

Of Mice & Men Chapter Questions

DIRECTIONS: Answer the following questions in COMPLETE sentences. Use support from the novel when necessary (page #s are fine).

Chapter 4

1) What does Crook's room and the things in it tell you about his character?

- Small
- Separate from the other men
- Spends a lot of time in the room
- Reads books (literate which was unusual for this time period)
- Straw bed—shows that he is treated differently than the other men
- Poor condition
- Collects items that he feels are of value

He has a lot of books shows that he is lonely and that he is literate. Not normal for black man. Bed is made out of hay shows that he is treated poorly. He is very protective of his items. He has medicine for his bad back.

2) What does Crooks say to Lennie about loneliness?

- Can make you crazy or sick
- When people come into the barn (work); horseshoes

Says that loneliness will make you go crazy and make you sick. **Loneliness can happen at any time.**

3) Why would Crooks react so negatively to Lennie, then let him in anyway?

Crooks reacts negatively because he is mad that Lennie can just walk into his room. He lets him because he is lonely and he knows Lennie will not judge him.

4) Why does Crooks torture and taunt Lennie about George?

Wants Lennie to feel bad about himself. He wants Lennie to know how it feels to be lonely. He is jealous of George and Lennie.

5) Why is Crooks called "Crooks"? How does this reflect his personality?

He has a broken back. He has a very messed up view on life. **HAS A CROOKED VIEW ON LIFE!!!!**

Mice And Men Chapter Questions

Suzie Boss,Jane Krauss



Mice And Men Chapter Questions:

Of Mice and Men Levelled Comprehension Questions Kristen Kemp,2015-06-26 These leveled discussion questions about Of Mice and Men require students to read closely make connections and share their analyses Included are leveled comprehension questions and suggested answers *Creating High-Quality Classroom Assignments* Lindsay Clare Matsumura,2005-02-24 Research indicates that the quality of classroom assignments makes a difference in student learning Moreover assignment quality varies between teachers even within the same school and there is room for improvement in many of the assignments that teachers provide to students Assignment quality as described in this book puts into practice powerful research based concepts for teaching To support teachers in developing reflecting on and fine tuning the assignments they create this book presents a series of dimensions or rubrics with benchmark examples from elementary middle and high school classrooms The purpose of these rubrics is to serve as diagnostic tools to assess the strengths and weaknesses of an assignment as well as to guide the creation of new assignments for students Questions also are included at the end of every chapter to guide reflection on a specific dimension of assignment quality Topics cover Choosing the right text Setting clear and rigorous learning goals Developing an assignment activity that gives students a chance to apply complex thinking skills Developing clear and rigorous grading criteria Communicating the expectations for high quality work to students Writing high quality assignment directions Providing comments that support student revision Aligning the learning goals with the assignment activity and the grading criteria Will be useful to teachers for self assessment purposes collaborative professional development settings or as a basic text in teacher education courses **Blended Learning in Grades 4-12** Catlin R. Tucker,2012-06-13 This book comes at the right time with answers for teachers principals and schools who want to be on the cutting edge of the effective use of technology the internet and teacher pedagogy A Practical Guide to Teaching English in the Secondary School Annabel Watson,Ruth G Newman,2021-11-29 A Practical Guide to Teaching English in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Well being through writing Literature and language post 16 Including tools to support critical reflection A Practical Guide to Teaching English in the Secondary School is an essential companion for all training

and newly qualified English teachers Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre, 2017-04-12 It could happen at 10 10 a m in the midst of analyzing a text at 2 00 when listening to a students debate or even after class when planning a lesson The question arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller Visible Learning for Literacy Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools that have high impact on learning and insights on which stage of learning they have that high impact With their expert lessons video clips and online resources you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy Mobilizing Visible Learning Use lesson design strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing listening speaking and thinking by using strategic questioning and other teacher led discussion techniques to help learners to clarify thinking discuss debate and goal set Student Led Dialogic Learning Promote intellectual social and creative growth with peer mediated learning experiences that transfer to other subject areas including history science math and the visual and performing arts Independent Learning Ensure that students deepen learning by designing relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for 6 12 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning **Teaching English Through ELA, Mathematics, Science, and Social Studies** Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices

and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at Routledge com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development

Knowledge in English Victoria Elliott, 2020-12-28 Focusing on a key area of debate within the world of secondary English the knowledge based curriculum this book explores in detail the question of knowledge in the teaching of English in secondary schools drawing on specific concrete cases and a range of academic theories Knowledge in English also investigates how to teach both facts and skills through the required texts to produce a balanced educational experience Elliott brings together classic texts with contemporary knowledge and viewpoints to critically examine teaching in the English literature classroom and situates them within the broader cultural and political context The book includes discussions on race and gender in texts Shakespeare and his influence facts and emotions in poetry and reading experiences Knowledge in English is a foundational and accessible guide for researchers practitioners teacher educators and teachers around the world It is a valuable resource for those involved in the English curriculum to keep the subject relevant and useful to students in the contemporary classroom

Reinventing Project Based Learning Suzie Boss, Jane Krauss, 2018-11-14 This updated edition of the bestselling Reinventing Project Based Learning offers examples of the latest tools assessment strategies and promising practices poised to shape education in the future This popular ISTE title follows the arc of a project providing guided opportunities to direct and reflect educators own learning and professional development This book shows how to design authentic projects that make the most of available and emerging technologies This new edition Provides examples of how to merge personalized learning flipped classrooms and PBL for effective teaching and learning Includes coverage of computational thinking and coding demonstrating ways to develop new approaches to solving problems as well as new forms of expression Discusses PBL as an equity consideration with opportunities for personalization and empowerment addressing issues of social justice and closing the achievement gap Includes coverage on new trends like augmented and virtual reality and new and updated Spotlights from educators featured in the first edition and others Features deeper focus on Gold Standard and High Quality PBL the P21 Framework and ISTE Standards for Students and

Educators With this book teachers will come to appreciate the importance of problem finding and problem posing thoughtful activity that needs to precede problem solving in any context The companion jump start guide based on this book is Project Based Learning Strategies and Tools for Creating Authentic Experiences Audience K 12 classroom teachers teacher educators

If You Wake at Midnight Andrew Marriott, 2022-06-30 This is the story of the greatest scandal inflicted on British servicemen and women in modern times drug induced violence and suicide and an officer determined to find the truth It was supposed to be a wonder drug that would save the world from malaria But soon after Lariam was brought to international markets in the late 1980s users of this handy once a week pill began to experience shocking side effects Yet over the coming decades as the drug became implicated in ever increasing acts of unexplained violence homicide and suicide the Ministry of Defence continued to force Lariam on tens or perhaps hundreds of thousands of unsuspecting people deployed to some of the world's most dangerous places Enduring years of Lariam induced nightmares former soldier Andrew Marriott realised something was horribly wrong not just with the drug itself but with the institutions responsible for its use and safety So began a journey towards the truth a truth that vested interests in the United Kingdom and around the globe were determined to conceal In a unique expos of an entirely preventable pharmaceutical disaster Marriott turns a spotlight on the murky world of clandestine military and industrial research in the United States in which Lariam was developed With other survivors including some very courageous women he undertakes a forensic examination of a scandal extending to the upper echelons of government and the armed forces A culture of betrayal and dishonour had imperilled those defending our country to the most insidious and silent form of friendly fire

Your First Year As a High School Teacher Lynne Marie Rominger, Suzanne Packard Laughrea, Natalie Elkin, 2001 Written with a witty flair and containing real life stories and anecdotes this guide is the perfect companion for the high school teacher who wants to succeed in the first year and beyond

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