when he was 27 years old. *The Red Pony* was Steinbeck's third novel to be published (1933), and recounted events from his childhood. Two years later the novel *Tortilla Flat* was published, marking Steinbeck's first critical success. This novel won him the prestigious *California Commonwealth Club's Gold Medal*. His next three novels were perhaps his most famous, and all were set in California during the Great Depression: *In Dubious Battle*, *Of Mice and Men*, and *The Grapes of Wrath*. The stage adaptation of *Of Mice and Men* was a smash hit, starring Broderick Crawford. In 1939 *Of Mice and Men* was also made into a popular Hollywood

movie. *The Grapes of Wrath* is considered by many to be Steinbeck's finest work and won him the Pulitzer Prize. It was also made into an acclaimed movie starring Henry Fonda.



Steinbeck was married three times and had two sons (Thomas and John) by his second wife, Gwyn Conger. During World War Two Steinbeck served as a war correspondent and actually took part in a number of commando raids against German-held islands in the Mediterranean. After the war he continued to write, including the film script *Viva Zapata!* starring Marlon Brando.

In 1962 Steinbeck won the *Nobel Prize for Literature* and in 1964 the *United States Medal of Freedom*. He died on December 20, 1968 in New York.

Did You Know?

- Steinbeck's book *The Grapes of Wrath* was banned in America for a time. Can you research and find out why?
- During World War II, Steinbeck was a war correspondent for the *New York Herald Tribune*.
- When Steinbeck was young, he shared a pony named Jill (the Red Pony) with his younger sister Mary.



Chapter Two, Part Two

Part A

Begins with the paragraph, "It was almost evening now."
Concludes at the end of the chapter.

Answer the questions in complete sentences.

1. Do you think it is absolutely necessary for a person to be related by blood to be considered a member of a family? Explain your answer.

2. What are some possible benefits about being a member of a family?

Vocabulary

Choose a word from the list to complete each definition.

caressed	intricate	profound	irresistible	response
fragile	diffident	sauntered	relented	rebuked

1. The cowboy _____ casually into the barn.
2. What _____ did you expect to get from the President?
3. The rain never _____ throughout the night.
4. His mood was most _____, despite the stress he must have been under.
5. My mother _____ the coach for his abusive language.
6. The carving on the rapier was very _____.
7. His response was quite _____ for a five year old.
8. The ancient bracelet was corroded with rust and quite _____.
9. The old man _____ the worn Bible.
10. The bowl of ripe cherries was simply _____ to Meagan and her sister.



Chapter Two, Part Two

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- | | | |
|----------|----------|--|
| T | F | a) Carl Tiflin compared Gitano to the old horse, Easter. |
| T | F | b) Billy Buck agreed that Carl should shoot Easter. |
| T | F | c) Carl knew every place in Jody where a word would fester. |
| T | F | d) Jody was terrified that his father was going to shoot Easter. |
| T | F | e) Billy Buck was in complete agreement with Carl about Gitano's fate. |

2. Number the events from **1** to **5** in the order they occurred in the chapters.

- _____ a) Easter does not come down to water with the other horses.
- _____ b) Jody discovers Gitano with a lovely rapier.
- _____ c) Jody shows Gitano the horse, Easter.
- _____ d) Jess Taylor informs the family that he saw an old man riding Easter through the brush.
- _____ e) At supper, Gitano informs the family that he has relations in Monterey.
- _____ f) Gitano does not appear for breakfast.



Chapter Two, Part Two

Part B

Answer the questions in complete sentences.

1. After seeing Gitano's rapier, Jody decides that he must not tell anyone about it, **for it might destroy some fragile structure of truth**. What do you think is meant by this phrase?

2. From what you know of Gitano in this chapter, list three characteristics describing the old man. These can be physical characteristics or ones pertaining to his character/personality.

3. From what we learn in this chapter, what is one main difference in the personalities of Carl and Billy Buck? Which do you think you would rather have as a father? Why?

4. Why do you think Gitano took Easter and rode off with him?

5. Where was Gitano headed? What was the only thing he took with him?

6. Explain why you think Jody was filled with a nameless sorrow at the end of the chapter?

Journal Activity

Imagine that just before Gitano left for the mountains he wrote a letter to his brother-in-law in Monterey. Create such a letter, writing it as you would imagine Gitano would have. It should be at least a half-page in length and describe his feelings at this stage of his life, and perhaps mention what he planned to do in the coming days.



Chapter 4

A Lesson from our Elders

The visit of Jody's grandfather caused a great deal of stress for Jody's parents, yet it seems that Jody came to realize how interesting his grandfather was. Many older people, like Jody's grandfather have had many marvelous experiences during their lives.

Think of an older person you have either read about or seen in a movie or television program. Consider one of the more exciting experiences that this person went through, then come up with four questions you might like to ask him or her in an interview.

These questions might deal with the details of the event, how he / she was feeling at the time, or what happened immediately after the event. Now imagine what answers the person would give to your questions, and write them under your questions.



Chapters 1 to 4

By this point in the novel we have met all the major characters of **The Red Pony**. Imagine now that you are a casting director of a major motion picture studio who is about to make another feature length film of this novel.

Your task is to cast each of the following characters using only people (students, teachers, etc.) from your school. For each character, write down who you have chosen to play the role and briefly explain why you selected that individual.

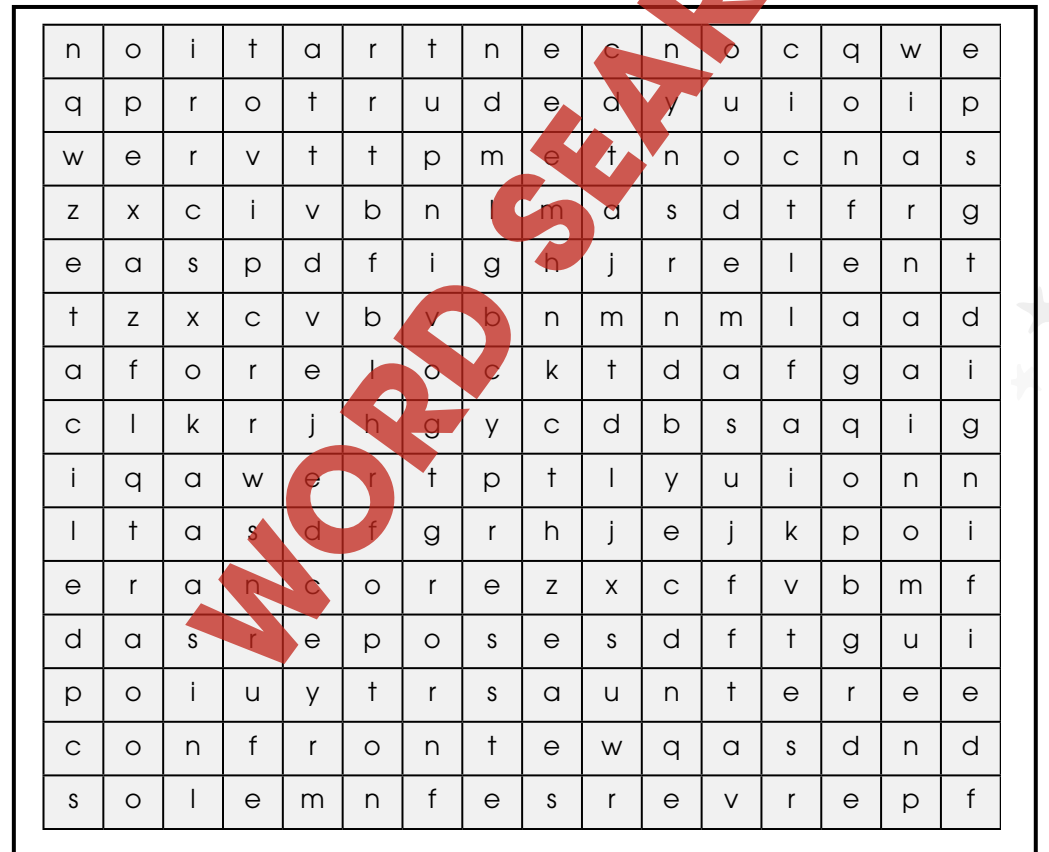
- Jody Tiflin
- Carl Tiflin
- Gitano
- Jody's Grandfather
- Billy Buck
- Mrs. Tiflin
- Jess Taylor



Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

baler	cypress	intent	rancor
cleft	deliberate	perverse	relent
concentration	delicate	pivot	repose
confront	dignified	pneumonia	saunter
contempt	forelock	protruded	solemn



Comprehension Quiz

28

Answer each question in a complete sentence.

- How old was Jody when the story begins?

- What dreadful thing took place on a regular basis under the cypress tree?

- Where did Carl Tiflin get the red pony?

- Describe the fate of the red pony.

- Who do you think felt mostly responsible for the red pony's death. Defend your answer.

- For what reason did Gitano arrive at the Tiflin ranch?

- Describe the reaction of Jody's dad to Gitano's arrival

SUBTOTAL: /14

Describing Wheel

Choose a topic or theme addressed in **The Red Pony** (i.e. horses, pioneers, California). Place the theme in the center circle, then add describing words about your topic between the spokes. The describing words may be from the novel, or other words that you feel are appropriate.



NAME: _____

After You Read 



Chapter One, Part One

Part B

Answer each question with a complete sentence or short paragraph.

1. Write a brief sentence to describe each of the following characters. You may wish to describe their appearance or personality.

a) Jody _____

b) Jody's dad _____

c) Jody's mum _____

d) Billy Buck _____

2. **Investigate:** the town of **Salinas** is mentioned in this Chapter. Salinas is only about an hour's drive from what major city in California? (Three possible answers are acceptable.)

3. Why were Jody's dad and Billy Buck going to Salinas?

4. This section ends on a note of suspense. This is a literacy device called a **cliffhanger**. Predict what you think awaits Jody in the morning?

Journal Activity

Of the entire farm animals mentioned in this part of Chapter One, which would you most like to have for a pet? Explain why.

1.

- Answers will vary.
- a) 10 years old, quiet, sensitive.
- b) Stern, doesn't like to show his emotions, impatient, disciplinarian.
- c) Good worker, kind and thoughtful.
- d) Sensitive to Jody, kind, good farm hand.

1.

Answers will vary

2.

Answers will vary

1.

a) FALSE

b) FALSE

c) FALSE

d) TRUE

e) FALSE

f) TRUE

1.

They probably weren't going riding.

2.

Feeding him and cleaning his stall.

3.

He was embarrassed.

4.

It was a show saddle and not for a working horse.

5.

Answers will vary. i.e. he found it embarrassing to show his emotions - perhaps he thought it showed weakness.

6.

To talk to the horse and explain what he was doing at all times.

2.

San Francisco, San Jose.

3.

They were going to sell old cows to the butcher.

4.

Answers will vary.

Vocabulary

- 1. angry
- 2. control
- 3. brush
- 4. belittle
- 5. rein
- 6. respect
- 7. inborn
- 8. astonishing
- 9. fairness
- 10. tree
- 11. breakdown
- 12. rope

2.

a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

13

14

15

16



- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.11-12.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.