

## FORM 8

### English 8

Rising Form 8 students will read *Of Mice and Men* by John Steinbeck (ISBN # 0140177396) in its entirety prior to the first day of the new school year. Please be sure to order this edition so that once the school year begins, we are all, literally, on the same page when discussing the book in class. If you cannot get this edition, another edition will be perfectly acceptable as foundation for the project.

In addition to reading the novel, you must construct a **DETAIL FINDER CONTENT FRAME** (explained below), **which is due in class on the first day of school.**

Adhering to the following steps will facilitate completing your project in a quality manner.

**STEP 1:** Study the definitions and concepts that you will need to identify during your reading, *prior* to beginning the reading assignment. The concepts and definitions are as follows:

| Motifs/Thematic Elements  |   |
|---|---|
| ➔ A motif is “a recurrent image, situation, device or interest that serves as basis for expanded discussion.” <i>Of Mice and Men</i> has several motifs/thematic elements that are recurrent, which means they appear over and over throughout the novel. The following list identifies and explains the motifs that you will need to identify as you read Steinbeck’s <i>Of Mice and Men</i> . |   |
| <b>Brotherhood</b>  | > Brotherhood is the bond that holds men together through thick and thin. It is often strongest between guys who share something together, be it experiences, perspective or an activity that brings them close.  |
| <b>Cruelty</b>  | > Cruelty can come in many different forms, but it always involves causing other people pain. This pain can be physical, emotional or psychological, and a cruel person is often indifferent (doesn’t care) about the person in pain – and sometimes the cruel person even enjoys causing harm.   |
| <b>Dreams</b>   | > Dreams are the hopes and aspirations that keep people working hard in a certain direction. Dreams give people something to hold onto, something to live for, in what might otherwise seem to be an empty life. Dreamers look to the future and imagine how life could one day get better.   |
| <b>Hard Choices</b>   | > Hard choices are those decisions that do not have a clear, easy answer. These choices involve internal conflict in which the chooser deliberates (thinks deeply and weighs carefully) the pros and cons of the various options. Hard choices often involve moral and ethical questions, and the way a person thinks about them and decides on them often conveys information about that person’s character. |
| <b>Leadership</b>   | > Leadership is the ability to influence and organize other people to achieve a common goal. Leaders may or may not have any formal (assigned) authority, but they take charge of situations and make sure the job gets done. Leaders are often people who demonstrate traits like vision, intelligence, authority and charisma for their followers.  |
| <b>Temptation</b>   | > Temptation is the desire to perform an action that one may enjoy immediately or for a short time, but which will probably later cause regret. Temptation can also mean the act of coaxing or convincing someone to do something that that person does not initially want to do.   |

**STEP 2:** Now that you are clear about what you are looking for, you are ready to begin reading the novel, in its entirety. As you read, highlight and annotate (make notes in the margin) your text, identifying EIGHT (8) passages that illustrate or relate to the specific motifs. You must use each of the motifs once, and you will also need to choose two of them to do twice. Be sure you annotate/label each of the passages you highlight with the name of the motif it exemplifies. It will make the next step easier!

**STEP 3:** Now you can begin your DETAIL FINDER CONTENT FRAME! **This assignment can be typed, or it can be handwritten on notebook paper.** Either way, on your paper you will create two columns.

- In the left hand column, you will place the eight (8) passages that represent the various motifs.
  - Immediately before each passage, label the motif that it illustrates.
  - Document each passage in the correct format. For example, for a passage taken from page 33 of *Of Mice and Men*, immediately after your passage, you would include (Steinbeck 33).
- In the right hand column, explain how each passage illustrates the selected motif.
  - Your explanation of each should clearly show how the specific passage of detail illustrates the motif.
  - Each explanation must be in paragraph form--no bullet pointed lists!
  - Each explanation must be a minimum of 60 words long and a maximum of 100 words. In parenthesis, please indicate the word count after each entry.
  - Each explanation should be thoughtful, well developed, and written in complete sentences.

➔The sample below illustrates the “Hard Choices” motif as it appears in *To Kill a Mockingbird* by Harper Lee and models how your assignment should appear when done correctly.

| Passage<br>(with correct documentation)  | Explanation  |
|--|--|
| <u>Hard Choices</u><br>“I pushed my way through dark smelly bodies and burst into the circle of light.<br>‘H-ey, Atticus!’<br>I thought he would have a fine surprise, but his face killed my joy. A flash of plain fear was going out of his eyes” (Lee 203). | Atticus has to make an incredibly hard choice when Scout shows up at the jail because he must decide whether to stay to defend Tom Robinson or protect his child against the white ruffians. Atticus has been standing watch over Tom Robinson’s jail cell so that the white citizens of Maycomb won’t harm him, but when Scout intrudes, Atticus must weigh her safety against abandoning Tom Robinson. This shows that Atticus cares about both civil rights and the well-being of his daughter; here he fears that he will have to choose one and sacrifice the other (96 words). |

**GRADING:** The Detail Finder Content Frame is comprised of eight (8) passages with explanation, worth 4 points each, for **32 possible points**. The assignment is the first major grade of the quarter.

| Passage<br>(with correct documentation)  | Explanation  |
|--|--|
| <p><u>COMPLETE, EFFECTIVE PASSAGE WITH CORRECT DOCUMENTATION = 1 POINT</u></p> <p>*Points deductions will occur if you do not include a passage of adequate length, if the passage is weak/a very poor example of the motif, and/or if you do not correctly document each passage.</p> | <p><u>EXPLANATION = 3 POINTS</u></p> <p>Your explanation MUST do two things:</p> <ul style="list-style-type: none"> <li>• clearly identify the motif (1 point).</li> <li>• adequately explain how the detail selected from the text is clear proof of that motif (2 points).</li> </ul> <p>*Point deductions will occur if your explanation merely summarizes the plot, if it does not clearly explain the connection to the motif, if it is overly brief or overly words (less than 60 words or greater than 100 words), or if it uses incomplete, poorly punctuated sentences.</p> |

## FINAL NOTES

During the third week of school, each student will write an in-class essay about the motifs present in *Of Mice and Men*. This essay will be worth 25 points toward the first quarter average. Students may refer to their own Detail Finder Content Frame during the in-class essay.

As per expectations for Form 8 English, a paper or major project turned in late (after the student's class period) on the due date is reduced by 10%. An additional 10% each day continues to be deducted until after day three, at which time, the paper or project must still be turned in for zero credit.

**Note:** *During the completion of this summer reading assignment, all work and thought should be your own. The use of SparkNotes or other online resources will be viewed as plagiarism and a violation of the Saint Mary's Hall honor code, which defines plagiarism as "using another person's thoughts and accomplishments without proper acknowledgment."*