

Séquence Section 4 – *Of Mice and Men* / Niveau B2-C1

Problématique : How does Steinbeck use the figure of the outsider to convey his ideas about American society in the 1930s, and more particularly about the American dream ?

OBJECTIFS :

1- OBJ culturels et littéraires:

- découvrir la notion du rêve américain et la vision de Steinbeck sur ce concept dans le contexte des années 30
- étudier la vision de la femme et des personnes de couleur dans les années 30
- étudier la structure d'un chapitre et les personnages
- étudier la figure de l'« outsider » en littérature → transposable à d'autres œuvres (même en français)

2- OBJ lexicaux :

- adj pour caractériser la personnalité d'un personnage
- adv permettant d'analyser l'état d'esprit des personnages et la tension d'un passage
- lexique de la solitude et l'isolement

3- OBJ grammaticaux :

- le prétérit modal
- utilisation de WOULD (contexte situation imaginaire)
- l'expression du regret
- rebrassage : expression de la similitude et du contraste
- valeurs de BE GOING TO

4- OBJ phonologique :

- forme faible de l'auxiliaire have

COMPETENCES TRAVAILLEES :

- compréhension écrite
- compréhension orale
- expression écrite
- expression orale et expression orale en interaction

EVALUATIONS : voir liste de projets au choix sur l'œuvre intégrale.

Activités préparant à l'évaluation : EO et EE (en HMK)

Séances	Activités langagières	Descriptif de l'activité ou de la tâche et consignes	Productions attendues						
En amont, à la maison	CE	<p>Lecture de la section 4 avec ex pour vérifier la compréhension</p> <ul style="list-style-type: none"> Read the following statements and highlight those which are true. Find evidence in the text to correct the false ones. <p>a- Crooks lives by himself in the harness room. b- The section takes place on a Sunday night. c- George and all the other men have gone into town. d- Crooks tells Lennie he comes from the South, not from California. e- Crooks doesn't believe Lennie when he tells him about their plan to get a farm, rabbits ... f- Crooks feels lonely. g- Crooks feels nostalgic about his childhood which was much better than his present life. h- Candy reveals it is the first time he has been into Crooks's room. i- Crooks considers it's a privilege to have a « room » of his own j- Curley's wife believes Candy's explanation for Curley's broken hand. k- Curley's wife threatens Crooks when he says he is going to speak to the boss about her. l- Crooks tells Candy that he doesn't really want to join them on their farm</p>	<p>a- Crooks lives by himself in the harness room. b- The section takes place on a Sunday night. c- George and all the other men have gone into town. d- Crooks tells Lennie he comes from the South, not from California. e- Crooks doesn't believe Lennie when he tells him about their plan to get a farm, rabbits ... f- Crooks feels lonely. g- Crooks feels nostalgic about his childhood which was much better than his present life. h- Candy reveals it is the first time he has been into Crooks's room. i- Crooks considers it's a privilege to have a « room » of his own j- Curley's wife believes Candy's explanation for Curley's broken hand. k- Curley's wife threatens Crooks when he says he is going to speak to the boss about her. l- Crooks tells Candy that he doesn't really want to join them on their farm.</p> <p>b- FALSE : Saturday night c- FALSE : Candy, Crooks and Lennie didn't go with them ? d- FALSE : he was born and raised in California, which means he was never a slave i- FALSE : p 85 Crooks is ironic about it. He lives apart from the others because he's black and his space is uncomfortable, he lives with the horses, with a « manure pile under the window » j- FALSE : She knows that Lennie broke his hand p 92 « <i>I'm glad you bust up Curley a little bit</i> »</p>						
Séance 1 Organisation of the section	CE EO	<p>Classe divisée en plusieurs groupes.</p> <p>In pairs, assess the tension in the passage you have been assigned and justify your choice with evidence from the text. Then report to the class.</p> <p>Green = no tension, orange = a little tension, red = a lot of tension</p> <p>(Let's do the 1st one together ! Just to make sure the instruction is clear)</p>	<table border="1"> <tr> <td>Description of the harness room and of Crooks rubbing his spine (p 75-76- → « <i>shivered</i> »)</td> <td></td> <td>only a description of the setting</td> </tr> <tr> <td>Lennie arrives. Crooks doesn't want to let him in at first. (p76-78 « <i>as well set down</i> »)</td> <td></td> <td>Crooks is tense p77 « <i>stiffened</i> », « a scowl », « <i>sharply</i> ». He repeats « right » twice to show that he has no right to be here.</td> </tr> </table>	Description of the harness room and of Crooks rubbing his spine (p 75-76- → « <i>shivered</i> »)		only a description of the setting	Lennie arrives. Crooks doesn't want to let him in at first. (p76-78 « <i>as well set down</i> »)		Crooks is tense p77 « <i>stiffened</i> », « a scowl », « <i>sharply</i> ». He repeats « right » twice to show that he has no right to be here.
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		<p>Crooks tells Candy and Lennie to go. (p92-93)</p> <p>George arrives and disapproves of them being in Crooks's room. As they're all leaving, Crooks tells Candy to forget about his offer to work on their farm. After they leave, he rubs his spine again.</p>	○		<p>offers to work for them. (p84-87 « <i>if I want to</i> »)</p> <p>Curley's wife arrives. She pretends to be looking for her husband but in fact, she's only looking for company. She has a heated discussion with the men, first with Candy, and then with Crooks whom she threatens. Everybody realizes how dangerous she could be for them so they keep a low profile. (p87-92 « <i>Curley you was here</i> »)</p> <p>Candy says he heard the guys come back. He tells Curley's wife to go. Crooks tells Candy and Lennie to go. (p92-93 « <i>What she says is true</i> »)</p> <p>George arrives and disapproves of them being in Crooks's room. As they're all leaving, Crooks tells Candy to forget about his offer to work on their farm. After they leave, he rubs his spine again.</p>	<p>○ ●</p> <p>●</p> <p>●</p>	<p>p88 « The girl flared up », « contemptuously » Candy stands up to her p88 « he said angrily » Then Crooks p91 « coldly », « you got no rights »</p> <p>p92 « Don't you worry none », « quietly »</p> <p>Relief p93 « It's George » Lennie cried » back to order / similar scene as at the beginning p94 « he fell slowly to rubbing his back »</p>							
<p>Mise en commun Obs des adverbes Conclude on the structure of the chapter</p>					<p>Shift from scenes with calm and order to scenes verging on chaos and violence/danger. The characters become more aggressive and threatening in turns, and we feel the situation is about to get out of control.</p>									
<p>Séances 2-3 Focus on Crooks and Curley's wife</p>	<p>CE EO</p>	<p>1- Steinbeck uses the description of the harness room to reflect the character of Crooks, the stable buck. Read p 75-76 and in a table, list 8 objects and write what you think each object reveals about this character.</p>	<table border="1"> <thead> <tr> <th data-bbox="1323 1078 1744 1166">Objects in the harness room</th> <th data-bbox="1744 1078 2132 1166">What it reveals</th> </tr> </thead> <tbody> <tr> <td data-bbox="1323 1166 1744 1278">« Crooks' bunk was a long box filled with straw » p 75</td> <td data-bbox="1744 1166 2132 1278">Crooks' bed is like an animal's, showing that as a black man, he is treated little better than a beast</td> </tr> <tr> <td data-bbox="1323 1278 1744 1390">« <i>hung broken harness in process of being mended ; ...hand riveter</i> » p75</td> <td data-bbox="1744 1278 2132 1390">shows his job needs a lot of skills / he's a skilled worker</td> </tr> <tr> <td data-bbox="1323 1390 1744 1485">« <i>medicine bottles, both for himself and for the horses</i> »p75</td> <td data-bbox="1744 1390 2132 1485">is in poor health + assimilated to an animal</td> </tr> </tbody> </table>				Objects in the harness room	What it reveals	« Crooks' bunk was a long box filled with straw » p 75	Crooks' bed is like an animal's, showing that as a black man, he is treated little better than a beast	« <i>hung broken harness in process of being mended ; ...hand riveter</i> » p75	shows his job needs a lot of skills / he's a skilled worker	« <i>medicine bottles, both for himself and for the horses</i> »p75	is in poor health + assimilated to an animal
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« drippy can of tar ... » p75	specific objects related to his job
« personal possessions » p75	he has accumulated more than the others / permanent worker / somehow better off than the others.
« several pairs of shoes ... » p76	better off than the others
« a single-barreled shotgun » p76	can be trusted enough to keep a gun + has the right to defend himself
« he had books ... gold-rimmed spectacles » p76	educated man / can read / reads different types of docs
« a bottle of liniment » p76	Medicine for his crooked back

2- In extract 4 (p 80-81), pay attention to the way Crooks behaves and list at least 3 adjectives to describe his personality at that particular moment.

Battle with your partner ! Each of you will make a sentence with an adjective and a justify, until one of you runs out of adj.

→ mise en commun

3- Grammar : modal preterite / talking about imaginary situations

A- Observe the following sentences (p80) and underline the verb forms.

- S'pose he took a powder

Cruel / vicious / sadistic / jealous / spiteful
unkind / wicked / evil / heartless / insensitive / unsympathetic
dangerous / noxious / persuasive / manipulative / tactless / cowardly

He can see that his suppositions upset/distress Lennie, and yet he seems to be taking pleasure in torturing him

He doesn't care about Lennie's feelings

He can make Lennie violent because Lennie can't respect limits/doesn't know how to behave

He feels lonely and rejected so he is jealous of Lennie and George's friendship, that's why he tries to hurt him

- S'pose George went into town tonight and you never heard of him no more

→ What do you notice about the verb forms ? Preterite

→ Do they refer to a situation in the past ? Justify. No, they refer to an imaginary situation because the sentences start with « s'pose »

B- Conclude : The (modal preterite) is used to talk about (imaginary) or (unreal) situations. It is built like the (simple past) except for BE → WERE instead of WAS with I/he/she/it

It can be found after (imagine/suppose/if)

C- Examine the quotes below, then rephrase them in standard English using the prompts, and imagine an answer

a) « S'pose you didn't have nobody »

Imagine

b) « S'pose you couldn't go into the bunkhouse and play rummy 'cause you was black »

How would you feel

c) « S'pose you had to sit out here an' read books »

What would it be like

D- Is it logical for unreal conditionals to appear in the characters' conversations in OMAM ?

E- Practise ! Complete the sentences with the verbs in the correct form.

a) If Crooks (HAVE) a friend, he(NOT/FEEL) so lonely.

b) If Crooks (BELIEVE) Lennie, he (NOT/ARGUE) with him

Ex permettant, en plus de l'aspect GR, de rebrasser les sentiments des personnages

Rappel sur l'utilisation de would (prétérit de will), employé avec le prétérit modal

a) Imagine you didn't have anybody → I would feel lonely / isolated

b) I would feel rejected / I would feel left out

c) it would be interesting but I would end up feeling bored or lonely or trapped

Yes, because they talk about their dreams + Crooks wants Lennie to imagine what it's like to be rejected like he is

c) Imagine Curley's wife (NOT/BE) the only woman in the ranch, the workers (NOT/CRITICISE) her all the time.

d) If Candy (NOT/LIKE) Slim, he (NOT/LISTEN) to him

e) How (YOU/FEEL) if you (LIVE) with Curley ?

4- Focus on extract 7 now and list the reasons why Curley's wife comes into the harness room

5- Look at the following quote and rephrase it in standard English. Then explain what she dreamt of and what she regrets.

→ **Faire observer et noter la structure REGRET + V-ing**

→ Faire noter aussi la structure exprimant le regret : **COULD HAVE + pp, SHOULD HAVE + pp** et reformuler she could have been an actress / she could have married another guy / she could have found a job in the movie industry / she shouldn't have married Curley.

→ **point phono** : please note that grammar words, like prepositions, pronouns, and auxiliary verbs often have weak forms. In an English sentence, some words are pronounced with more stress than others. Generally, the words which carry the main meaning are stressed, while grammar words are not stressed.

Ex : I could have **done more** if I'd **had more time**.

could have → /kədəv/ (the other words « if I'd » don't have weak

forms so their pronunciation doesn't change)

- She pretends to be looking for Curley
- She feels lonely / she doesn't like her husband « swell guy, ain't he ? » p 88
- She wants to know what really happened to his hand
- Everybody went to town, even Curley, except the « weak ones » p 87
- She needs somebody to talk to even if it's just « a bunch of bindle stiffs », « an' likin' it because they ain't nobody else »

- p 89 « I tell ya I could of went with shows. Not jus' one, neither. An' a guy tol' me he could put me in pitchers ... »
- = I could have gone with shows / he could put me in pictures

→ She probably dreamt of being an actress and/or a model, but her dream didn't come true. She regrets being on that ranch / She regrets marrying Curley / She regrets not following her dreams

Organisation : classe divisée en 3 parties
→ élèves A / élèves B / élèves C
→ ALONE : You will have 4 minutes to list everything about your character (characteristics, behaviour, dreams ...)
→ Then, in pairs : (5 min) explain to your partner what you found, and together, find the similarities between your characters and complete your Venn diagram + be ready to justify
→ apport de « clues » et laisser encore 4 min pour compléter ses notes

A = Crooks and Curley's wife
B = Candy and Crooks
C = Lennie and Curley's wife

(voir les diagrammes de Venn en doc)

2ème temps :

Mettre ensemble un élève A + un B + un C → explain to the others what you have found.

Then, discuss what they all have in common and find a name for that group of characters + justify. Write a paragraph on the following Padlet to sum up what you discussed (12 lines max) :

LLCE 1 : https://padlet.com/mrs_rastelli/w3u204fvwpfn7881

Each person of the group has a role to play !

- the secretary : in charge of typing your paragraph on the Padlet
- the language booster : in charge of correcting the mistakes and improving the language
- the spokesperson : in charge of reading the paragraph to the class

8- Projection du Padlet : Each gp will have a spokesperson who will read the gp's paragraph. The others will have to say if they agree with the name given and the justification + correct the mistakes (if any!)

9- In order to decide which paragraph will be kept as a summary of today's work, each gp is going to give out 1pt for the best justification, 1pt for the best language and voc, and 1pt for the best name

Ex de noms : the outsiders / the weak ones / the outcasts / the misfits / the rejected / the victims / the people left out

They are all left out either because of their disability, colour, or gender. They are « weak » characters.

Because of their status, they are not considered as important by the other characters. The others make decisions for them. Life on the ranch is a good illustration of the saying « survival of the fittest » Steinbeck makes us sympathize with the outsiders.

		<p>10- (Have you changed your mind about these characters since the beginning of today's class? If yes, how?)</p> <p>11- HMK : revoir voc sur les pers + read the following paragraph about the figure of the outsider and finish it by adding a few sentences of your own in which you explain the link between Steinbeck's use of the figure of the outsider and the social message he wanted to convey.</p> <p>FOCUS ON... The figure of the outsider</p> <p>The gathering in Crooks's room, in Chapter 4, brings together four characters who appear to have little in common. One thing they do share is their marginalized position within the microcosm of the ranch. By virtue of their loneliness, Candy, Crooks, Lennie and Curley's wife exemplify Steinbeck's interest in the figure of the outsider. In fact, outsiders are common currency in Steinbeck's work: the protagonists of his novels and stories are often poor, jobless, sick, elderly, or otherwise at a distance from society. By insisting on his characters' weaknesses, faults and wounds — be they physical, mental or spiritual — Steinbeck highlights their exceptionality. In this way, he makes the humble and the rejected seem heroic.</p>	
<p>Séance 5 (Shattered) dreams</p>	<p>CE EO</p>	<p>12- What is your definition of the American Dream ? Aide avec un word cloud → check your answers (def distribuée)</p>	<p>The AD is the idea that pple from all walks of life can succeed insofar as they work hard enough + insofar as their country provides them with basic opportunities</p> <p>This creed is written in the US Constitution which implies that all citizens, whatever their birth, religion or origin, can fulfill their dream. Everyone should have equal rights and access to justice, and should be given the opportunity to pursue happiness.</p> <p>The AD attracts a lot of people, and also immigrants who are yearning for a better life, better jobs, and who want to become wealthy. However, the AD should not only be defined in materialistic terms but also in terms of equal rights and social justice</p>



13- Classe divisée en 3 parties Lennie/Candy/Curley's wife.
In pairs, list the characters' hopes and dreams and complete the following table

→ mise en commun

14- Rappel GR : valeur de BE GOING TO

Hopes and Dreams	What the character thinks about its realisation + evidence from the text	What the other characters think + evidence from the text	What you think + justify
LENNIE : He dreams of having a farm and tending to the rabbits	He's very excited about it because he is certain his dream is about to come true Repetitions → p78 « we're gonna get », p79 « we're gonna do it », « gonna get » → GR : rappels sur la valeur de BE GOING TO	Crooks : - doesn't believe him. Repetition of « nuts » p78 and « crazy » p79 - p83-84 : → « hunderds of men »/ »hunderds of them » → he has been around for a long time and has seen many workers with the same dream, but it never comes true → Opposition « ever'body »/ repeti tion of « nobody » → repetition « just in their head » Crooks debunks the dream and confronts it to a harsh reality, that of the 1930s	
CANDY : He buys into the same dream as G and L	He believes his dream will come true p86 « we're gonna do it »/ »right now » He defends his dream and sounds unrelenting → opposition between what everyone	At first, he is disbelieving/unbelieving → repetitions of the same arguments as before p86 « too many times », « too many guys », « in their heads », « never get none »	

believes in p86 « everybody », « jus' som'thing », « somethin' » and their reality « we gonna do it now » + 3 times « gonna »	Candy is so convincing that Crooks buys into the dream as well and offers to work for them p86-87 « I'd come an' lend a hand »
With Curley's wife, he even uses the present, as if their dream had already come true P89 « we got our own ranch », « we gotta a house », « we got fren's »	Curley's wife doesn't believe him p89 « baloney », « seen too many guys »

CURLEY'S WIFE : She dreamt of being an actress or a model	She knows her dream can't come true because she has regrets « I could have ... »	Nobody gives his opinion about her dream, it's as if she didn't exist
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→ that the American didn't exist anymore in the 1930s / the land of plenty
had turned into the land of misfortune
→ minorities will never achieve the American dream
→ it is an illusion / unattainable

14- Conclude: What did Steinbeck want to show about the American Dream ?

15- HMK : revise voc + infos Section 4
→ Projets à rendre