

Introduction: Of Mice and Men by John Steinbeck is a classic work of American Literature, for both its lyrical artistry, it's vivid characterization, and for its evisceration of the American Dream. Some literary critics have even dubbed it "a perfect book."

Instructions: Read the novel carefully. Discuss.(4 hours) Then complete a 5 paragraph essay using the below template. The essay will be scored on the 6 point rubric. This will count for 20% of the Mice and Men Unit.

1. Introduction/attention getter. Write this last. Your I/AG should transition to the below THESIS, for your thesis point.

The conflict in the novel is created by the tension between the pairs of contrasting characters.

2. Paragraph 2: Develop the below topic sentence: (12 min)

As the novel opens the reader is greeted by two characters stark in their contrast with one another.

3. Optional: Use the below EVIDENCE to complete paragraph 2. (1 min)

George expresses his frustration of never being fulfilled at the start. "Whatever we aint got is what you want," he laments. His monologue shows their differing characters.(how so?)

4. Complete a paragraph based on the below topic sentence. (12 min)

Candy and Carlson also stand in direct opposition with each other.

5. Complete a paragraph based on the below topic sentence: (12 min)


Curley and Curley's wife complete a pattern of characters who oppose each other yet are bound to each other.


6. Be sure to add COMMENTARY that LINKS the thesis to the evidence.

7. Write a CONCLUSION that uses your BODY PARAGRAPHS to restate your thesis, and add final COMMENTARY about the novel. You may share your work with others, so they may observe, not simply to copy. For your conclusion, now consider the question: what is STEINBECK'S PURPOSE in crafting the characters in such contrasting ways? What INSIGHT to the novel does this tension reveal? (10min)

8. Go back and write your introduction, beginning with an effective opening.

9. Print the below rubric and submit with you essay. Due Wednesday.

WRITING RUBRIC				
<div></div> <p>One point for clear thesis or theme</p> <p>-point not awarded for merely restating the prompt.</p> <p>-For persuasive/ argumentative essays, thesis must be arguable</p>	1	2	3	4
	<p>-Little success in fulfilling the writing task at hand; underdeveloped</p> <p>-Little success in composing an organizational structure</p> <p>-No use of textual evidence or anecdotal support</p> <p>--lack of clarity in expressing ideas</p> <p>-Word choice is below grade level</p> <p>-Conventional errors detract from the quality of the work</p>	<p>-Basic development; some understanding of the writing task at hand</p> <p>-Basic organizational strategy. Less control over paragraphs</p> <p>-Basic or little use of textual evidence or anecdotal support</p> <p>-writing merely summarizes</p> <p>-Basic or limited command of language, lack clarity in expressing ideas: "how so?" "unclear" or "UPR"</p> <p>-Conventional errors are distracting</p>	<p>-Adequate development or defense of thesis</p> <p>-Adequate organization; clear introduction, body, conclusion and transitions</p> <p>-Adequate use of textual evidence (i.e. "claim / quote/ commentary)or anecdotal support</p> <p>-The writing features grade-level word choices</p> <p>-Adequate control of conventions</p>	<p>-Effective development or convincing defense of thesis; effective understanding of the writing task at hand</p> <p>-Effective organization: clear introduction, body, conclusion and transitions</p> <p>-Textual evidence or anecdotal support is relevant and convincing; effective method of development (i.e. "claim /quote/commentary)</p> <p>-Effective word choices enliven the writing</p> <p>-Free from distracting conventional errors</p>
No points: incomplete assignment; little to no effort demonstrated				

<div></div> <p>The Bonus Point: 1 point for extra sauce:</p> <p>Some aspect of the writing is particularly advanced, excellent, creative, or interesting.</p> <p>OR</p> <p>A clear expression profound and meaningful insight</p> <p>OR</p> <p>An unorthodox, creative organizational structure that fulfills the implicit task of the prompt</p>

1	2	3	4	5	6
60	70	76 78 82	85 88 90	92 95	98 100
		Basic Knowledge	Essential Knowledge		Enduring Knowledge