**WebQuest Description**: This WebQuest is designed to provide background information for students about "Of Mice and Men" by John Steinbeck. It will also be used for during and post reading activities.

**Grade Level**: 9-12  
**Curriculum**: English / Language Arts  
**Keywords**: Of Mice and Men John Steinbeck  
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### Introduction

This WebQuest has been created as an introduction to the WebQuest form of learning. It is based on the book, "Of Mice and Men" by John Steinbeck. We will be traveling to the time and setting of the book to have a better understanding of the book. We will explore the Great Depression and look at the area where this story takes place. So if you've got your denim trousers and denim coats, let's go to another place and time.

### Tasks

Tasks you will be working on include:
- Researching the Great Depression
- Learning about Salinas Valley
- Maintaining a vocabulary log
- Learning how the book got its name
- Learning about John Steinbeck

### Process

**TASK 1**  
**Background**: This novel takes place following the Great Depression. Use the following web sites to gain a better understanding about that time period. During the information search, complete the following information log.  
[http://history1900s.about.com/od/1930s/p/greatdepression.htm](http://history1900s.about.com/od/1930s/p/greatdepression.htm)  
1. What is the significance of October 29, 1929?  
2. During depressions, farmers were usually safe from the at least feed themselves. What two things had an impact on the farmers on the Great Plains?  
3. The setting for "Of Mice and Men" is Salinas Valley. Visit this web site to identify crops that are grown in Salinas Valley.  
4. List two crops that are now grown in Salinas Valley.  
5. Identify two activities to do if we were to take a field trip to Salinas Valley.  

**TASK 2**  
**During Your Reading**: Throughout your reading, you will be provided with sticky notes to tag unfamiliar words. Transfer words to the form. Click on the website, then the word. Click on the word for proper pronunciation. Read the definitions and example sentences. Complete the worksheet filling in the word, definition, synonym for the word and an original sentence. Remember this is an ongoing process until we have finished reading.  

**AFTER READING**: Use this link to learn how the book got the title.  
[http://wiki.answers.com/Q/Why_did_Steinbeck_choose_the_title_%27Of_Mice_and_Men%27](http://wiki.answers.com/Q/Why_did_Steinbeck_choose_the_title_%27Of_Mice_and_Men%27)

Do you think it was a good choice? What would you have called this book?  
**Link** to this web site and provide 5 facts about John Steinbeck.  
**How do you think Steinbeck's background influenced his writings?**

**GROUP ACTIVITY** –  
**SMARTBOARD**  

Link to this page to read the poem that Steinbeck got the name for this book from.

### Evaluation

Your score will be based on the following rubric. If you have questions please feel free to ask.
Conclusion

You have completed all the activities for this WebQuest. Please place all of your work in the folder provided. Your final activity will be to write in your reader connection notebook. The topic is: Do you agree with the ending of the story? If this was your story how would you have ended it?

Teacher Page

This WebQuest was created for ETSU Meda 5400.

Standards
TN STANDARDS: 3003.4.2 Gather relevant information from a variety of prints and electronic sources, as well as from direct observation, interviews, and surveys. 3003.4.6 Collect evidence in varied ways to answer the research question. 3003.6.4 Synthesize information across multiple complex informational and technical texts. 3003.6.9 Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts. 3003.8.1 Demonstrate knowledge of significant works of American literature from the colonial period to the present and make relevant comparisons.

NETS-S STANDARDS: 3. Research and Information Fluency. Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results.


Other