

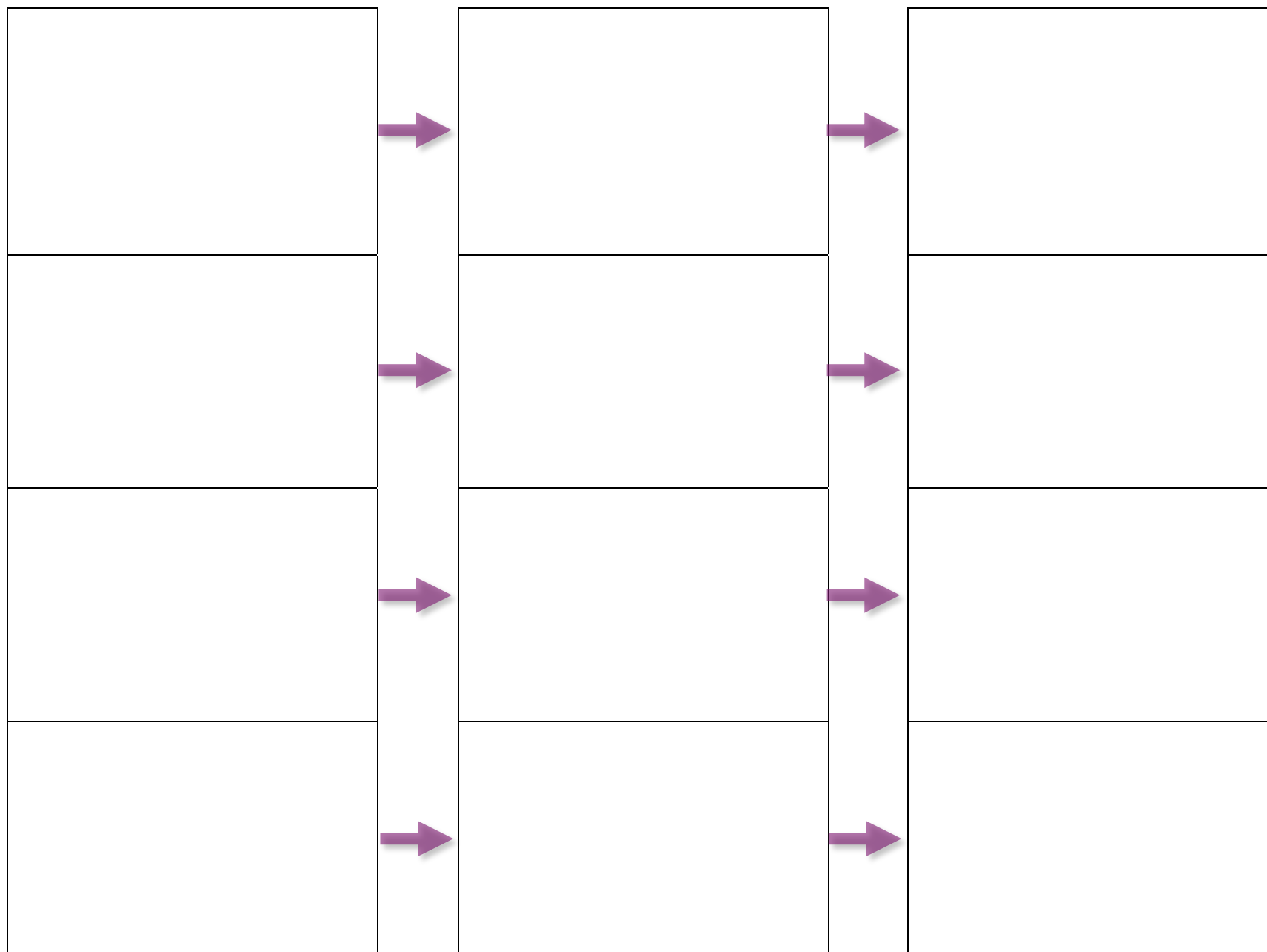


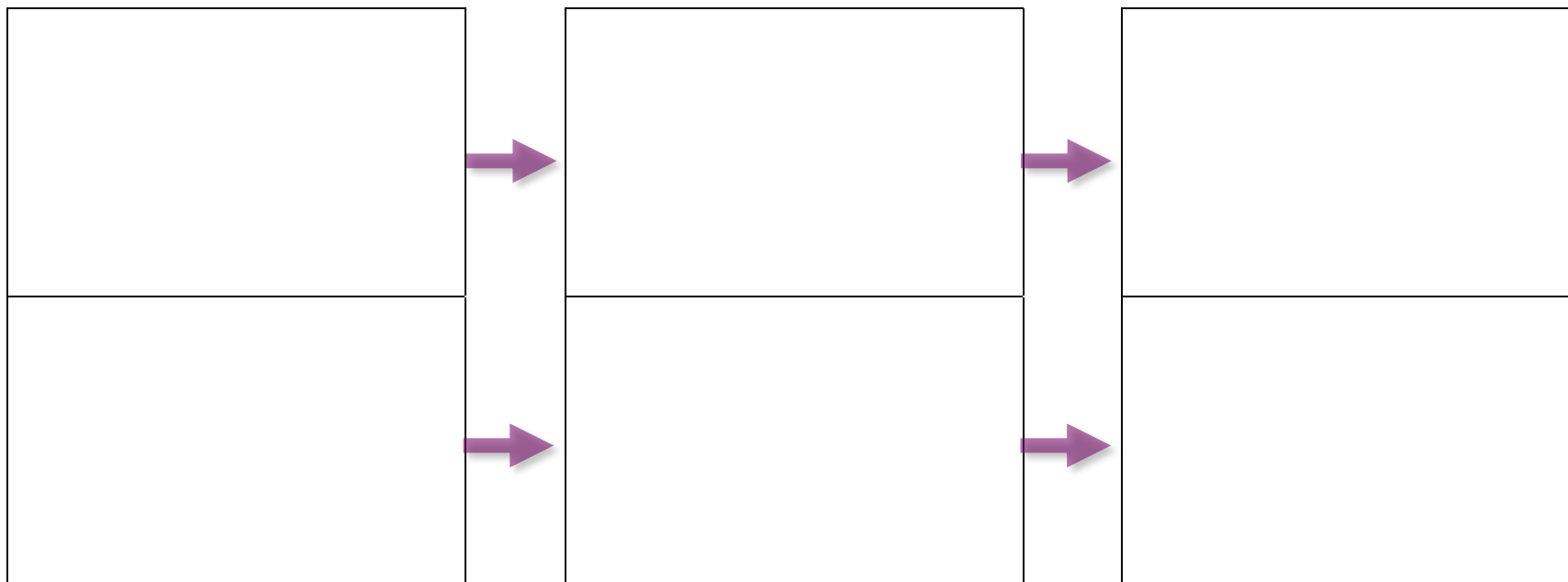
Of Mice and Men Progression of Destruction

In *Of Mice and Men*, there are several plot events that lead to the destruction of people or things. Steinbeck uses this conflict to help tell the bigger story of George and Lennie and life as a migrant farm worker in the 1930s and 1940s. Through these plot events, the theme of destruction is also revealed.

In the center column of the chart below, trace the events in the text that lead to the destruction of people or things. List a text example and/or a quote that identifies the destructive event. Be sure to cite the page on which the event occurs. Then, in the left and right columns, determine the causes and effects of each event.

CAUSE(S)	EVENT (Text Example and/or Quote)	EFFECT(S)
Lennie's mental disability leads him to look for soft things for comfort. Lennie's mental disability prevents him from knowing his own strength.	Lennie is caught with a dead mouse in his pocket. ["]Jus' a dead mouse, George. I didn' kill it. Honest! I found it. I found it dead." (p. 7)	The mouse is dead. Lennie is sad. George is frustrated/angry. The reader gets a hint that Lennie does not know his own strength and likes to pet soft things.





RL.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.

RL.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.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

W.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.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.