WebQuest Description: Throughout this webquest you will research information about the author and multiple aspects of the 1930's relevant to John Steinbeck's Of Mice and Men.

Grade Level: 9-12
Curriculum: English / Language Arts
Keywords: Steinbeck, Of Mice and Men, Stone
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Introduction

"An' live off the fatta the lan,'" Lennie shouted. "An' have rabbits. Go on, George! Tell about what we're gonna have in the garden and about the rabbits in the cages and about the rain in the winter and the stove, and how thick the cream is on the milk like you can hardly cut it. Tell about that George." - John Steinbeck, Of Mice and Men

In completing this webquest you will expand your appreciation and comprehension of John Steinbeck's Of Mice and Men. You are going to examine the time period and setting in which the author lived and wrote the novel. By closely examining the time period and setting, you will gain a better understanding of the social, cultural, psychological and economic factors that influenced Steinbeck. You will gain knowledge and appreciation of what it was like to be a migrant worker, like the main characters, in the Salinas Valley of California during the 1920's and 1930's. You will be able to accurately describe the Great Depression and the factors that created it. You will also get to know the author through biographical research.

Tasks

Essential Question: What are the social, economic and cultural factors that led John Steinbeck to write Of Mice and Men?

1. Visit various sources to answer the questions for your assigned role.
2. Groups will share information and take notes.
3. Groups will create a summary of findings.

Process

1. You will be divided up into groups of 4 - 5 members.
2. Each group member will be assigned a specific role in for the task:
   - Geographer
   - Historian
   - Biographer
   - Psychologist

   - You will research information and respond to questions for your specific topic.
   - Be sure to record all websites that you use; all information you obtain must be cited.
   - GUIDING QUESTIONS:1. GEOGRAPHER
   - What are the geographical features of California's Salinas River?
   - What was John Steinbeck's connection to the Salinas River?
   - What job opportunities were available in California in the 1930's?
   - Click on the google maps link. The main characters take a trip from Weed, California to Soledad, California. How long of a trip is it? Do you infer it was easy travelling? Explain.

3. HISTORIAN
   - Describe the Great Depression.
   - Who are migrant workers and how were they affected by the Great Depression?
   - What was the "Dust Bowl"?
   - Locate pictures and describe what migrant workers looked like and the conditions in which they worked.
   - Overall what was life like in America in the 1930's?

4. PSYCHOLOGIST
   - What are some different kinds of mental disabilities?
   - How do mental disabilities affect one's life and lifestyle?
   - How are people with mental disabilities cared for?
   - Are friendships and family important?

5. BIOGRAPHER
   - Describe John Steinbeck's life. Include where he was born, what he did throughout his life, his influences, and his passions.
   - Describe John Steinbeck's life. Include where he was born, what he did throughout his life, his influences, and his passions.
   - What were Steinbeck's accomplishments?
   - What is the Steinbeck award? How does one win this award? Who are some of the recipients of the Steinbeck award?

Conclusion

By the end of this project each group member should have a better understanding of John Steinbeck and his reasons for writing Of
Mice and Men. With your group, you need to write and present to the class a well-developed response to the following prompt: 1. Summarize the main points of your group's research. Be sure to include the important information each member contributed. Be sure to use specifics from your research and group discussion.

**Evaluation**

You will be evaluated on your individual research, responses to your questions, group discussion and presentation.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Information is vague and unclear. Focus questions are incomplete throughout project</td>
<td>Basic information is provided. Details are mostly relevant.</td>
<td>Full topic/idea development. Logical organization. Strong details</td>
<td>Rich topic/idea development. Careful and/or subtle organization. Supportive and purposefully chosen details provided</td>
<td>%25</td>
</tr>
<tr>
<td>Conventions</td>
<td>Errors seriously interfere with communication. Little control of sentence structure, grammar and usage, mechanics</td>
<td>Errors interfere somewhat with communication and/or too many errors relative to the length of essay or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Errors do not interfere with communication and/or Few errors relative to the length of essay or complexity of sentence structure, grammar and usage, and mechanics</td>
<td>Control of sentence structure, grammar and usage, and mechanics. Length and complexity of essay provide opportunity for student to show control of standard English convention</td>
<td>%25</td>
</tr>
<tr>
<td>Use of technology and the Internet</td>
<td>Little or no use of information from the Internet. Websites are not cited.</td>
<td>Some information used from the provided websites. Many errors when citing websites.</td>
<td>Project demonstrates effective use of the Internet and minimal citation errors.</td>
<td>Strong use of the websites provided. No errors in citation.</td>
<td>%25</td>
</tr>
<tr>
<td>Creativity</td>
<td>Project is dull and sloppy.</td>
<td>Project has some organization and original thought.</td>
<td>Project demonstrates effective use of the Internet, original thought and organization.</td>
<td>Project is neat, clear, organized and creative. Eye catching and informational.</td>
<td>%25</td>
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**Teacher Page**

**Standards**

**Credits**

**Other**