**Introduction Of Mice and Men**

Directions: Find the topic you are researching. Cut and paste the assignment into a blank word document and name it OMM WebQuest (plus the title). **Highlight each bolded question and make the font a different color.** Carefully follow the steps of the WebQuest and type your answers **IN COMPLETE SENTENCES UNDER THE QUESTION** in the document. When you are finished, print your document in the classroom or at home. Bring the document to class and use it to teach your group about your topic.

**1 – John Steinbeck**

* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **John Steinbeck.**
* Watch the short video about John Steinbeck and read the article.
  1. **Explain why John Steinbeck’s, The Grapes of Wrath, appealed to common people. Cite evidence from the text or the video.**
* Go back to the OMM Webquest page and click on the **John Steinbeck Part 2** video link**.**
* Listen to the song.
  1. **After hearing the song “Do Re Mi” by Woody Guthrie, create a 6-8 comic strip depicting the stories within,** **highlighting the irony between how people envisioned California and the reality that people faced when they got there. Make sure to use quotes from the song in each box. (Hint: “do” is a reference to “Dough” or Money)**
* Go back to the OMM Webquest page and use the 2nd and 3rd links under **John Steinbeck**.
* Look at the two maps and answer the following questions:
  1. **The Salinas Valley played an important role during John Steinbeck's life and is used as the setting in most of his stories including Of Mice and Men. Looking at the two maps, what inferences can you make about the Salinas Valley?**
  2. **Why would so many people move to this valley during the Great Depression?**
  3. **Create a Venn diagram and compare/contrast the Salinas Valley to our very own Eastern Shore of Maryland.**

**2 – The Great Depression**

* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **The Great Depression.**
* Read the article.
  1. **How did the Stock Market Crash of 1929 negatively impact people’s lives?** **Cite evidence from the text.**
* Go back to the OMM Webquest page and click on the **The Great Depression Part 2** video link**.**
* Watch the video and take notes.
  1. **Write a paragraph that explains what the American Dream was during the 1920s and how it was affected during the 1930s.**
* Go back to the OMM Webquest page and click on the 2nd link under **The Great Depression.**
* Read the article.
  1. **After reading, assume the role of a teenager living during the Great Depression. Write a letter to a family member in Europe describing the state of the country during that time.**
* Go back to the OMM Webquest page and click on the 3rd link under **The Great Depression.**
* Read the song lyrics “Brother, can you spare a dime?”
  1. **Write a paragraph that explains the messages the song conveys about the Depression era. Make sure to include what it means to ask someone for a dime.**

**3 – Depression Era photos**

* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **Depression Era Photos.**
  1. **In order to get a general understanding of The Great Depression read the article, “Impact of the Great Depression on Family and Home.”**
* Go to the *Of Mice and Men* Webquest page and click on the 2nd link under **Depression Era Photos.**
  1. **After examining several of the photos, choose a photograph that you found interesting.  Cut and paste the picture into this document.**
  2. **Observe the photo and identify and note details (Describe what you see. • What do you notice first? • What people and objects are shown? • How are they arranged? • What is the physical setting? • What, if any, words do you see? • What other details can you see?)**
  3. **Reflect on the photo to expand your thinking (Why do you think this image was made? • What’s happening in the image? • What can you learn from examining this image? • If someone made this today, what would be different? • What would be the same?**
  4. **Create 5  questions that lead to more observations and reflections (What do you wonder about….who?...what?...why?...when?...where?...**
* Go to the *Of Mice and Men* Webquest page and click on the 2nd link under **Depression Era Photos.**
* After examining several of the photos, choose a photograph that you found interesting.  Cut and paste the picture into this document.
  1. **Taking on the voice of one of the people in the photograph, write a diary entry that explains what your thoughts are as the picture is being taken.**
* Go to the *Of Mice and Men* Webquest page and click on the 2nd link under **Depression Era Photos.**
* After examining several of the photos, choose a photograph that you found interesting.  Cut and paste the picture into this document.
  1. **Carefully analyze the image.  Predict what will happen one minute after the scene shown in the image.  One hour after?  Thoroughly and thoughtfully explain the reasoning behind your predictions.**

**4 – The Dust Bowl**

* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **The Dust Bowl.**
* Read the article.
  1. **Write a paragraph explaining what can be inferred about the Dust Bowl’s effects on US citizens. Cite evidence from the text.**
* Go to the *Of Mice and Men* Webquest page and click on the 2nd and 3rd links under **The Dust Bowl.**
* Read both articles and record essential information.
  1. **Write a diary entry in which you describe a walk to school on a morning during the Dust Bowl.**
* Go to the *Of Mice and Men* Webquest page and click on the 4th link under **The Dust Bowl.**
* Read the poem “Leaving the Dust Bowl” analyze:
  1. Audience - Who is the poem intended for? Is the poet writing to his wife? For the president? People going through injustice? If you correctly identify the audience you get right to the heart of the Purpose.
  2. Purpose – What did the author want the audience (both the audience that he addressed in the poem AND the audience that is reading the poem) to think about? What did the poet want you to take away from the poem and leave a lasting effect? Why did the poet write this poem?
  3. Tone – What is the feeling that the poem leaves you with? Start vague. Is it a positive or negative feeling? Then get more specific. Happy or sad? Does it have an angry tone? What is the speaker angry about? Is it inspirational? Why? You have to ask yourself “how does this poem make me feel?” and write down how the poem achieves this.There are a lot of things that contribute to TONE.
  4. Imagery is something so clearly and concretely described that there is a crystal clear picture in your head. It also appeals to the five senses. Imagery contributes to tone in accordance to how something is being described. What kind of imagery does the poem have? What is being described? Is it being described positively or negatively?

**5 – Migrant Workers**

* Go to the *Of Mice and Men* Webquest page and click on the **Migrant Workers Part 1** video link**.**
* Watch the YouTube video “The Great Depression, Dust Bowl, and California Migration.”
  1. **As you are watching the video, record 5 observations that you made from the images in the video.**
  2. **Reflect on the hardships people experienced during this time. In a paragraph explain how the hardships people face today compare the hardships of this time?**
* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **Migrant Workers Part 2.**
* Read the article.
  1. **In a paragraph, describe the challenges migrant workers faced after they got to California and evaluate the move was worth it or not for these people.**
* Go to the *Of Mice and Men* Webquest page and click on the 2ndlink under **Migrant Workers Part 2.**
* Read the article.
* Click on the green Florence Thompson link and listen to her interview.
  1. **What would have been the most difficult thing about being a migrant worker? Cite evidence from the text.**

**6 – Women in the 1930’s**

* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **Women in the 1930’s.**
* Read the article.
  1. **Create a collage that highlights the clothing, hair styles, shoes, and accessories of the 1930’s.  Be sure each image includes a text box explaining the picture provided.**
* Go to the *Of Mice and Men* Webquest page and click on the 2nd link under **Women in the 1930’s.**
* Focus on the “Women at Work” sections in the 1930’s and 1990’s decades.
  1. **How are the working roles of women DIFFERENT from the 1930’s to the 1990’s? Cite evidence from the text.**
* Go to the *Of Mice and Men* Webquest page and click on the 3rd link under **Women in the 1930’s.**
* Scroll down to the diary entry titled, “What If Our Check Doesn’t Come.” Living on Relief by Ann Rivington.
* Read the diary entry.
  1. **The Great Depression was a time of intense economic hardship for many people.  In a paragraph, discuss the conclusions you draw about Rivington’s current situation.  Provide evidence from the text to support your conclusions.**

**7 – African Americans in the 1930’s**

* Go to the *Of Mice and Men* Webquest page and click on the link 1st link under **African American’s in the 1930’s.**
* Read the article.
  1. **In a paragraph, summarize what life was like in the 1930’s for an African American. Cite evidence from the text.**
* Go to the *Of Mice and Men* Webquest page and click on the link 2nd link under **African American’s in the 1930’s.**
* Find the article titled, “The Second Wave.”
* Click the ‘listen’ button and at the top to hear the audio.
  1. **Write a paragraph explaining how the New Deal affected African Americans.   Cite evidence to support.**
* Go to the *Of Mice and Men* Webquest page and click on the link 3rd link under **African American’s in the 1930’s.**
* Read the poem, “Let America Be America,” by Langston Hughes. Langston Hughes was an African American writer whose work was influenced by the struggles he saw in the African American communities in America but particularly the struggles during the Great Depression era.  Read him poem, “Let America Be America.”
  1. **In a paragraph, analyze what the author means when he states, “it was never America to me” (Hughes).  Why is the America he described “never America” to him?  Cite evidence to support your answer.**

**8 – Intellectual Disabilities (Mental Retardation)**

* Go to the *Of Mice and Men* Webquest page and click on the 1st link under **Intellectual Disabilities Part 1.**
* Click on each tab: **Definition, Symptoms, Cause, and Treatment** and read the information.
  1. **What have been your experiences with people with Intellectual Disabilites? What have you learned from interacting or by observing these individuals? (on campus, in classes, in the hallways).**
* Go to the *Of Mice and Men* Webquest page and click on the 2nd link under **Intellectual Disabilities Part 1.**
* Read the article.
  1. **In a developed paragraph, explain how the participants feel about social interaction? Is social interaction an important part of life for them? Justify your answer explaining why or why not. How can you relate to the participants in the study?**
* Go to the *Of Mice and Men* Webquest page and click on the **Intellectual Disabilities Part 2** video link**.**
* Watch the video clip.
  1. **In a developed paragraph, explain how Forrest feels about life and family? Which of Forrest’s ideas do you find particularly meaningful? Justify your answer.**
  2. **Write a four entry journal/diary from Forrest’s perspective discussing the key ideas noted in the film clip.**
  3. **Compare the values that Forrest and the participant’s in the leisure study held to your own values of life. What do you have in common? What do you believe that’s different? Justify your answer.**