



Of Mice and Men Symbols Scavenger Hunt

Symbolism is the use of symbols (objects, actions, or events) to reveal a deeper meaning and to draw connections to ideas beyond the literal meaning.

Some examples of symbolism in our society could include the color red symbolizing love, a flag symbolizing pride in one's country, and a tree representing life or family.

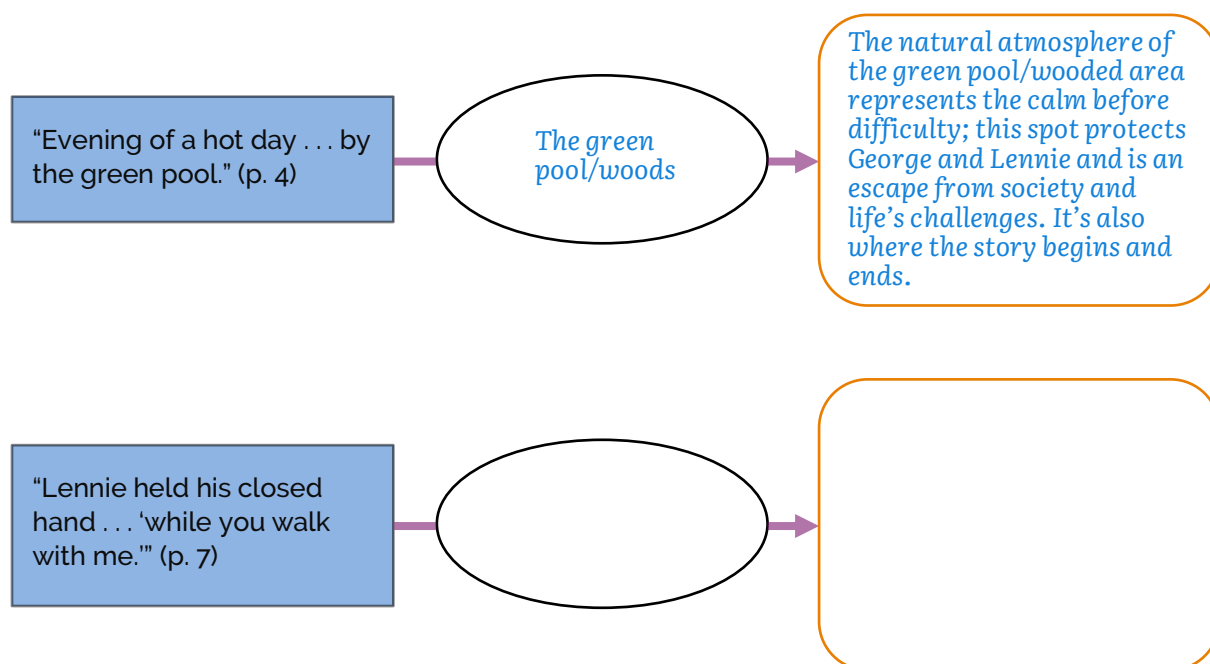
Symbolism plays a significant role in *Of Mice and Men*.

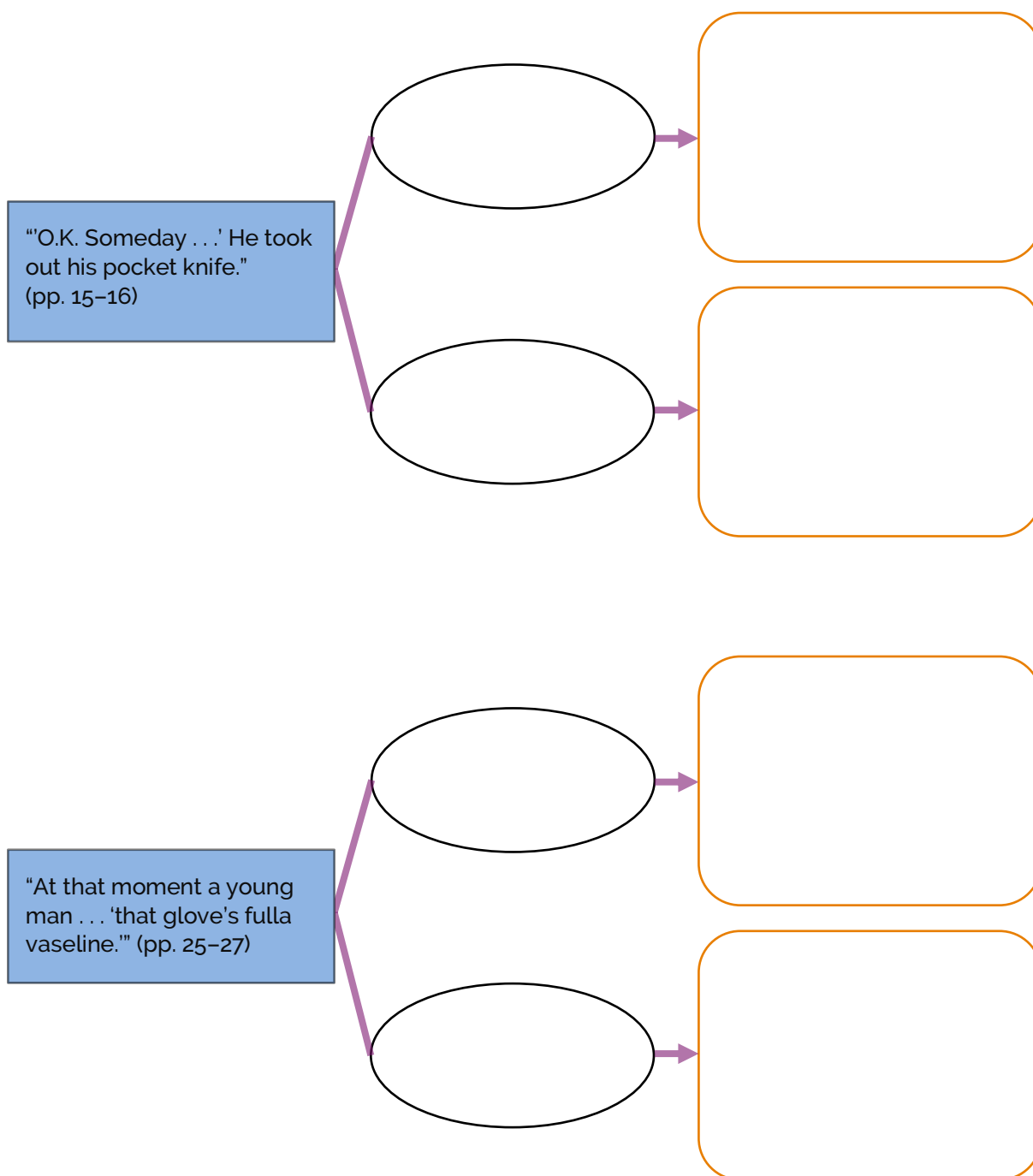
Using the graphic organizer to record your findings, go on a symbols scavenger hunt through the text.

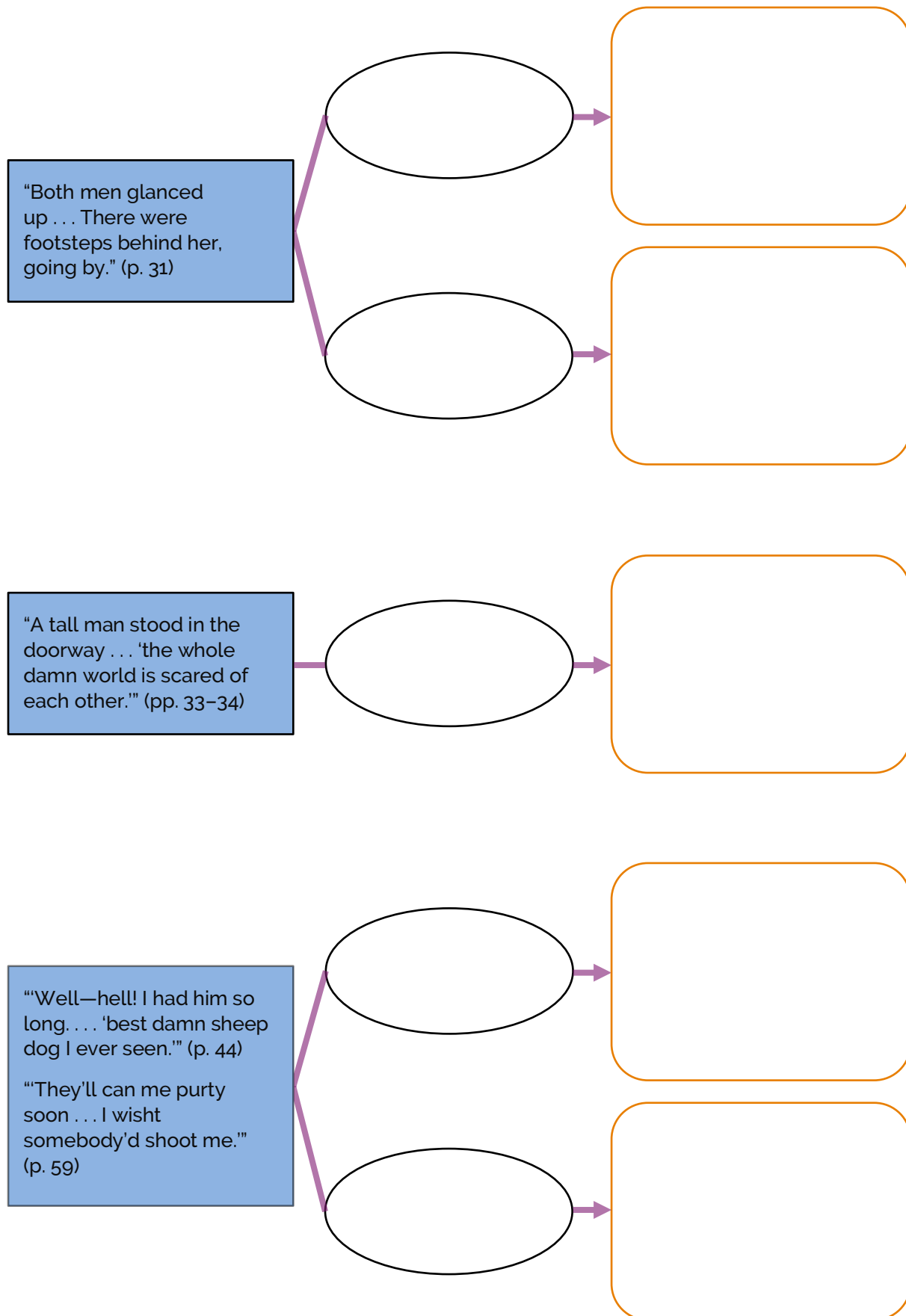
Follow these steps to complete the scavenger hunt:

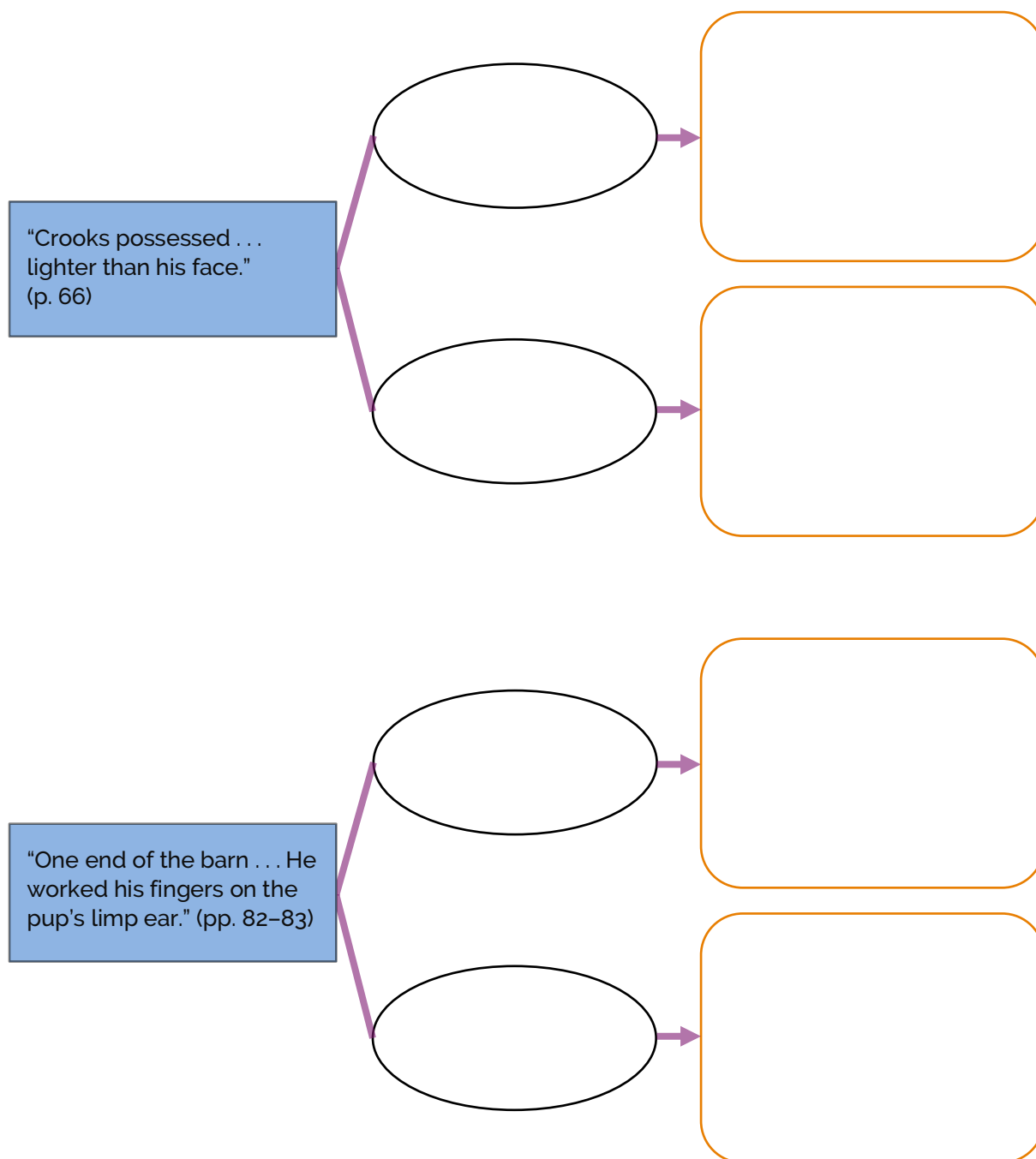
1. Use the quote/page references in the box on the left to search for symbols in the novella, and then read the context clues around the quote.
2. Identify the symbol(s) you find within that quote/page reference, and record your findings in the oval. **Hint:** Two ovals indicate that there could be two symbols to record.
3. For each symbol you find, make a connection from the symbol to the story or a character, and explain the deeper meaning of this symbol in the box to the right.
4. For a bonus round, use the same process to try to identify one additional symbol in the novella.

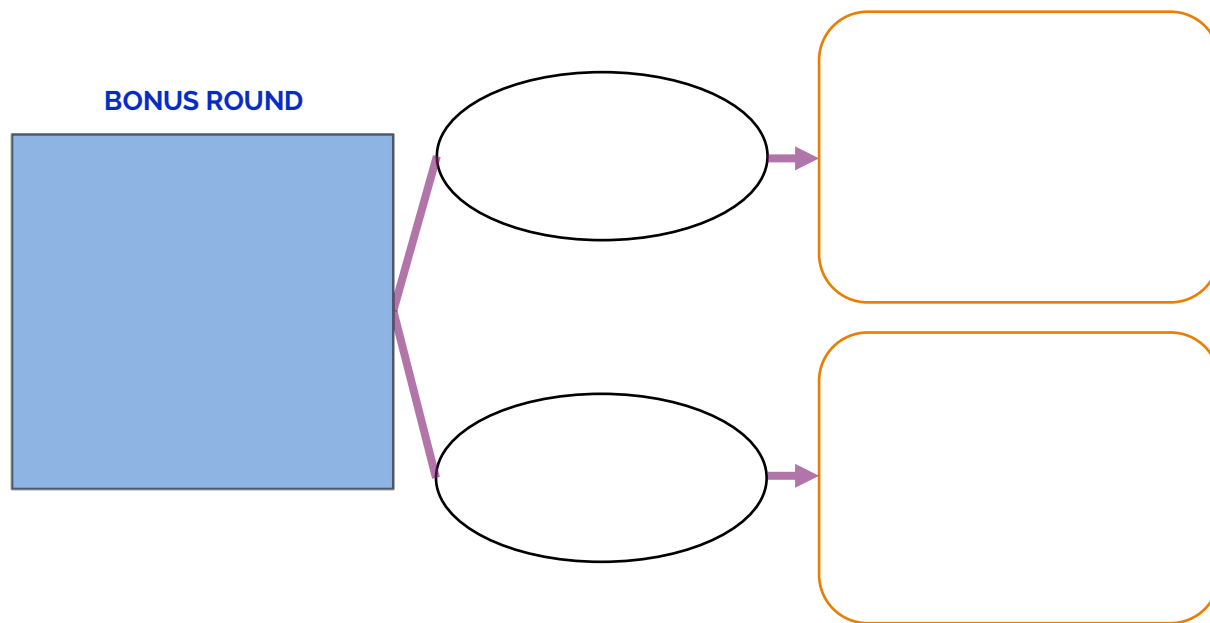
When you have completed your scavenger hunt, answer the follow-up questions..











Follow-Up Questions:

What is the role or value of symbolism in this story?

How does symbolism add depth to the characters' roles in the story?

If you could choose up to three symbols that represent or symbolize yourself, what would they be? Explain your choices.

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.

RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.)

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.